***SOCIAL WORK PROGRAM HANDBOOK***



***Adopted June 1999***

***Revised August 2018***

***East Central University***

***College of Liberal Arts and Social Sciences***

***Department of Human Resources***

***Social Work Program***

***1100 East 14th Street***

***Ada, Oklahoma 74820-9982***

***580-559-5402***

**TABLE OF CONTENTS**

Introduction 1

Social Work Program History 2

Baccalaureate Social Work (BSW) 2

ECU Mission and Goals 2

General Education - Liberal Arts Perspective 2

Student-Centered University 3

Department of Human Resources Goals and Objectives 4

Social Work Program Mission, Goals, and Objectives 5

Mission 5

Program Goals 5

Program Objectives 5

Baccalaureate Social Work (BSW) Education 6

Generalist Practice 6

Professional Values and Ethics 7

Employment Opportunities for Social Workers 7

Job Outlook 8

Social Work Curriculum and Program 9

Bachelor of Social Work (BSW) Degree Requirements 9

Four Year Degree Plan for Social Work Major 10

Social Work Course Descriptions 11

Social Work Internship 12

Admission to the Social Work Program 13

General Program and University Policies 15

Social Work Course Transfer Credit 15

Policy on Academic Credit for Life or Work Experience 16

Outdated Work and Non-Continuous Enrollment 16

Retention in the Social Work Program 16

Social Work Program Student Conduct and Termination Policy 17

ECU Academic Integrity Policy 18

Definition of Academic Misconduct 18

Cheating 19

Plagiarism 19

Misrepresentation or Falsification 19

Disciplinary Procedure 19

Student Recourse 20

ECU Conduct Requirements 20

Policy on Termination from the Social Work Program 20

Social Work Student Appeal Grievance Process 21

ECU Grade Appeal Policy 22

Non-Discrimination Policy 22

Sexual Harassment Policy 23

Disability Services 24

Students in the Program 25

General Expectations of Students 25

Academic and Professional Advising 25

Writing and Social Work 25

Student Opportunities - Program and University 26

Child Welfare Professional Enhancement Program (CWPEP) 26

National Association of Social Workers 26

Phi Alpha ~ National Social Work Honor Society 27

Social Work Student Association 27

Human Resources Club 27

ECU Student Organizations/Student Diversity 28

Social Work Program Advisory Committee 28

Scholarships 28

Appendices 29

A. *NASW Code of Ethics* 30

*B. CSWE Educational Policy and Accreditation Standards* 50

**~ INTRODUCTION ~**

Congratulations on your admission to the East Central University Social Work Program and your choice of a future career in Social Work! As a social worker, you will have the opportunity to work with individuals, families, organizations, groups, and communities, using a wide variety of knowledge and skills grounded in professional values to make a difference in the lives of people.

This*Program Handbook* has been designed as a formal mechanism to inform you about the Social Work Program, its history, accreditation by the Council on Social Work Education, BSW education, the Programs educational mission and curriculum, expectations, and opportunities for social work students, and the Programs and Universitys policies that provide guidance to students as they progress through their degree program at East Central University. Also included in the *Handbook* is a copy of the 2015 *Educational Policy and Accreditation Standards* (EPAS) of the Council on Social Work Education and the National Association of Social Workers *Code of Ethics* (1996, rev. 2008)*.* The *Educational Policy and Accreditation Standards* promotes excellence, creativity, and innovation in social work education and practice. It sets forth core competencies, which are practice behaviors that are comprised of social work knowledge, values, and skills. Accreditation ensures that the quality of professional programs merits confidence. The *Accreditation Standards* establish basic requirements for the baccalaureate level ... [of education] (EPAS, 20015, p. 5-6). EPAS supports academic excellence by establishing thresholds for professional competence. The *NASW Code of Ethics* provides a guide for your conduct as a student and preparation for professional social work. Your knowledge and understanding of the *Code* is expected, as well as your adherence to the values and ethics explicated in the *Code*.

The *Handbook* is intended to be informative and be a reference source for the admitted social work major. Please read it carefully and retain it in your academic file for future reference**.**

**SOCIAL WORK PROGRAM HISTORY**

Under the auspices of East Central University, specializations in Social Services and in Rehabilitation were initiated by the Department of Human Resources in 1972 and approved by the Oklahoma Regents for Higher Education in 1973. The Social Services specialization was changed to a specialization in Social Work in 1978. In 1982 Social Work became a free-standing major, although still a part of the multi-disciplinary Human Resources Department. The Social Work Program was initially accredited by the Council on Social Work Education (CWSE) in 1984 under the direction of the Programs first director. In 1987, approval was gained to change from a Bachelor of Arts (major - Social Work) degree to a Bachelor of Social Work (BSW) degree in order to clearly identify a professional education program in social work. Accreditation of the Program was reaffirmed in 1988, 1995, 2003, and 2011 by the Council on Social Work Education. East Central offers one of only four accredited undergraduate social work degree programs in the State of Oklahoma, and serves the social work educational and professional needs of Southeast Oklahoma. The Program is committed to quality social work education and to fulfilling the mission and goals of East Central University, the College of Liberal Arts and Social Sciences, the Human Resources Department, and the Social Work Program, to educate students at the baccalaureate level for quality generalist social work practice.

**BACCALAUREATE SOCIAL WORK (BSW)**

A Baccalaureate Social Worker (BSW) is well-prepared for practice in an agency or organizational setting to assist people of all ages and from all walks of life, to solve problems in social functioning. The BSW is at the beginning level of professional practice and works with some of the most vulnerable persons in the population older adults, children, and those who live in poverty. The first step to becoming a professional social worker is earning a BSW degree from a social work education program accredited by the Council on Social Work Education.

**ECU MISSION AND GOALS**

East Central Universitys mission, as stated in the *ECU Catalog* (p.2), is to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society. Within its service area, East Central University provides leadership for economic development and cultural enhancement.

East Central University acknowledges five areas of importance to fulfill its mission

* To provide academic programs
* To sustain educational support programs
* To provide educational enrichment opportunities
* To offer special community/regional services
* To promote professional development and scholarship

**GENERAL EDUCATION - LIBERAL ARTS PERSPECTIVE**

The curriculum for generalist social work practice is built upon a strong liberal arts foundation, which underpins and supports the social work foundation curriculum. East Central University embodies its commitment to the values of a liberal arts education through its general education requirement. The general education curriculum is designed to assist students in attaining the knowledge, skills, and attitudes recognized by the University as fundamental to every educated persons understanding of and response to the world. Such education contributes to the development of informed, responsible citizens capable of promoting and maintaining a free society and provides individuals a foundation for making ethical, logical, technological, ecological decisions requisite to participation in such a society.

Three themes are common to all courses in the general education curriculum: (*East Central University Catalog p. 40)*

* **First**, general education courses encourage students to think symbolically and logically and to apply the rational powers of the mind (analyzing, deducing, inferring, classifying,

generalizing, imagining, recalling, comparing, evaluating, and synthesizing) in a systematic way for problem solving.

* **Second**, the general education curriculum encourages students to venture across disciplinary boundaries to see how different areas of study relate to each other so that a more integrated view of knowledge is attained. Common themes emerge which relate the curriculum to experiences shared by most people.
* **Third**, the general education curriculum, through the exploration of universal experiences, helps students to better understand themselves and others as well as society and the wider world. Through this exploration, students develop the introspective attitudes, the interpersonal skills, the multicultural values, and the respect for life-long learning required for meaningful participation in society.

**STUDENT-CENTERED UNIVERSITY**

As a student-centered university, East Central University provides optimal learning experiences and services that lead to student success. Students are the center of our focus. Students and their success serve as the driving force behind our decisions. As our first priority, East Central students deserve the greatest educational opportunities and the highest quality of service.

The University community expects and empowers our students to take responsibility for their academic work, social life and career development. We know that three primary factors influence student success: 1) the student's devotion of considerable time and energy to the learning process; 2) an institutional culture promoted by faculty, staff and administrators that engenders a caring and supportive environment; and 3) instructional experiences and support services that meet the academic, social and career development needs of students.

At East Central University, our students, faculty, staff and administrators recognize that student success is a shared responsibility characterized by:

Students who:

* take responsibility for their own learning;
* meet high expectations and gain diverse life experiences as they expand knowledge and skills useful for the future;
* increase ability to analyze, interpret and solve problems in order to make informed decisions;
* fully engage in pursuing realistic academic, career and social goals and monitor their progress toward those goals;
* fully engage in all aspects of campus life including co-curricular programs, activities and events;
* interact with a diverse community of learners and become knowledgeable of global issues;
* become professional leaders who are strong contributors to society.

Faculty, Staff and Administrators who:

* provide nurturing and caring support needed for students to succeed;
* commit to all students being successful;
* continually develop and deliver programs and services that better serve students;
* promote learning that is rigorous and meaningful;
* realize student success is influenced by peers, faculty, staff, administrators and the Universitys practices, policies and environment;
* challenge students to aspire to the highest academic, social and career goals.

East Central University is Oklahoma's premier comprehensive student-centered regional university.

**DEPARTMENT OF HUMAN RESOURCES GOALS AND OBJECTIVES**

The Department of Human Resources offers educational programs that share the common goal of preparing students to work with people in a variety of agencies and organizations. Degree programs are offered in counseling, criminal justice, and social work.

The objectives for the Department of Human Resources (*ECU Catalog*) are:

1. To prepare students educationally for positions in counseling, criminal justice, or social work.

2. To help supply both the regional and local employee pool for human services agencies and organizations.

3. To provide students with a sound undergraduate base for graduate study.

**SOCIAL WORK PROGRAM MISSION, GOALS, AND OBJECTIVES**

**Mission**

The mission of the East Central University Social Work Program is to educate students for competent generalist social work practice in a rapidly changing and diverse society, who are dedicated to the alleviation of poverty and oppression and the enhancement of the quality of life for all people. The Program primarily achieves its mission by providing a quality curriculum that emphasizes competencies and practice behaviors consistent with generalist practice that are informed by social work knowledge, values, and skills essential for work with individuals, families, groups, and organizations and communities in a variety of social contexts, and within a rural environment.

**Program Goals**

The goals of the Program, which are consistent with the *Educational Policy and Accreditation Standards* (2015) of the Council on Social Work Education, are:

1. Provide a quality curriculum which prepares graduates for effective generalist social work practice.
2. Prepare graduates for practice within a societal context, who are committed to the advancement of human rights and social and economic justice.
3. Prepare graduates who understand the implications of political, social, and economic contexts for social work practice including the changing nature of those contexts, and the dynamics and impact of change.
4. Provide a curriculum which is grounded in the values, and ethics which serve as the foundation and guide for the professional practice of social work.
5. Prepare graduates who have a commitment to continued personal and professional growth and development.

**Program Objectives**

The objectives of the Program are consistent with the definition of generalist practice and the program goals. The Programs educational objectives constitute the core competencies of the program. Students will:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.

9. Evaluate practice with individuals, families, groups, organizations, and communities.

**BACCALAUREATE SOCIAL WORK (BSW) EDUCATION**

A BSW education combines liberal arts with required social work generalist curriculum to prepare graduates for professional practice. To ensure professional standards, BSW programs must meet rigorous academic standards to gain and maintain accreditation from the Council on Social Work Education. Baccalaureate social work is the only undergraduate major that educates students to be professional social workers. (*National Association of Social Workers, BSW Brochure*)

The BSW curriculum provides a professional education that is transferable to different settings, population groups, and problem areas. The generalist curriculum is competency-based; Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competencies at the generalist level. Each competency contains a set of behaviors that integrate these components. *(CSWE 2015 EPAS)*

**Competency 1:** Demonstrate Ethical and Professional Behavior

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

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

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

**Competency 5:** Engage in Policy Practice

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

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

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

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

Communities

These nine (9) competencies dictate curriculum design through an outcome performance approach.

Students who graduate from a CSWE accredited program may qualify for advanced standing in graduate programs in social work. This means that a student may be exempted from the foundation year of a Masters of Social Work Program (M.S.W.) and complete the M.S.W. in less than two years. Graduates from an accredited program also become eligible for a social work license (LSWA) in Oklahoma after they successfully complete a Basic or Bachelors comprehensive exam. Licensing in other states is also possible, but qualifications for a license may vary from those in Oklahoma.

**Generalist Practice**

The Social Work Program, in its Mission Statement, specifies that students are educated "for competent generalist social work practice in a rapidly changing and diverse society, and are dedicated to the alleviation of poverty and oppression and the enhancement of quality of life for all people." The objectives of the Program reflect a professional education program that prepares graduates for quality generalist practice. The generalist perspective is built upon a strong liberal arts base, and the Program integrates the liberal arts base across the social work curriculum. The East Central University Social Work Program is guided in the implementation of the Social Work Degree program by the definition of generalist practice which is explicated in Educational Policy 2.0:

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

The baccalaureate program in social work prepares students for generalist practice by incorporating all 9 competencies and practice behaviors. The competencies and behaviors identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level.

Generalists conduct themselves within the ethical guidelines prescribed by the *NASW Code of Ethics* and must be able to work with clients, co-workers and colleagues who are diverse ethnically and culturally, and who have diverse professional perspectives.

**Professional Values and Ethics**

The Social Work Program is committed to and guided by the *Code of Ethics* of the *National Association of Social Workers* (NASW). The *Code* serves as a guide to the everyday professional conduct of social workers. Some codes apply specifically to students as they prepare for a career in social work. Students are expected to be familiar with the contents of the *Code* and conduct themselves in accordance with the *Code* throughout their enrollment in the Social Work Program. Additionally, students should demonstrate a commitment to the core values of social work, which are embodied in the *Code of Ethics*. These values include respect for the dignity and worth of every individual and his or her right to social justice. (See Appendix for a complete copy of the NASW *Code of Ethics.)*

Student conduct in classes, including the internship, as well as in personal behavior, are demonstrable evidence of professional behavior and internalization of social work values and ethics. (See Student Conduct Policy, p.17-18)

**Employment Opportunities for Social Workers**

According to the Bureau of Labor Statistic, Occupational Outlook Handbook 2016-2017 Edition, social workers held about 650,000 jobs in the United States in 2014. About 3 out of 10 jobs were in State, county, or municipal government agencies, primarily in departments of health and human services; about 34% of jobs were in health care, and 31 percent work in mental health. Although most social workers are employed in cities or suburbs, some work in rural areas. The following tabulation shows 2014 employment by type of social worker.

Child, family, and school social workers 649,300

Health care social workers 305,200

Mental health and substance abuse social workers 160,100

Social Workers, all others 66,400

“Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Social Workers,   
on the Internet at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited March 16, 2017).”

BSW graduates are employed in many different work settings:

nursing homes

hospice agencies

hospitals

home care agencies

substance abuse programs

mental health services

mental retardation/developmental disabilities services

rehabilitation services

public health agencies

family service agencies

children and youth services

child welfare

aging services

residential treatment programs

domestic violence programs

homeless shelters

family support programs

**Job Outlook**

Employment for social workers is expected to grow faster than the average for all occupations through 2024. Job prospects are expected to be favorable, particularly for social workers who specialize in the health care and mental health and substance abuse. It is estimated that a 12% growth will take place.

**SOCIAL WORK CURRICULUM AND PROGRAM**

**Bachelor of Social Work (BSW) Degree Requirements**

**I. General Education (44 HOURS)**

*4 hours (BIOL 1114) count as Required Related Work*

*3 hours (PSYCH 1113) count as Required Related Work*

*3 hours (SOC 1113) count as Required Related Work*

Other hours needed **34 hours**

Includes recommended Math course--MATH 1413

**II. Major in Social Work** **46 hours**

HURES 2083 Human Behavior & Social Environment I

HURES 2103 Interviewing Techniques

HURES 3183 Case Management Practice

HURES 3763 Group Processes and Practice

SOWK 2273 Introduction to Social Work & Social Welfare

SOWK 2521 Field Work Studies in Social Work

SOWK 3013 Social Work Practice I

SOWK 3613 Social Welfare Policies and Services

SOWK 3833 Research Methods in Social Work

SOWK 4423 Human Behavior & Social Environment II

SOWK 4494 Social Work Practice II

SOWK 4892 Integrative Seminar in Social Work

SOWK 49412 Internship in Social Work\*

\*Internship is not offered during summer semester.

**III. Related Work** **13 hours**

1. **Required General Education**

BIOL 1114 General Biology\*

SOC 1113 Introduction to Sociology

PSYCH 1113 General Psychology

(courses satisfy general education requirement and must be completed prior to enrollment in HURES 2083 Human Behavior and Social Environment I and HURES 2083 Interviewing Techniques)

\*A Human Biology course will meet the Program requirement, but will not satisfy the general education requirement

1. **Required Related Work Elective**

Select one of the following:

MATH 2213 Introduction to Probability and Statistics

SOC 3833 Statistics for Social Sciences

(The required elective must be completed prior to enrollment in SOWK 3833 Research Methods in Social Work)

**IV. MINOR (Not Required)**

**V. Electives 31 hours**

It is recommended that the Social Work major select elective courses from the

Department of Human Resources or a related field.

**VI. Total Hours Required 124 hours**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **College of Liberal Arts & Social Sciences** | | | | | | | | |
| **2017-2018 Social Work Degree Plan** | | | | | | | | |
|  | | | | | | | | |
| **FIRST YEAR - FRESHMAN** | | | | | | | | |
|  | | | |  | | | | |
| **Fall Semester** | | | | **Spring Semester** | | | | |
| UNIV | 1001 | \* | Freshman Seminar | | BIOL | 1114 | \* | General Biology |
| ENG | 1113 | \* | Freshman Composition I | | ENG | 1213 | \* | Freshman Composition II |
| KIN | 2122 | \* | Wellness or Nutrition FCS 1513 | | HIST | 24-3 | \* | United States History Survey\*\* |
|  | ---3 | \* | Communication\*\* (Computer Literacy) | |  | ---3 | \* | Communication\*\* (Speech or Language) |
| MATH | 1-13 | \* | Mathematics\*\* | | PSYCH | 1113 | \* | General Psychology |
| *MATH 1413 Survey of Mathematics RECOMMENDED* | | | | | | | | |
| SOC | 1113 | \* | Introduction to Sociology | | | |  | |
| **15 or 16** | | **TOTAL HOURS** | | | **16** | | **TOTAL HOURS** | |
|  | | | | | | | | |
| **SECOND YEAR - SOPHOMORE** | | | | | | | | |
|  | |  | | |  | |  | |
| **Fall** **Semester** | |  | | | **Spring Semester** | | | |
| PS | 1113 | \* | United States of Government | | SOWK | 2273 |  | Intro to Social Work & Social Welfare |
|  | ---3 | \* | Humanities- Western Civilization\*\* | | SOWK | 2521 |  | Field Work Studies in Social Work |
| *HUM 2123 General Humanities I RECOMMENDED* | | | | |  | --12 |  | Electives\*\*\* (12 hours) |
|  | ---3 | \* | Humanities-Cultural/Human Diversity\*\* | | |  |  |  |
| *HIST 2523 Native People in American History RECOMMENDED* | | | | | |  |  |  |
|  | 1-14 | \* | Physical Science\*\* (GEOG 1214 RECOMMENDED) | | | |  | |
|  | ---3 |  | Electives\*\*\* (3 hours) | | | |  | |
| **16** | | **TOTAL HOURS** | | | **16** | | **TOTAL HOURS** | |
|  | | | | | | | | |
| **THIRD YEAR - JUNIOR** | | | | | | | | |
|  | |  | | |  | |  | |
| **Fall Semester** | |  | | | **Spring Semester** | |  | |
| HURES | 2103 |  | Interviewing Techniques | | HURES | 3183 |  | Case Management Practice |
| SOWK | 3013 |  | Social Work Practice I | | HURES | 3763 |  | Group Processes & Practices |
| HURES | 2083 |  | Human Behavior & Social Environment I | | SOWK | 3613 |  | Social Welfare Policy & Services |
|  | ---6 |  | Electives\*\*\* (6 hours) | |  | ---3 |  | Requires Related Work |
|  |  |  |  | |  |  |  | (*Math 2213 Intro to Probability & Statis* |
|  |  |  |  | |  |  |  | *SOC 3833 Statistics for Social Sciences)* |
|  | | | | |  | ---4 |  | Elective\*\*\* (4 hours) |
|  | | | | | | | | |
| **15** | | **TOTAL HOURS** | | | **16** | | **TOTAL HOURS** | |
|  | | | | | | | | |
| **FOURTH YEAR - SENIOR** | | | | | | | | |
|  | |  | | |  | |  | |
| **Fall Semester** | |  | | | **Spring Semester** | |  | |
| SOWK | 3833 |  | Research Methods in Social Work | | SOWK | 4892 |  | Integrative Seminar in Social Work |
| SOWK | 4423 |  | Human Behavior & Social Environment II | | SOWK | 4946 |  | Internship in Social Work |
| SOWK | 4494 |  | Social Work Practice II | | SOWK | 4946 |  | Internship in Social Work |
|  | ---6 |  | Elective\*\* (6 Hours) | |  | | | |
|  | |  | | |  | |  | |
| **16** | | **TOTAL HOURS** | | | **14** | | **TOTAL HOURS** | |
|  | | | | | | | | |
| **TOTAL DEGREE PLAN HOURS 124** | | | | | | | | |
| \*General Education Requirement \*\*See current catalog "General Education Requirements" for selection \*\*\*No Minor required/Electives (31 hours) | | | | | | | | |

**SOCIAL WORK COURSE DESCRIPTIONS**

**HURES 2083 Human Behavior and Social Environment I**

3 hours--Prereq: SOC 1113 and PSYCH 1113; for Social Work Majors, SOC 1113, PSYCH 1113 and BIOL 1114. Theoretical frameworks drawn from the biological, social, and behavioral sciences for understanding across the life span and the range of social systems in which people live; and the ways social systems promote or deter achievement of health and well-being. Explored is the impact of factors including ethnicity, race, class, age, gender, sexual orientation, disability and culture on human development and behavior

**SOWK 2273 Introduction to Social Work & Social Welfare**

3 hours--Prereq.: Sophomore standing. Coreq.: 2521. Provides students with an overview of social work as a profession, its historical development, and knowledge, value and skills for practice. Informed sensitivity to all aspects of human diversity is emphasized and the advocacy role of social workers with oppressed and devalued populations. History, development, and philosophy of the social welfare institution in U.S. society and the role of the profession is explored.

**SOWK 2521 Field Work Studies in Social Work**

1 hour--Prereq.: Sophomore standing. Coreq.: 2273. The course builds upon and reinforces the foundation of generalist social work knowledge, values, ethics, attitudes, and skills introduced in the SOWK 2273 Introduction to Social Work course. Students will learn about various types of social work writing including APA, Case Notes and Process Recordings, and Court and Agency Reports. Students will also study the Code of Ethics of the National Association of Social Workers and practice ethical decision-making. The course reinforces the skills necessary to implement the phases of the planned change model to social work practice. Students will be required to participate in a 15-hour field experience in a community agency.

**SOWK 3013 Social Work Practice I**

3 hours--Prereq.: 2273, 2521 and admission to the Social Work major. ONLY Social Work majors may be enrolled in this course. This first course in the social work practice curriculum sequence emphasizes the preparation of students for competent strengths-oriented action with individuals, families, groups, organizations, and communities through use of professional knowledge, values and skills. A generalist practice framework, using a problem solving model approach is the context for the course. Students are introduced to relevant theoretical and conceptual frameworks for generalist practice and for work with diverse populations, including older adults.

**SOWK 3613 Social Welfare Policy & Services**

3 hours--Prereq.: 2273 and 2521. This course prepares students to understand how policy affects service delivery and how to actively engage in policy practice to advance and improve the quality of social services. Content includes the history and current structure of policies and services; the role of policy in service delivery; and the role of practice in policy development. Students analyze, propose, and formulate policies that advance social well-being. The advancement of human rights and social and economic justice provides a context for the course. (**Offered Spring Only**)

**SOWK 3833 Research Methods in Social Work**

3 hours--Prereq.: 2273 and 2521; or departmental approval. This course introduces students to systematic approaches to scientific thinking necessary for knowledge building and evaluating one’s own practice and practice that informs research. Critical thinking and analysis skills are emphasized within the context of ethical scientific inquiry and practice. Students apply research to evaluation of practice and improvement of practice, policy, and social services delivery. (**Offered Fall Only**)

**SOWK 4423** **Human Behavior & Social Environment II**

3 hours--Prereq.: 2273, 2521 and HURES 2083; Co-req.: 4494 if a Social Work Major. This is the second course in the Human Behavior and Social Environment curriculum sequence that builds on competencies from HURES 2083 and knowledge from the liberal arts. Emphasized is the range of social systems impacting on social functioning and well-being, as well as the dimensions of human diversity which may oppress, marginalize, and alienate people in their environment. Content focuses on how social workers respond to evolving organizational, community, and societal contexts at all levels of practice.

**SOWK 4494 Social Work Practice II**

4 hours--Prereq: 2273, 2521, 3013, HURES 2103, HURES 3183, and admission to Social Work Major; Co-req.: 4423. ONLY Social Work majors may enroll in this course. The second course in the social work practice curriculum sequence, which prepares students for generalist practice within the context of the problem solving model approach. Emphasis is on preparing students for competent strengths-oriented practice using relevant knowledge, values, and skills to work with individuals, families, groups, organizations, and communities, which encompasses work with diverse persons, including older adults. Focus is on the interactive process of engagement, assessment, intervention, and evaluation.

**SOWK 4892 Integrative Seminar in Social Work**

2 hours--Prereq.: Departmental approval. Coreq.: SOWK 49412. This course, taken concurrently with the Social Work Internship, provides students the opportunity to reflect on the application of the theoretical and conceptual contribution of the classroom and field as preparation for generalist practice. The seminar is a forum for exchange of ideas and experiences relative to practice issues, professional development, the helping process, and social work values and ethics. The seminar is further defined by evaluation of student learning and competency building that has occurred across the social work curriculum in the classroom and field.

**SOWK 49412 Internship in Social Work**

12 hours--Prereq.: Departmental approval. Coreq.: 4892. The social work internship socializes students to perform in the role of practitioner. The theoretical and conceptual contribution of the classroom is connected to practice setting, where interns demonstrate achievement of the program’s generalist practice competencies and corresponding behaviors. This 448-hour internship is systematically designed and supervised through coordination of the program and practice setting.

**Social Work Internship**

Internships are an integral part of social work education and is considered the signature pedagogy. As such, the field component of social work education socializes students to perform in the role of practitioner by connecting classroom and field. Students are placed as interns in a practice setting where they have the opportunity to apply social work knowledge and skills learned in the classroom to situations experienced by clients in their environment. Interns practice skills that reflect social work values and ethics, as well as a commitment to competent professional practice. Interns complete 448 supervised hours of field experience their final semester. There are no Summer internships. Academic credit is not given for life experience or previous work experience in lieu of the internship experience.

Internship placements are available to students in agencies throughout the state of Oklahoma that employ bachelor level or masters level social workers. In very specific circumstances, a students work place may be considered for an internship; a formal request must be made in advance for this to be considered. Supervision in the agency is provided by an experienced professional with a BSW or MSW degree. Direction for the internship program is provided by the Field Director. A faculty liaison is assigned, who is the link between the program and the agency in arranging the internship, as well as interpreting the objectives of the internship to the student and to the agency field instructor. The liaison is available to the student throughout their internship.

Internship placements are available in many settings, for example, in:

* hospitals
* public welfare agencies
* private rehabilitation agencies
* domestic violence programs
* hospice programs
* child welfare
* home health programs
* community mental health agencies
* tribal services
* juvenile agencies
* public health agencies
* substance abuse programs
* nursing homes and assisted living centers
* family and children’s services
* adoption
* schools
* agencies serving older adults

Application for internship is made in the spring or fall semester preceding the internship semester. Only admitted social work majors are approved to enroll in the internship and be placed in an agency. Students must complete all social work major courses before entering the internship; earn a minimum grade of C in all social work courses, including HURES 2083 Human Behavior in the Social Environment and have a 2.5 retention grade point average to be admitted to Internship.

**Admission to the Social Work Program**

All students who have declared social work as their major and wish to be admitted to the Program, must first take SOWK 2273 Introduction to Social Work and Social Welfare and SOWK 2521 Professional Skills for Social Work and Social Welfare (during the second semester of the sophomore year or first semester of the junior year). Application for admission to the Social Work Program is made following successful completion of the above courses, as well as other courses identified below. Applications are accepted in November and April of each academic year.

The Social Work Program faculty make up the Admissions Committee and evaluate applications for admission to the Social Work Program. Applicants are evaluated on academic criteria, evaluation by the students instructors, evaluation of the narrative portion of the application, and evaluation of personal qualities of the student. The narrative portion of the *Application for Admission* must demonstrate the student’s critical thinking abilities, their English proficiency, and their ability to present their thoughts with clarity. All guidelines for the narrative section must be followed in order for the *Application* to be considered complete. The student is either: (a) admitted to the Social Work Program; (b) admitted conditionally; or (c) denied admission.

The following are criteria of the Social Work Program in determining admission of students:

I. Criteria for Admission to the Social Work Program:

A. Completion of approximately 45 hours of course work and a declared major in social work;

B. 2.25 retention grade point average\*;

C. Completion of English Composition I and II, with a C or higher grade;

D. Successful completion of a human biology course (General Biology will fulfill this requirement), a general psychology course, and an introductory sociology course;

E. Completion of SOWK 2273 Introduction to Social Work and Social Welfare with a C or higher grade, and a Pass (P) grade in SOWK 2521 Field Work Studies in Social Work;

F. Personal qualities of the student which demonstrate behaviors and attitudes consistent with social work values and ethics and the *NASW Code of Ethics;*

G. Positive recommendations from two references; and

H. Recommendation of Social Work Program Admission Committee.

**\* 2.5 retention GPA** **is required for Admission to the Internship Program**

II. Conditional Admission may be granted if the student is below the minimum requirements for admission, but not so far below that in the opinion of the Program faculty the student may reasonably be expected to meet those requirements the semester following the granting of conditional admission. Conditional admission is also granted for one semester to transfer students who may meet academic criteria as specified in I. above, but the faculty has not had the opportunity to interact with and evaluate the students’ academic performance and personal qualities.

III. Denial of admission is based upon failure of the student to meet any one or any combination of requirements listed in I. above. A student has a right to appeal an adverse decision concerning admission. The procedure for appeal is outlined in the *Social Work Program Handbook*.

The student is advised in writing, in a timely manner, of the decision made regarding his or her admission to the Social Work Program. For those admitted conditionally or those denied admission, their letter will specify the reason for the admission decision, as well as outline how the student may gain full admission to the Program. An interview with the social work faculty advisor will follow notification of the student of their admission status. Formal full admission to the Program is required for the student to continue in the Program after one semester of conditional admission has been granted.

All students who are fully and conditionally admitted into the BSW program at ECU must attend the new student social work program orientation. The date, time and location of the orientation will be provided in the same email specifying the admissions status of the student. This is a mandatory meeting and all fully and conditionally admitted students must attend. Please contact the Social Work Program Director immediately if you believe you will be unable to attend so other arrangements can be made to provide orientation information. The purpose of the orientation is to familiarize you with the Social Work program, its policies, expectations and program procedures. A review of the *Social Work Student Conduct Policy* is included in this orientation and social work faculty will be available to answer any questions you may have about the program, including internship requirements.

Applicants for admission to Social Work Program should be aware that, while a criminal history may not exclude a student from consideration for admission, many agencies require a criminal history check for internship and for employment. A criminal history may limit options for internship and for future employment. Disclosure of this information is important to planning with students.

Retention in the Social Work Program is dependent upon the student maintaining their fully admitted status in the Program, which includes grade point average, personal conduct, professional conduct, academic conduct, and completion of all social work major courses with a minimum grade of C. The admission status of each social work major is evaluated by the faculty on an on-going basis to ensure that students meet admission/retention standards throughout their social work education program.

**GENERAL PROGRAM AND UNIVERSITY POLICIES**

**Social Work Transfer Credit**

The Social Work Program will accept social work course credit which will apply towards major requirements from another accredited social work education program. Course work, content and level must be consistent with the Programs course requirements in the major. Transfer students must complete a minimum of two semesters of course work in the Social Work Program at East Central, which includes the internship semester. Internship/practicum credit hours will not be accepted for transfer to meet the major requirement.

Transfer credit will be evaluated by the Social Work Program Director when a student declares a major in social work. The following will be considered in determining transfer credit:

1. The course for credit must be comparable in level and content to the ECU social work course (determined by official course description and course syllabus).

2. The credit must carry a minimum grade of C or S (satisfactory).

3. The credit must not be more than five years old.

4. Credit towards the major for social work courses taken from a non-CSWE accredited program will be determined on an individual basis by the Director of the Social Work Program. Careful review will be made of credentials of faculty teaching the course, course content as reflected in the syllabus, text, and other supporting course materials.

**Policy on Academic Credit for Life or Work Experience**

The Social Work Program does not grant academic credit, course waivers, or internship

credit for life experience or previous work experience. CSWE standards emphasize new learning, and does not make a provision for giving credit for life experience or previous work. The University does not provide such an option for any course offered by the University, and granting academic credit for life experience or work is not practiced at this university.

**Outdated Work and Non-Continuous Enrollment**

Due to the changing and evolving nature of the social work profession, it is important for students to remain continuously enrolled in the Social Work Program once they have been admitted and are progressing towards their Social Work degree. Students who interrupt enrollment for one year or longer must be readmitted to the Program. Additionally, any course work taken in the social work degree program that is more than five years old, must be re-taken.

Students who are not continuously enrolled may fall under different degree requirements and University and/or Program policies than were in force during their first term of enrollment. University and Program requirements change on occasion to enhance policies and/or the curriculum. Additional or different courses may be required in general education and/or the major and/or minor. Re-entering students should consult the current *ECU Catalog* and with their major advisor, determine if any changes in requirements in general education, the major, and the minor, have occurred since their last enrollment.

**Retention in the Social Work Program**

Students are retained in the Social Work Program, once admitted:

1. by maintaining a 2.25 retention grade point average;
2. earning a minimum grade of "C" in all social work courses, which includes HURES 2083 Human Behavior and Social Environment I; and
3. demonstrating appropriate personal conduct and adherence to the personal and professional conduct standards prescribed by the NASW *Code of Ethics* and by the Social Work Program, as detailed below.

If a student earns below a grade of "C" in the courses mentioned above, he or she is permitted to re-take the course(s); however, they must be re-taken prior to the internship semester. If students are to attain a retention grade point average of 2.5 for admission to internship, however, grades above a "C" must be earned.

Admission status of each student in the Program is reviewed by their social work advisor at the beginning of each semester of the academic year to insure that students continue to meetadmission requirements, including grade point average and grades in social work courses. Students are informed in writing of concerns related to their continued admission to the Social Work Program and their major. Faculty want students to succeed and are available to assist students overcome barriers to their completion of their social work degree.

If a student is unable to meet academic requirements for the major, after remediation efforts have been implemented, their enrollment in the Program will be terminated and they will be advised to pursue another major. (See Termination (p.22) and Grievance/Appeal Policy in this *Handbook* on (p.23)).

**Social Work Program Student Conduct and Termination Policy (Adopted 4-1-11)**

In accordance with the Program’s commitment to the ethical and professional conduct of students admitted to the Social Work Program, the Program has implemented policies, procedures, and criteria to evaluate the professional conduct of students, including termination of a student’s enrollment in the Program if conduct is deemed inconsistent with the practice of professional social work.

At the time of the student’s formal admission to the Program, the student and his or her social work advisor will discuss the Student Conduct and Termination Policy and the student and advisor will sign an *Acknowledgement* form, which will be retained in the student’s program file; and a copy will be retained by the student.

Social work students are expected to conduct themselves in a manner consistent with:

* the *NASW Code of Ethics* (copy of *Code* is included in the *ECU Social Work Program Handbook*)
* the *ECU Academic Integrity Policy* (copy available in all social work courses and posted in Blackboard for courses utilizing Blackboard)
* *ECU Student Handbook*, “Code of Student Conduct” (available through the ECU Website [Current Students] and Dean of Students Office)
* Social Work Program policies for conduct included in the *Social Work Program Handbook* (copy distributed to all social work majors at the point of admission to the Program)
* *Internship Student Code of Conduct* (executed and signed with the *Internship Agreement* prior to the student’s first day of internship)
* student conduct policies and professional behavior as is explicated in the *Council on Social Work Educational Policy and Accreditation Standards* (EPAS), 2015
* conduct policies in courses as is reflected in all social work syllabi

The Social Work Program has the right and responsibility to terminate a student’s participation in the Program on the basis of a determination of professional non-suitability for the social work major and, ultimately, for the social work profession.

Concerns regarding student conduct/professional performance will first be addressed on an individual basis by faculty member(s) through assessment feedback, advisement sessions, and/or written documentation of specific violations. Specifically, violations of the ECU Academic Integrity Policy regarding cheating and plagiarism will result in the formal filing of an *Incident Report*, which becomes a part of the student’s records at ECU. The appropriate social work faculty member will submit this incident report to the Provost and Vice President for Academic Affairs.

If remediation efforts with a student have not been successful and further conduct violations occur, the student’s performance will then be formally reviewed by the social work faculty for possible termination. If the faculty determine that the student’s conduct has constituted a significant violation (or pattern of violations) of ethics, program policy, academic integrity, or the standards of conduct and behavior expected of students in a social work education program (2015 EPAS), they will offer recommendations regarding any action(s) to be taken effecting the student’s continuation in the Program.

Such action(s) could result in the student’s dismissal from the Program and rescindment of his or her admission to the Program. At this point, the student will be apprised in writing by the Program Director of the faculty’s concerns and decision to terminate her or him from the Program. Within ten days of the date the letter is mailed to the student, the Director will meet with the student regarding this determination and his or her right to appeal the decision of the faculty, as is stated in the *Social Work Program Handbook*, “Social Work Student Appeal/Grievance Process.” The Program Director will also notify the Chair of the Department of Human Resources of such action, as well as the Office of the Dean of Students.

Additionally, it is important that the social work student be emotionally and physically well so that personal issues and/or conditions do not interfere with their education and abilities to be effective in working within an agency structure and with clients. In situations where a student’s behavior suggests unresolved issues, they may be denied admission or asked to withdraw from the Program. Admission/re-admission may be obtained by the student by submitting documents from qualified professionals, which attest to the student’s physical/emotional well-being and ability to withstand the rigors of their education and eventual professional interaction with agency clients and staff in their internship.

The criminal history of a student may not be cause for denial of admission or retention in the Social Work Program or denial of entrance into the internship, but such history may present difficulties for students in the selection of field work studies and internship placements and in employment upon graduation. Agencies are increasingly requesting that students/graduates submit to an Oklahoma State Bureau of Investigations (OSBI) Criminal History Check. Federal, State, and county agencies prohibit employment of individuals who have been convicted of a felony. Obviously, some criminal acts, if known to the Program, and of a nature clearly contrary to professional standards and practice, would lead to denial of admission to the Social Work Program, or if the commission of the act occurs after admission, may lead to dismissal from the Program.

***ECU POLICY ON ACADEMIC INTEGRITY***

Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility (Oklahoma State Regents for Higher Education, 2003). Integrity in academic work is essential to the success of the university community. Deceit and misrepresentations are incompatible with the fundamental activity of East Central University and shall not be tolerated. Failure to comply with and uphold the standards of integrity will constitute academic misconduct and may result in severe penalties, as listed below. Each student is individually responsible for knowing and upholding academic integrity by scrupulously avoiding any conduct that would lead to violation of the *Policy on Academic Integrity.*

**Definition of Academic Misconduct**

In its broadest sense, academic misconduct involves any action on the part of the student that violates academic integrity. Academic Dishonesty is defined as the deception of others about one’s own work or about the work of another. These actions include, but are not limited to:

**Cheating:** Cheating is the use of unauthorized materials, information, or study aids in academic exercises, experiments and examinations. Cheating includes but is not limited to:

* copying the answers of another student on any examination or assignment
* using a textbook, notes or other aids during an examination without the permission of the professor
* tampering with experimental data to obtain desired results
* obtaining copies of examinations by any unauthorized means
* receiving or giving unauthorized help on assignments or examinations
* accessing computer systems or computer files without authorization
* stealing a problem solution from a professor or another student
* presenting product of a collaborative effort as one’s individual work unless explicitly approved by an instructor. (**Note:** professors shall grade course group assignments according to criteria outlined in the syllabus)
* submitting work as individual work, either implicitly or explicitly, that was completed by another or as a group.

**Plagiarism:** Plagiarism is presenting the words, visual images or ideas of another as one's own. Except for what is called "common knowledge", any information taken from another source must be documented in the student's work. When a student interprets anothers ideas, credit must be given by an in-text reference. When a student uses an exact copy of anothers work, it must be delineated by use of quotations marks or indentation and referenced with the source. Plagiarism includes but is not limited to:

* copying and/or presenting words, images or thoughts of others as one’s own work
* representing any information down-loaded from the **Internet** as one’s own.
* copying content in work without providing appropriate quotation marks or documentation
* copying words with minor changes even if the source is given
* expressing another’s ideas as one’s own
* reusing papers or presentations of any previously written papers
* submitting the same paper or substantial portions of a paper for multiple courses without the permission of the primary professor
* submitting assignments that were completed by another person
* allowing another student to submit one’s work as their own

**Misrepresentation or Falsification:** Misrepresentation and falsification are forms of academic dishonesty based on written or spoken lies committed either by a positive action or omission. Misrepresentation and falsification includes, but is not limited to:

* changing records, logs or other documentation leading to an inaccurate evaluation of the assignment or student performance
* providing false information or omitting pertinent information on applications, records or other documents
* tampering with or destroying the work of others
* creating results for experiments not done
* lying about any and all academic matters

**Disciplinary Procedure:** Faculty, staff member, or students must report a violation of the policy to the Office of Academic Affairs. The student with the reported violation and the faculty member must meet to confirm or disallow the reported violation. If the violation is confirmed, the exact disciplinary procedure and grade penalty in the course is left to the discretion of the professor as outlined in the course syllabus. Possible actions that may be taken include but are not limited to the following:

* requiring that the assignment be re-done
* reducing the grade for the assignment in question
* reducing the grade for the course in which the violation occurred
* receiving a failing grade for the course
* assigning a failing grade for the course
* withdrawing the student from the course

A record of the violation is maintained in the Office of Academic Affairs for a period not to exceed five years from the time of the incident.

* After the first violation, a student receives notice that the violation has been recorded in the Office of Academic Affairs
* After a second or subsequent violation, a designated representative from the Office of Academic Affairs investigates the incident(s), meets with the student, and makes a recommendation to the VPAA. The VPAA sends a letter to the student with the consequences, which may include suspension.

**Appeal**

The student may appeal the decision to the president. The president’s decision is final.

**Conduct Requirements**

Social work students are expected to abide by the rules of the University, and the rules issued by the Board of Regents of Oklahoma Colleges. The Student Code of Conduct provides the student body information regarding the expected standard of behavior and policies that are fundamental to the normal activities of East Central University. Moreover, the purpose of the Code of Conduct is to develop and maintain guidelines for a reasonable and comfortable learning environment for all East Central University community members. The intent of the University is to ensure that students do not overlook their civic and social responsibilities nor lose their rights and responsibilities of the students at East Central University. For specific information, the complete Student Code of Conduct can be found on the ECU website at

<https://www.ecok.edu/sites/default/files/website_files/Faculty_and_Staff/Student_Development/2018-2019_Student_Code_of_Conduct.pdf>

**Termination from the Social Work Program**

The social work degree signifies that students are prepared to begin professional work with competence in areas that require trust and high ethical standards of conduct. They are expected to meet the ethical and professional standards set by the profession and by the agencies providing internship placements. Should it be determined that a student does not meet such standards they may be terminated from the program. (See pages 17-18)

Termination of a student from the Program is not an action which is considered routine. It is a Program gatekeeping responsibility for the Social Work Profession. Some students pursuing a social work degree are not personally suited for the profession, but they may function very well in other degree programs and careers. Additionally, some students are not academically prepared for the challenging curriculum of the Program. Students should be knowledgeable of the Program’s student conduct and retention policies and the University’s policies as outlined above, which includes behaviors that may result in a student’s termination from the Program.

To reiterate the behaviors and conduct of concern:

**Social Work Student Appeal Grievance Process**

An undergraduate student who has an academic or non-academic or academic conduct grievance:

The University’s Student Grievance Policy, as quoted below from the ECU Catalog, will be followed by the Social Work Program.

A student should attempt an informal resolution of his/her grievance with the appropriate faculty member, staff member or administrator. If the grievance cannot be resolved at the level to which the complaint is made, it is referred to the next higher level. The President will review lower level decisions if an appeal is made to the President. The President may overrule any and all decisions. Also, anyone choosing to do so may file a grievance directly with the President; the complaint will then be processed through the administrative channels to attempt resolution prior to taking final action. (p.37)

The student will be assisted by the Program Director, as requested, to access and implement the grievance process.

1. If a student in unable to meet academic requirements for the major, after remediation efforts have failed, their enrollment in the Program will be terminated and they will be advised to pursue another major.
2. Examples of personal behavior which would warrant denial of admission or dismissal from the Program are, but not limited to, behavior inconsistent with the *NASW Code of Ethics,* assaultive or threatening behavior, consistent judgmental attitude, commission of felonies or high misdemeanors, demeaning and derogatory remarks directed towards others, and dishonesty. (See pages 17-18)
3. Unacceptable academic behavior will not be tolerated. Unacceptable academic behavior includes not only violations of traditional standards of academic integrity such as cheating, plagiarism and lying, but also prohibitions against sexual harassment, discriminatory harassment, misappropriation of equipment and other violations against persons and property not acceptable in an academic community. These behaviors may result in the student’s termination from the Social Work Program, which is consistent with the University’s *Student Conduct and Academic Integrity Policies*.

Some criminal acts, if known to the Program, and of a nature clearly contrary to professional conduct, would lead to denial of admission to the Social Work Program; or if the commission of the act occurs after admission, may lead to dismissal from the Program.

Students terminated from the Social Work Program are informed in a face-to-face meeting with the Program Director. Students have a right to appeal their dismissal, and procedures are in place for the appeal/grievance process, which are explicated below. (Also, see pages 17-18)

**ECU Grade Appeal Policy**

As stated in the *ECU Catalog,* The University believes students should be given the opportunity to meet with instructors and department chairs to resolve issues concerning assigned grades. Student grade appeals are not intended to interfere with the instructors right to determine the evaluation process and to perform that evaluation. They are intended for instances that deviate from the basic understanding of how grades are to be assigned.

Students wishing to appeal a grade should first discuss the grade with the instructor. If the student is still dissatisfied and believes there are circumstances that merit an appeal of grade, the student should discuss the issue with the department chair and, if necessary, the dean. If further appeal is requested, information can be obtained on the process from the Provost/Vice President for Academic Affairs and/or designee.” (p. 30)

***For Social Work majors, if the student is still dissatisfied after discussing their grade with their social work instructor, they should discuss the issue with the Social Work Program Director***, ***then the Chair of the Department of Human Resources and, lastly, the Dean of the College of Liberal Arts and Social Sciences.***

**Non-Discrimination Policy**

The Social Work Program is committed to non-discrimination in the implementation of its Program and in the treatment of students, faculty and other program and department personnel. The Program is in full compliance with East Central University’s Policy, which is as follows:

The President and employees of East Central University (ECU) reaffirm the policy as set forth in the previous statements of compliance with Title VI and Title VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, the Family & Medical Leave Act of 1993, and the Civil Rights Act of 1991, that no discrimination on the grounds of race, color, religion, gender, age, national origin, disability, or status as a veteran will exist in any area of the University.

This policy statement further reaffirms commitment of continuing and expanding positive programs which will assure the strengthening of this policy not only to the legal of compliance, but also to further employment opportunities and promotions for all ages, cultural/ethnic groups, veterans, physically challenged, visually or hearing-impaired individuals, and genders. The President of East Central University assures that this commitment will embrace the developing and maintaining of our Affirmative Action Compliance Program which will involve necessary additional efforts with respect to the recruitment, selection, placement, termination, training, and promotion of all employees and with respect to personnel action such as compensation, benefits, transfers, layoffs, return from layoffs, education, tuition assistance, recreation programs, and other appropriate programs.

East Central University explicitly prohibits acts of discrimination that violate individual civil rights or conduct that is founded in prejudice or hate violence. Discrimination/hate violence is unlawful and will subject those who engage in it to university discipline to include discharge, as well as civil and criminal penalties.

No institutional policies are in effect at East Central University that deviate, in wording or intent, from the above-stated administrative policy. (*ECU Staff Handbook)*

**Sexual Harassment Policy**

It is the policy of East Central University, as stated in the *ECU Catalog*, to maintain an educational environment free from sexual harassment. Sexual harassment is expressly prohibited and offenders are subject to disciplinary action. The Social Work Program fully supports and follows the University’s policy.

Section 1. Definition/Prohibited Acts

No faculty, administrative or support employee of any university governed by the Board of Regents shall engage in sexual harassment. Sexual Harassment is defined as unwarranted sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature when:

1. Submission to or rejection of such conduct is made explicitly or implicitly a term or condition of instruction, employment, status or participation in any course, program, or other university activity;
2. Submission to or rejection of such conduct is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individuals work or educational performance, or of creating an intimidating, hostile or offensive environment for work or learning.

Section 2. Examples of Sexual Harassment

Sexual harassment encompasses any sexual attention that is unwanted. Examples of the verbal or physical conduct prohibited by Section 2, above, include, but are not limited to:

1. Physical assault;
2. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, participation in a university academic program, or letters of recommendation;
3. Direct propositions of a sexual nature;
4. Subtle pressure for sexual activity, an element of which may be conduct such as repeated and unwanted telephonic or electronic communications or staring;
5. A pattern of conduct (not legitimately related to the subject matter of a course if one is involved) intended to discomfort or humiliate, or both, that includes one or more of the following: (1) comments of sexual nature; or (2) sexually explicit statements, questions, jobs, or anecdotes;
6. A pattern of conduct that would discomfort or humiliate, or both, a reasonable person at whom the conduct was directed that includes one or more of the following: (1) unnecessary touching, patting, hugging, or brushing against a person’s body; (2) remarks of a sexual nature about a person’s clothing or body; (3) remarks about sexual activity or speculations about previous sexual experience; or (4) exposure to sexual jokes or anecdotes, or printed or visual material of a sexual nature.
7. Any instance of sexual harassment should be reported to the Affirmative Action Officer.

The complete sexual harassment policy may be found in the current *ECU Catalog* and the *ECU Student Handbook*. Students are encouraged to read and be familiar with the policy. Questions and complaints regarding sexual harassment should be addressed with the Social Work Program Director. The Program Director will immediately notify the Chair of the Department of Human Resources if it appears that some type action is needed regarding a complaint. The Universitys grievance procedure will be followed.

**Disabilities Services**

The Social Work Program fully complies with the Americans with Disabilities Act of 1990 through the implementation of its education program and its underpinning professional values. The University is a forerunner in Oklahoma colleges and universities by providing an accessible campus in the early 1970s, which attracted many students with a disability. The Disability Services Office is located in Room 159 Administration Building and can be contacted at <https://www.ecok.edu/current-students/student-services/office-testing-and-accessibility-services/testing-and> or 580/559-5297/5677.

Disability Services works with students, professors, and administration to foster a welcoming environment, inclusive and accessible for everyone. Students are worked with to support and encourage self-advocacy, self-awareness, independence, and academic achievement.

Disability Services helps student with disabilities to:

* Achieve academic success
* Develop an on-going relationship with Disability Services
* Improve communication with professors
* Promote equal opportunity for all students
* Assist with identifying appropriate resources on campus.

In working with each student to develop an accommodation plan that is tailored for that student, Disability Services provides the tools, reasonable accommodations and support, so that students with disabilities who are otherwise qualified may meet the demands of life at ECU.

Interpreter services for students who are deaf or hard of hearing are also available. This program affords the student the opportunity to compete on an equal basis in the pursuit of his or her own goals. Program services include:

* Interpreting
* Note-taking
* Extended testing time
* Academic advisement
* Advocacy

The office of Interpreter Services for students who are Deaf or Hard of Hearing is located in Knight Hall, K101, and may be contacted at <https://www.ecok.edu/current-students/student-services/office-testing-and-accessibility-services/testing-and> or 580/559-5765 (V) or 580/332-3497 (TDD).

**STUDENTS IN THE PROGRAM**

**General Expectations of Students**

It is expected that students will be seriously engaged in their education, attend classes, submit assignments on time, and challenge themselves academically to achieve at their highest potential. Professional education is preparation for performing quality professional work upon graduation; therefore, students are expected to develop professional behaviors and to be accountable for their behavior. Program faculty are responsible for providing students with a quality educational experience and opportunity, as well as provide support and guidance throughout the students educational program in social work.

**Academic and Professional Advising**

Students who have a declared major in Social Work are assigned a Social Work faculty advisor by the ECU Admissions and Records office when they are admitted to the University; or by the Social Work Program Director if a transfer student or a current ECU student with a change of major to social work. Social Work Program faculty members are committed to quality advisement of students in both academic and professional matters. Advisement is viewed as an opportunity for academic, professional, and career planning, which is important to the success of students in their pursuit of a social work degree. Advisement provides an opportunity for faculty to assess students fit and motivation for a career in social work; discuss career goals and aspirations with students; and for students to interact with competent social work professionals. Students are encouraged to access their advisors for information and to gain answers to questions about their academic program and future career in social work.

Advisors are accessible and available during their posted office hours or by appointment as needed. Social work faculty have liberal office hours to accommodate student access to academic advisement. During early enrollment it is important for students to make an advance appointment with their advisor to ensure availability of required classes, as well as to get the schedule they want. Planning ahead for advisement is important.

**Writing and Social Work**

Writing is an important social work practice competency, which is affirmed by the CSWE accreditation standards. One must be effective in both written and oral communication. Oral communication skills are viewed by most as essential to effective social work practice, but the same emphasis may not be placed on written communication skills. Social workers write social histories, recommendations for a judge in cases of child abuse and neglect, court reports, referrals, letters to community agencies, and discharge reports in medical social work. The quality of the writing reflects both on the social work professional and the organizations the social worker represents. The Social Work Program supports the Universitys Writing Proficiency Policy that promotes shared responsibility of all faculty to help students to advance in their writing skills to become competent writers.

Because writing is so integral to professional social work, the East Central University Social Work Program is committed to social work majors developing and/or improving their writing skills. If writing is not a student strength, then it is imperative that a plan be developed to strengthen this skill. Faculty feedback about writing is intended to assist students in improving their skills before they enter their internship and eventually the job market as a professional social worker. Assistance with writing is also available through the ECU Writing Center located in room 147 Faust Hall–a trained student writing consultant will provide in-person assistance or the Writing Center Web site can be accessed for off-campus assistance: <https://www.ecok.edu/current-students/student-services/centers-programs/academic-success-center/writing-center>

The Center helps student’s complete assignments and developmentally become more accomplished independent writers.

**STUDENT OPPORTUNITIES**

**PROGRAM AND UNIVERSITY**

**Child Welfare Professional Enhancement Program (CWPEP)**

The Child Welfare Professional Enhancement Program (sometimes referred to as the Title IV-E Program) offers students the opportunity to make a commitment to Oklahoma families and children at risk by working for the Oklahoma Department of Human Services (OKDHS) in its Child Welfare Program. CWPEP participants are required to complete a 3-hour child welfare course and their internship at the Oklahoma Department of Human Services -- Child Welfare Services. Upon completion of the BSW, graduates are guaranteed employment as a Child Welfare Specialist within 90 days of graduation. Employment may occur in any OKDHS County office in the State of Oklahoma where there is a need.

CWPEP is a collaborative program which includes all accredited social work programs in the State of Oklahoma. The purpose of the program is to provide a qualified professional social work workforce in public child welfare.

Applications are accepted for CWPEP in June (and possibly January) of each year from students who have been formally admitted to the Social Work Program, have a demonstrated commitment to a social work career in Child Welfare, and have junior or senior standing. The Program is approved for six student trainees per academic year in the CWPEP, with an expectation of three graduates per academic year.

Students selected through the application and interview process are awarded a monthly stipend while in classes and internship. The stipend carries a legal obligation for the student to accept employment with the OKDHS after graduation. Failure to accept employment will result in payback of stipend funds received.

**National Association of Social Workers**

The National Association of Social Workers (NASW), established in 1955, is the pre-eminent professional organization, and currently has 140,000 members nationwide. Membership in the NASW is open to any student who is currently pursuing a degree in a Council on Social Work Education (CSWE) accredited social work program. NASW connects students to the ideas, information, resources, and people that help them achieve full potential as a student and a future professional social worker. Student members receive all of the benefits of regular NASW membership at one-quarter of the regular dues(*NASW, Student Membership Application*). With student membership, students automatically become members of the Oklahoma Chapter of NASW and are assigned to a specific geographic branch, where they can become active locally with other student and professional social workers. Student membership entitles students to special reduced rates for some NASW sponsored workshops and conferences. Many students attend the state and/or national conferences for learning and networking.

Social work majors are encouraged to join NASW. **NASW membership, however, is required for social work students prior to entering internship. This gives students access to professional liability insurance which is required for placement in an agency.**

**Phi Alpha** ~ **Social Work Honor Society**

Previously East Central’s social work honor society was Alpha Delta Mu. During the Fall of 2016 the Phi Alpha Social Work Honor Society began and has been active on campus since that time.

Social work majors who have completed at least 9 hours of social work courses, may be admitted to the Program, have junior or senior standing, and have achieved a cumulative grade point average of 3.25 or above and a 3.50 in required social work courses, student members must demonstrate active participation in social work program activities, including community outreach, those meeting the above requirements are eligible for membership. Eligible students are invited each Spring and Fall semester by the faculty sponsor to join Phi Alpha. The membership fee is $30.00. Information about Phi Alpha may be obtained from any social work faculty member.

The Honor Society often sponsors activities and organizes campus and off-campus projects which involve all social work majors. Members are active in promoting unity among social work students and the social work major on the ECU campus and in the community.

**Social Work Student Association**

Social work majors and minors are encouraged to join the Social Work Student Association (SWSA). The SWSA encourages networking, leadership, and community and campus outreach and involvement. SWSA closely mirrors the values and ethics of the National Association of Social Workers. Students may join the SWSA at any time after declaring social work as a major or minor. The SWSA is a proactive way to work closely with others interested in social work and community outreach. This organization is formed and elected offices are held by students. SWSA has one faculty sponsor assigned.

**Human Resources Club**

Social work majors are encouraged to join the Human Resources Club, a club for all students whose major is offered by the Human Resources Department. This club provides students an opportunity to interact with other students and faculty sponsors from a variety of majors–counseling, criminal justice and social work. The organization is community-oriented and sponsors several activities throughout the academic year benefitting both the University and the surrounding geographic community. Students are able to develop leadership and organizational skills and learn to interact in a multi-disciplinary environment. For a membership fee of only $5.00 per semester, any Human Resources Department major can join an active organization that has a commitment to service. The Annual Ada Thanksgiving Dinner, which is sponsored by the Club, is a major community event each year. The Club is also a sponsor of the Departments Annual Awards Program.

**ECU Student Organizations/Student Diversity**

Social work majors are encouraged to expand their interactions with diverse students on the ECU campus in order to expand their knowledge of human diversity and to have the opportunity to interact with persons who may be different from themselves. The following student organizations are available on campus and they are open to anyone attending their meetings, which are held on a regular basis throughout the academic year. Just contact someone in the organization(s) for further information. All student organizations are listed on the *ECU Home Page*, *Campus Life* tab.

|  |  |
| --- | --- |
| * African and Caribbean Student Association * Asian Student Association * Association of Black Students * The Black Thread Society   (Students with Disabilities)   * Gay-Straight Alliance | * International Connection * Native American Student Association * Russian Club * Silent Friends Club * Spanish Club * NSA Student Association |

**Social Work Program Advisory Committee**

The Social Work Program Advisory Committee is made up of professional social workers, social service agency representatives, alumni of the ECU Social Work Program, Program Field

Instructors, and BSW student representatives. The Committee provides a formal and important link for the Program to the practice community and to its stakeholders, which includes students. Input on curriculum and on Program concerns and issues is vital to a dynamic program. The Advisory Committee meets a minimum of two times during the academic year.

Two students represent social work majors on the Social Work Advisory Committee–a junior representative and a senior representative. Students to serve on the Advisory Committee are solicited by Social Work faculty, but students interested in serving may also contact the Program Director. Student representatives are responsible for providing program input and sharing student concerns and issues with the Committee and with Program faculty. Student representatives serve 1-2 years on the Committee.

**Scholarships**

Social Work majors are eligible to apply for several scholarships through the ECU Foundation and through the Department of Human Resources. Scholarship information is available through the ECU Foundation Web site at <https://www.ecok.edu/donate/ways-give/foundation-scholarship-information>. **The Application deadline for most scholarships is March 1**. Scholarships which might be of interest:

* Bridges-Burke Social Work Scholarship (Social Work Majors Only)
* Lowell E. Green Human Resources Scholarship
* Richard E. Baumgartner Memorial Scholarship
* ECU Womens Club Scholarship
* Puterbaugh Human Resources Scholarship (McAlester Program Students Only–Apply in McAlester)

Scholarships are available to transfer students through the ECU Foundation, however, information may also be obtained through the Academic Enrollment Center located in 111 Danley Hall.

**APPENDICES**

**APPENDIX A**

***NASW Code of Ethics***

**CODE OF ETHICS**

**OF**

**THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)**

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

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

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A 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 trustworthy manner.*

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

**Value:** *Competence*

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

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

**Ethical Standards**

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

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

### 1. Social Workers' Ethical Responsibilities to Clients

#### 1.01 Commitment to Clients

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

#### 1.02 Self-Determination

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

###### 1.03 Informed Consent

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

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

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

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

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

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

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

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

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

#### 1.04 Competence

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

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

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

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

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

#### 1.05 Cultural Awareness and Social Diversity

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

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

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

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

#### 1.06 Conflicts of Interest

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

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

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

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

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

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

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

#### 1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

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

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client’s informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

#### 1.08 Access to Records

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

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

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

#### 1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

#### 1.10 Physical Contact

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

#### 1.11 Sexual Harassment

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

#### 1.12 Derogatory Language

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

#### 1.13 Payment for Services

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

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

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

#### 1.14 Clients Who Lack Decision-Making Capacity

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

#### 1.15 Interruption of Services

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

#### 1.16 Referral for Services

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

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

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

#### 1.17 Termination of Services

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

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

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

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

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

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

### 2. Social Workers' Ethical Responsibilities to Colleagues

#### 2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

#### 2.02 Confidentiality

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

#### 2.03 Interdisciplinary Collaboration

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

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

#### 2.04 Disputes Involving Colleagues

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

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

#### 2.05 Consultation

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

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

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

#### **2.06 Sexual Relationships**

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

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

#### 2.07 Sexual Harassment

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

#### 2.08 Impairment of Colleagues

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

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

#### 2.09 Incompetence of Colleagues

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

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

#### 2.10 Unethical Conduct of Colleagues

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

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

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

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

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

### 3. Social Workers' Ethical Responsibilities in Practice Settings

#### 3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

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

#### 3.02 Education and Training

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

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

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

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

#### 3.03 Performance Evaluation

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

#### 3.04 Client Records

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

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

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

#### 3.05 Billing

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

#### 3.06 Client Transfer

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

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

#### 3.07 Administration

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

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

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

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

#### 3.08 Continuing Education and Staff Development

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

#### 3.09 Commitments to Employers

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

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

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

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

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

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

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

#### 3.10 Labor-Management Disputes

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

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

### 4. Social Workers' Ethical Responsibilities as Professionals

#### 4.01 Competence

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

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

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

#### 4.02 Discrimination

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

#### 4.03 Private Conduct

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

#### 4.04 Dishonesty, Fraud, and Deception

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

#### 4.05 Impairment

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

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

#### 4.06 Misrepresentation

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

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

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

#### 4.07 Solicitations

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

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

#### 4.08 Acknowledging Credit

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

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

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

#### 5.01 Integrity of the Profession

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

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

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

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

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

#### 5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### 6. Social Workers' Ethical Responsibilities to the Broader Society

#### 6.01 Social Welfare

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

#### 6.02 Public Participation

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

#### 6.03 Public Emergencies

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

#### 6.04 Social and Political Action

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

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

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

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

Source: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**APPENDIX B**

***CSWE Educational Policy and Accreditation Standards (2015)***

XX

1 2015 Educational Policy and Accreditation Standards









**Commission on Accreditation Commission on Educational Policy**

2015

# Educatiional Poliicy and

# Accrediitatiion Standards

**for Baccalaureate and Master’s Social Work Programs**

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and

the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015.

Copyright © 2015 Council on Social Work Education

# contents

#### [**Introduction 4**](#bookmark0)

[**Purpose: Social Work Practice,**](#bookmark1)

[**Education, and Educational Policy and**](#bookmark1)

#### [**Accreditation Standards**](#bookmark1) [**5**](#bookmark0)

#### [**Competency-Based Education 6**](#bookmark2)

#### [**Social Work Competencies**](#bookmark3) [**4**](#bookmark0)

[Competency 1: Demonstrate Ethical](#bookmark3)

[and Professional Behavior 7](#bookmark3)

[Competency 2: Engage Diversity and](#bookmark3)

[Difference in Practice 7](#bookmark3)

[Competency 3: Advance Human Rights and Social, Economic,](#bookmark3) [and Environmental Justice 7](#bookmark3)

[Competency 4: Engage In Practice-informed](#bookmark4)

[Research and Research-informed Practice 8](#bookmark4)

[Competency 5: Engage in Policy Practice 8](#bookmark4)

[Competency 6: Engage with Individuals, Families,](#bookmark4)

[Groups, Organizations, and Communities 8](#bookmark4)

[Competency 7: Assess Individuals, Families, Groups,](#bookmark5) [Organizations, and Communities 9](#bookmark5)

[Competency 8: Intervene with Individuals, Families, Groups,](#bookmark5) [Organizations, and Communities 9](#bookmark5)

[Competency 9: Evaluate Practice with Individuals, Families,](#bookmark5) [Groups, Organizations, and Communities 9](#bookmark5)

#### [**Program Mission and Goals 10**](#bookmark6)

[Educational Policy 1.0—Program Mission and Goals 10](#bookmark6)

[*Values…………………………………………………………………..10*](#bookmark6)

[*Program Context………………………………………………………10*](#bookmark6)

[Accreditation Standard 1.0—](#bookmark6)

[Program Mission and Goals 10](#bookmark6)

#### [**Explicit Curriculum 11**](#bookmark7)

[Educational Policy 2.0—Generalist Practice 11](#bookmark7)

[Accreditation Standard B2.0—Generalist Practice 11](#bookmark7)

[Accreditation Standard M2.0—Generalist Practice 11](#bookmark7)

[Educational Policy M2.1—Specialized Practice 12](#bookmark8)

[Accreditation Standard M2.1—Specialized Practice 12](#bookmark8)

[Educational Policy 2.2—Signature Pedagogy:](#bookmark8)

[Field Education 12](#bookmark8)

[Accreditation Standard 2.2—Field Education 13](#bookmark9)

#### [**Implicit Curriculum 14**](#bookmark10)

[Educational Policy 3.0—Diversity 14](#bookmark10)

[Accreditation Standard 3.0—Diversity 14](#bookmark10)

[Educational Policy 3.1—Student Development 14](#bookmark10)

[Accreditation Standard 3.1—Student Development:](#bookmark10) [Admissions; Advisement, Retention, and Termination;](#bookmark10)

[and Student Participation 14](#bookmark10)

[Admissions 14](#bookmark10)

[Advisement, retention, and termination 15](#bookmark11)

[Student participation 15](#bookmark11)

[Educational Policy 3.2—Faculty 15](#bookmark11)

[Accreditation Standard 3.2—Faculty 15](#bookmark11)

[Educational Policy 3.3—Administrative and](#bookmark12)

[Governance Structure 16](#bookmark12)

[Accreditation Standard 3.3—Administrative Structure 16](#bookmark12)

[Educational Policy 3.4—Resources 17](#bookmark13)

[Accreditation Standard 3.4—Resources 17](#bookmark13)

#### [**Assessment 19**](#bookmark14)

[Educational Policy 4.0—Assessment of](#bookmark14)

[Student Learning Outcomes 19](#bookmark14)

[Accreditation Standard 4.0—Assessment 1](#bookmark14)9

#### Appendix: 2015 EPAS Glossary 20

Educational Policy Terms [20](#bookmark14)

Accreditation Standards Terms22

2015 Educational Policy and Accreditation Standards 3



Introduction



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

programs meet the standards. To this end, CSWE’s COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

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

**EPAS Revision Process**

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

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

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

For updated information about the 2015 EPAS, please visit [www.cswe.org/Accreditation](http://www.cswe.org/Accreditation) or send an e-mail to [accreditation@cswe.org.](mailto:accreditation@cswe.org)

July 2015



### 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-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master’s, and doctoral levels shapes the profession’s future through the education of competent

professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master’s level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods

of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

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

It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

### Competency-Based Education



###### In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A

competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of

judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

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

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

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

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

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

Social Work Competencies



###### The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how

to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

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

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as

a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

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

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

SOCIAL WORK COMPETENCIES

**Competency 1:** Demonstrate Ethical and Professional Behavior

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

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

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

**Competency 5:** Engage in Policy Practice

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

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

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

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

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

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

* + use practice experience and theory to inform scientific inquiry and research;
  + apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
  + use and translate research evidence to inform and improve practice, policy, and service delivery.

##### Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively

engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in

the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about

evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, and inter-organizational collaboration. Social workers:

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

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

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

### Program Mission and Goals



##### Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

Values

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

Program Context

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

##### Accreditation Standard 1.0—Program Mission and Goals

* + 1. The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.
    2. The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.
    3. The program identifies its goals and demonstrates how they are derived from the program’s mission.

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

Explicit Curriculum



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

**Educational Policy 2.0—Generalist Practice**

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

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

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

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

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

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

##### Accreditation Standard M2.0—Generalist Practice

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

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

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

EXPLICIT CURRICULUM

**Educational Policy M2.1—Specialized Practice**

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within

an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

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

##### Accreditation Standard M2.1—Specialized Practice

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

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

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

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

##### Educational Policy 2.2—Signature Pedagogy: Field Education

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

##### Accreditation Standard 2.2—Field Education

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

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

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

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

* + 1. The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
    2. The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs.
    3. The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.
    4. The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
    5. The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

**B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For

cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

**M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program

social work competencies. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have 2 years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required

experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

* + 1. The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
    2. The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

Implicit Curriculum



###### The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

**Educational Policy 3.0—Diversity**

The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility.

The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

**Accreditation Standard 3.0—Diversity**

* + 1. The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
    2. The program explains how these efforts provide a supportive and inclusive learning environment.
    3. The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities

##### Educational Policy 3.1—Student Development

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

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

##### Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

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

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

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

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

* + 1. The program describes its policies and procedures concerning the transfer of credits.
    2. 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

* + 1. The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
    2. The program submits its policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
    3. The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

* + 1. The program submits its policies and procedures specifying students’ rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
    2. The program describes how it provides opportunities and encourages students to organize in their interests.

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

IMPLICIT CURRICULUM

**Educational Policy 3.2—Faculty**

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

##### Accreditation Standard 3.2—Faculty

* + 1. The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
    2. The program documents that faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience.
    3. The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty’s teaching, scholarly, and service responsibilities.

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

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

* + 1. 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.
    2. Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.
    3. The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment.

##### Educational Policy 3.3—Administrative and Governance Structure

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

##### Accreditation Standard 3.3—Administrative Structure

* + 1. The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.
    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. 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.
    4. The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each.

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

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

**B3.3.4(c)** The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the

administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

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

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

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

IMPLICIT CURRICULUM

* + 1. The program identifies the field education director.

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

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

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

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

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

* + 1. The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

##### Educational Policy 3.4—Resources

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

##### Accreditation Standard 3.4—Resources

* + 1. The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
    2. The program describes how it uses resources to address challenges and continuously improve the program.
    3. The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
    4. The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
    5. The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
    6. The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

## Assessment



##### Educational Policy 4.0—Assessment of Student Learning Outcomes

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

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

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

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

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

##### Accreditation Standard 4.0—Assessment

* + 1. The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
       - A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
       - At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
       - An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
       - Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.
       - An explanation of how the program determines the percentage of students achieving the benchmark.
       - Copies of all assessment measures used to assess all identified competencies.
    2. The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
    3. The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
    4. The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
    5. For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

## Appendix: 2015 EPAS Glossary

*The 2015 EPAS glossary was developed by a subcommittee of the Commission on Educational Policy and the Commission on Accreditation and approved by each commission in February 2016. The glossary is an aid to understanding the EPAS and is not considered part of the educational policy or accreditation standards.*

##### Educational Policy Terms

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

Accreditation

A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes

(1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

Behaviors

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

Classroom

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

Clients and constituencies

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

Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)

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

Competency-based education framework

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

Curriculum design

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

Environmental justice

Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. *(Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015)*.

Holistic competence

The demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

Intersectionality

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

Multidimensional assessment methods

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

Program options

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

Signature pedagogy

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

Specialized practice

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

Student learning outcomes

The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.

**APPENDIX: 2015 EPAS GLOSSARY**

##### Accreditation Standards Terms

The following definitions were developed for use in the context of the 2015 accreditation standards (AS):

Curriculum (AS B2.0.2, M2.0.2, 3.3.2)

All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences.

Full-time equivalent faculty-to-student ratio (AS 3.2.3)

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

Goals (AS B2.0.1, M2.0.1):

General aims of the program that are consistent with both the institution and program missions and reflect the values and priorities of the social work profession.

In-person contact (AS 2.2.4):

Refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies.

Matrix (AS B2.0.3, AS M2.0.3, AS M2.1.4):

A table or chart that maps the social work curriculum content to the competencies.

Multiple dimensions of each competency (AS 4.0.1)

* Multiple refers to a minimum of at least two dimensions.
* The dimensions of the competency are knowledge, values, skills, and cognitive and affective processes.

Post–social work degree practice experience (AS B2.2.9, M2.2.9, 3.2.2, B3.3.5 (b), M3.3.5 (b))

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

Simulated practice situations (AS 4.0.1):

Modalities that replicate practice situations to facilitate the demonstration of student competence.

Transfer of credits (AS 3.1.4)

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







1701 Duke Street, Suite 200

Alexandria, VA 22314-3457

[**www.cswe.org**](http://www.cswe.org/)

Strengthening the Profession of Social Work

**East Central University Social Work Program**

**Accredited by**

**Council on Social Work Education**