MSW STUDENT MANUAL
FOR THE ACADEMIC YEAR
2022 - 2023

ALBANY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
MASTER OF SOCIAL WORK PROGRAM
504 College Drive
Albany, Georgia 31705
(229) 430-2870

TABLE OF CONTENTS

ALBANY STATE UNIVERSITY
Albany, Georgia

UNIVERSITY ADMINISTRATION

President of Albany State University:	Dr. Marion Fedrick
Provost/VP for Academic Affairs:	Dr. Angela Peters
VP for Student Affairs	Dr. Terry Lindsay
VP for Enrollment Management & Student Success	Ms. Kenyatta Johnson
VP for Finance and Administration	Mr. Bruce Spratt
Chief Human Resource Officer	Mr. Larry Johnson
Chief Legal Affairs Officer	Attorney Joel Wright
Chief Information Officer	Mr. William Moore II
VP & Chief of Staff, University Relations	Dr. Wendy Wilson
University Operations & Strategic Initiatives	Mr. A.L. Fleming

DEPARTMENT OF SOCIAL WORK ADMINISTRATION

Chair, Department of Social Work:	Dr. Barbara J. Nowak
MSW Program Director:	Dr. Barbara J. Nowak
MSW Field Coordinator :	Ms. Jamie Swain
BSW Program Director:	Dr. Annalease Gibson
BSW Field Coordinator:	Dr. Betty Morris-Mitchell

It is the policy of Albany State University to assure that each member of the University Community be permitted to work or attend class in an environment free from any form of discrimination including that based on race, religion, age, disability, gender, marital status, national origin, veteran status, sexual orientation or political orientation, as prohibited by state and federal statutes. This shall include applicants for admission to the University as well as to employment. This statement reflects compliance with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and all other federal and state regulations.

Albany State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's and educational specialist degrees. Albany State University is also accredited by the National Council for Accreditation of Teacher Education, the Georgia Professional Standards Commission, the Association of Collegiate Business Schools and Programs, the National League for Nursing, the Georgia Board of Nursing, and the Council on Social Work Education. Individual colleges and departments also hold memberships in the regional and national professional organizations associated with their respective disciplines.

The Bachelor of Social Work (B.S.W.) program of the Department of Social Work is fully accredited by the Council on Social Work Education (C.S.W.E.). The Master of Social Work (M.S.W.) program is fully accredited by the Council on Social Work Education (CSWE). Please contact the Social Work Department for further accreditation information.

The MSW Student Handbook is for informational purposes only and is not an official publication of Albany State University. For official rules, regulations, and degree requirements, please refer to the ASU Student Catalog: https://www.asurams.edu/academic-affairs/academic-catalogs/index.php

PREFACE

Welcome to the fully-online Master of Social Work Program at Albany State University! You have made an important decision in entering this program and we congratulate you on your admission. Having successfully entered the program, you are about to embark on an exciting and stimulating journey of learning and growth. That learning will begin with reading the information we have carefully prepared for you in this Handbook. Additionally, the *Albany State University Graduate Catalog* acquaints students with University policies and procedures, rules and regulations, and responsibilities and rights affecting you. All students are responsible for observing the standards and regulations governing this Institution as published in the online *ASU Graduate Catalog*, the *MSW Student Manual*, the *MSW Field Manual*, and all other official publications of the University.

The *MSW Student Manual* may be found on the MSW website (https://www.asurams.edu/academic-affairs/college-of-business-education-professional-studies/social-work/degrees/msw.php) and is intended to be a working document. It is the result of the contribution of administrators, faculty, staff, advisory councils, field instructors, community stakeholders, and students. It is designed to help you understand the MSW program, its structure, and its curriculum, as well as give you helpful information about our policies and procedures. Please use this manual as a reference tool throughout your time with us. While every reasonable effort has been made to ensure the accuracy of the content, please recognize that certain policies and procedures may change, as conditions demand. Where policies are already under review, this has been noted.

You will soon find that graduate education for clinical professional social work practice is unlike other graduate studies, and is unlike most other professional graduate programs, as well. The experience you are embarking on is very structured to ensure progressive learning throughout the curriculum. The information provided in this manual may help you understand why this is so. Our goal in developing this manual is to:

1. provide a brief historical overview of the MSW program at Albany State University (ASU) as a means of connecting you with our roots;
2. educate you concerning the broader picture of social work education and the social work accreditation process as a way of enhancing your understanding of our program and curriculum;
3. orient you by presenting the structural components of the MSW program and some basic lines of authority and accountability; and
4. provide some useful information that will help you become a more informed consumer of your educational experience at ASU.

The faculty of the MSW program is committed to continually improving upon not only *what* we do, but *how* we do it. It is our hope that you will join with us in the continuing process of critical study, change and refinement so that together we can strengthen the MSW program and train increasingly effective social work professionals and leaders. We welcome you to the MSW program and look forward to helping you achieve your academic and professional goals.

The MSW Faculty

PROGRAM INFORMATION

History of Albany State University

Albany State University, established originally as the Albany Bible and Manual Training Institute and supported by private and religious organizations, was founded in 1903 by Joseph Winthrop Holley. The Institute provided religious and manual training for African Americans of Southwest Georgia. The mission was to train teachers to reach basic academic skills and to train in the trades and industries, with special emphasis on domestic science and art. The Institute remained a privately supported Institution until 1917.

In 1917, the Institute became a state-supported, two-year college with a Board of Trustees, and its name was changed to Georgia Normal and Agricultural College. Offering only a limited program in agriculture, the College viewed as its primary purpose the training of elementary school teachers. In 1932, the Board of Regents was established, and the college became a part of the newly-established University System of Georgia.

In order to meet the changing needs of society, the mission of the College was expanded in 1943, and the College was granted four-year status and authorized to confer the bachelor's degree in elementary education and home economics. At this time, the College assumed the name Albany State College. Six years later, the program of the College was again expanded to include offerings in the arts and sciences, with majors in the humanities and social studies.

Beginning in 1954, secondary-level programs were developed for teacher preparation in science, health and physical education, business, music, mathematics and natural sciences. The College continued to experience growth and development and was authorized in 1961 to offer a four-year degree program in nursing.

Always striving to address the educational needs of the time, the graduate program, a cooperative effort with Georgia State University, was added to the curriculum in the fall of 1972. Under this program, master's degrees were offered in business education, mathematics education, elementary education, English education, health, and physical education. In the Spring of 1975, a master's degree in business administration, through Valdosta State College, was added to the graduate program.

During the decade of the 1970s, the number of faculty earning the doctorate degree increased by more than fifty percent, and in September of 1981, the College began offering a graduate program designed and delivered solely by the faculty and staff of Albany State College. Master's degrees in business administration and education were offered. Since then, graduate degrees in social work, criminal justice, nursing, and public administration degrees have been added.

Upon the recommendation of University System of Georgia Chancellor Hank Huckaby, the Georgia Board of Regents voted on November 10, 2015, to consolidate Albany State University (ASU) and Darton State College (DSC). The consolidation of the two institutions was designed to increase educational attainment levels and student success and transform how the University System impacts southwest Georgia. Albany State University has an East campus (the former Albany State University site) and a West campus (the former Darton College site).

Albany State College was granted university status in July of 1996, and the name of the institution was changed to Albany State University. During this period of impressive growth and development, the University has been guided by the following five presidents: Dr. Aaron Brown

(1943-1954); Dr. William H. Dennis (1954-1965); Dr. Thomas Miller Jenkins (1965-1969); Dr. Charles L. Hayes (1969-1980); and Dr. Billy Black (1980-1996). Dr. Portia Holmes became the first female president in 1996. Her tenure was followed by the university's eighth and president, Dr. Everette J. Freeman, on September 7, 2005 and the ninth President, Dr. Art Dunning. Dr. Marion Ross Fedrick is currently serving as the tenth President at Albany State University.

The Mission of Albany State University

Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

The Vision of Albany State University

Albany State University will be a world-class comprehensive university and a powerful catalyst for the economic growth and development of Southwest Georgia. ASU will be recognized for its innovative and creative delivery of excellent educational programs, broad-based community engagement and public service, and creative scholarship and applied research, all of which enrich the lives of the diverse constituencies served by the University.

The Guiding Principles of Albany State University

Aspire to Excellence
- Albany State University will aspire toward excellence in teaching and learning, thus becoming the first-choice institution for students from southwest Georgia and garnering recognition as a premier southern regional university.

Embrace Diversity
- As a historically black institution and led by a highly-diverse faculty and staff, Albany State University will embrace diversity in all its forms – including age, gender identity, race and ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status – and seek to foster a similar acceptance and celebration of that diversity.

Expand Access to Higher Education
- As an access institution, Albany State University will promote student success for all by welcoming students from varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring.

Elevate Historically Underserved Populations
- Albany State University will recognize and address the many challenges that face African Americans and other students of color, adult learners, first-generation students, students from low socioeconomic backgrounds, and others from underserved populations, and form strong partnerships with K-12, government agencies, and community outreach organizations to increase access and success rates.

Promote Economic Development

- As part of its commitment to teaching and learning, Albany State University will promote economic development in Albany and throughout southwest Georgia by engaging in applied research, aligning its resources in support of identified needs, developing and enhancing academic programs to meet evolving needs, forming broad strategic partnerships, supplying a trained workforce, and fostering a sense of entrepreneurship.

The College of Business, Education, and Professional Studies

Within the context of its three-fold mission of teaching, research, and service, the College of Business, Education, and Professional Studies seeks to provide the general education background that enables all university students to acquire the written, oral, analytical, historical, cultural and scientific skills and knowledge required for their programs of study. The College of Business, Education and Professional Studies offers the: (1.) School of Business; (2.) School of Education; (3.) Criminal Justice; (4.) Social Work; (5.) Public Administration, and (6.) Army ROTC. The faculty of the College of Business, Education, and Professional Studies are committed to the pursuit of research to advance knowledge in their respective disciplines and to the provision of services that respond to the needs and enhance the lives of the university's various constituents. Dr. Peter Ngwafu from the School of Business serves as the Dean of the College.

The Department of Social Work

The Department of Social Work is housed in the College of Business, Education, and Professional Studies. Albany State University received approval from the Georgia Board of Regents to incorporate an undergraduate major in Social work in September of 1981. The Office of Education awarded a Title III Curriculum Development Grant to the Social Work Program for the purpose of meeting the standards for accreditation as outlined by the Council on Social Work Education (CSWE). The Bachelor of Social Work (BSW) Program received accreditation status from CSWE in February of 2003. The program had its latest accreditation review in February of 2015 and is fully accredited until the next scheduled accreditation review in June of 2024.

The University received approval from the Georgia Board of Regents (BOR) to develop a Master of Social Work program in March of 2008. The Georgia Department of Families and Children Services (DFACS) awarded a Curriculum Development Grant to the Social Work Department for the purpose of meeting the need for clinically-trained MSWs in Southwest Georgia. The program was developed and received the full approval of the Georgia BOR on May 27, 2010. On August 13, 2010, the MSW received approval from the Southern Association of Colleges and Schools (SACS), the accrediting body of all colleges and universities in the Southeastern United States. The Master of Social Work achieved Candidacy status in February of 2012 and was granted Initial Accreditation status in February of 2014. The program had its latest accreditation review in February of 2018 and is fully accredited until its next scheduled accreditation review in June of 2024. Please contact the MSW Program Director or refer to the CSWE website (https://www.cswe.org/Accreditation/Directory-of-Accredited-Programs.aspx) for further information on accreditation.

GRADUATE ADMISSION POLICY
MASTER OF SOCIAL WORK ADMISSIONS POLICY

MSW Application Procedure

Applicants **must apply to *both* the Albany State University "Office of Graduate Studies" and to the Department of Social Work's Master of Social Work [MSW] Program.** Two application packages, therefore, must be completed: (1.) the "ASU Application for Admission into Graduate Studies," (https://www.asurams.edu/academic-affairs/graduate-studies/how-to-apply.php) and (2.) the Master of Social Work Application packet (https://www.asurams.edu/academic-affairs/college-of-business-education-professional-studies/social-work/degrees/msw.php).

All admission materials are sent to the Office of Graduate Studies. Once the applicant's file is complete, the Office of Graduate Studies sends it to the Department of Social Work for review. Both applications must be completed **prior** to the evaluation by the MSW Admission Committee for admission to the MSW program.

Admission Requirements

Applicants requesting admission into the MSW Program must meet the following requirements and complete the following forms:

I.   **Application Materials submitted to the ASU Office of Graduate Studies:**
   1. **An "Application for Admission to the Graduate program at Albany State University."** This application is completed and submitted to the Office of Graduate Studies.
   2. **A $25 non-refundable application fee.** DO NOT submit this fee to the Department of Social Work or the Master of Social Work Program.
   3. **An official transcript indicating completion of an undergraduate or graduate degree from every regionally-accredited college or university attended, including Albany State University.** For admission to the MSW program, the Applicant's undergraduate education must reflect a sound liberal arts foundation, including at least 21 credits in humanities, the social sciences, the behavioral sciences, and the biological sciences. The transcript must show a cumulative grade point average of 3.0 or better (on a 4.0 scale). [NOTE: Any student prior to admission or during their course of study may be required to demonstrate English proficiency through submission of a satisfactory score on a test designated by the Chair of the Department of Social Work. Students whose written or spoken English proficiency is marginal in relation to the communication skills needed for effective graduate-level social work practice may be required to seek instruction outside of the Department of Social Work to bring his/her communication skills up to an acceptable level.]

II.   **Additional Application Materials Required by the MSW Program and Submitted to the Office of Graduate Studies:**
   1. **Three professional letters of recommendation.** These letters are from persons who can address the Applicant's ability and potential for successful graduate education and professional social work practice (e.g., former professors, employment supervisors, etc.). These letters must carefully address the items as outlined in the "Letters of Reference" section of the MSW application packet.

11

2. **Completion of the Personal Narrative Statement.** This section must *carefully follow the outline* in the MSW application packet.
3. **Successful completion of a criminal background check.** This may be completed at any law enforcement agency within the State of Georgia.
4. **A current professional resume.** The Applicant will submit a current resume that includes her/his complete work history. The Applicant is asked to include a notation to explain any gaps in the work history.
5. **Personal Interview.** A personal WebEx interview with the MSW Admissions Committee is required of an Applicant in order to better evaluate his/her potential for successful completion of the graduate program in social work.

A Note on the Required Criminal Background Check

In 1993, Congress passed the National Child Protection Act (NCPA) that authorized criminal history record checks for persons who work with children in either an employee or volunteer status. This Act was amended in 1994 to include elderly and disabled persons. It was amended again in 1998 and the Georgia Legislature passed a law in 1999 consistent with the information to be obtained under NCPA. Together, these laws promote a broader exchange of criminal history information for purposes of assisting entities that provide care, treatment, education, training, instruction, supervision, or recreation to such vulnerable populations as children, the elderly, or individuals with disabilities. These criminal background checks are referred to by different names (e.g., the National Child Protection Act, the Foley Act, the Volunteers for Children Act, the Oprah Winfrey Law, etc.) but are the same basic law, applicable to all schoolteachers, doctors, nurses, mental health and health care providers, social workers, and other professionals who work with vulnerable children and adults.

Georgia laws restrict access to children, the elderly, and disabled clients by persons convicted of felonies and specific misdemeanors. These restrictions are imposed by law on *all* social service agencies and healthcare facilities that work with these protected populations. In turn, the agencies require students to comply with the same restrictions applied to their volunteers and employees. A criminal background and abuse registry check is now also required for professional social work licensure in most states.

Each semester that the MSW student is in the field practicum, the field agency may require her/him to provide a notarized affidavit stating that s/he has not had arrests or convictions during the intervening time frame. Additionally, some field placements require that a student have a criminal background and abuse registry check *every* semester s/he is placed at their agency. Absolute honesty is essential, with false information leading to the immediate expulsion of the student from the BSW program. If the agency to which the student is assigned denies her/him admission and/or access to clients and the agency due to a felony or specific misdemeanor conviction, and if a comparable assignment cannot be made to meet course objectives, the student's enrollment in the MSW program will be terminated.

In the state of Georgia, an individual has the right to request his/her criminal history record for review to ensure that it is both accurate and complete

(https://gbi.georgia.gov/services/obtaining-criminal-history-record-information-frequently-asked-questions). The requestor may use the results to examine it for accuracy and/or to challenge any information contained in the history that s/he feels is inaccurate or incomplete.

An applicant with a criminal history may be eligible to have his/her record expunged in order to be considered for admission into the MSW program. For information on the process in Georgia, please refer to the following website: http://www.gjp.org/programs/criminal-records/faqs/faqs-expungements/ or consult with your attorney. Students may secure a criminal record background check at their local law enforcement agency.

Advanced Standing

Applicants holding a Bachelor of Social Work (BSW) degree from a Council on Social Work Education (CSWE) accredited undergraduate program may request consideration for "Advanced Graduate Standing" (the waiver of specific generalist social work courses).

A. To qualify for advanced standing, you <u>must</u>:

1. Possess a Bachelor of Social Work (BSW) degree from a CSWE-accredited social work program; recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.
2. Possess a Bachelor's degree from a regionally-accredited college or university;
3. Possess a Bachelor's degree with a strong liberal arts focus, including coursework in the social sciences, behavioral sciences, natural sciences, and humanities;
4. Completed the BSW degree within the past **five** [5] years;
5. Earned a minimum grade point average of 3.0 in the social work courses you wish to have considered for advanced standing.

B. How to apply for advanced standing:

1. Complete the *MSW Advanced Credit Approval Form* found on the last pages of the MSW Admissions form on our MSW webpage at (https://www.asurams.edu/docs/college-of-professional-studies/social-work/MSW%20Application%202020%202021.pdf)
2. Advanced standing waivers are assessed **after** your acceptance into the graduate social work program.

C. The Outcome:

1. You may be waived from any or all of the MSW generalist practice year courses – up to 32 credit hours –which repeat content that you already mastered in your undergraduate program with a grade of "B" or better.
2. An individualized plan of study will be developed to guide you in completing any required foundation courses and beginning your specialized practice year courses.

Students admitted into the Advanced Standing program who fail to earn a grade of "B" or better will be removed from the Advanced Standing program. The Student may be given the option of continuing in the regular two-year MSW degree program.

The MSW Program Director, in consultation with Faculty, will assess competencies already achieved for students requesting advanced standing. Deadlines must be met to allow adequate time for review of materials and to arrange for special advising.

Provisional Student Status Admission

A student may be granted provisional status when he/she does not fully meet all of the necessary requirements for admission to the Graduate School, but his/her circumstances warrant provisional admission. Provisional admission *may* be considered for the Applicant to the MSW Program who has a grade point average of less than 3.0 [A = 4.0] *only if the Applicant:* (1.) has a cumulative grade point average of no less than 2.5, and (2.) meets all other admission requirements.

Students who are admitted under "Provisional Student Status" may take only **nine [9]** credits of graduate social work courses upon admission. If, after completing nine graduate social work courses, the Student is able to maintain a grade point of average of 3.0 or above in *each* graduate social work course, the Student will be readmitted to the MSW Program as a "Regular Admission." If the Student under "Provisional Status" is unable to earn a grade of "B" or better in all courses taken, her or his enrollment will be terminated. NOTE: Students holding visas (F-1 or J-1) are not eligible for Provisional Student Status Admission at the graduate level.

Students who are admitted with provisional status and are applying for federal student aid must fully complete the "ASU Graduate Provisional Student Agreement" and have it signed by their MSW Faculty Advisor. The form is then submitted to the Office of Financial Aid for review and approval. **Provisional students must attain full graduate admission standing by completing 9 or more credit hours within a one-year period to remain eligible for Federal Student Aid.** Students who fail to meet the requirements for full admission into the graduate program after completing 9 credit hours or one academic year (whichever one comes first) will no longer be eligible for Federal Student Aid.

International Applicants

Any applicant who is the holder of a nonimmigrant-type visa [F-1 or J-1] is classified as an international student or applicant by Albany State University. Important University regulations pertaining to international applicants or students may be found at the website for international students: https://www.asurams.edu/academic-affairs/oie/forms/international-admissions-information.php).While some of these regulations are listed below, persons in this category should contact the Office of Graduate Studies for more detailed information regarding admission forms and requirements.

Deadlines for Admission to the MSW Program

Please view the ASU "Office of Graduate Studies" website for deadline dates for graduate at: https://www.asurams.edu/academic-affairs/graduate-studies/deadlines.php). Applications completed after the stated deadline will be reviewed only if there is a reasonable likelihood that space will be available in the incoming class. Interested persons are urged to begin the application process far in advance of the admissions deadline, as the Department of Social work reserves the right to close the application cycle at an earlier date if all available slots are filled. International students should complete their application early to ensure review of their completed folders. Students who fail to enroll in the semester they are admitted must reapply for admission for a future semester and are not guaranteed automatic admission in any future year.

The Review Process

Applicants will receive notification from the Office of Graduate Studies regarding the status of their applications, including a notice that the application is complete and ready for faculty review. The admissions process is carried out by the MSW Graduate Admissions Committee. In evaluating applications, Faculty Admission Reviewers take into consideration many factors and no one criterion alone automatically determines acceptance or non-acceptance into the MSW Program. Among the factors examined carefully is the Applicant's undergraduate coursework in relation to a strong liberal arts base and past academic performance, as reflected in the cumulative grade point average. Consideration is also given to employment or volunteer efforts in social work, strong letters of recommendation, and demonstrated ability to follow directions carefully and communicate effectively in writing (as evidenced by the completion of the MSW Admissions packet and other written forms of communication presented by the Applicant), and the Applicant's stated motivation for a career as a professional graduate-level social worker.

After carefully reviewing the student's application package, the MSW Admissions Committee votes on whether to admit, deny or defer the application. This decision is then forwarded to the Office of Graduate Studies on a "Graduate Student Status Form". The Applicant is notified by the Office of Graduate Studies via mail of her/his acceptance, deferral, or denial into the MSW program.

All accepted students are then contacted by the MSW Program via ASU email informing them of upcoming orientation dates and pertinent information they need to know as new graduate students in the MSW program. Decisions regarding the Applicant's admission status may be appealed (https://www.asurams.edu/academic-affairs/graduate-studies/how-to-apply.php). Information regarding appeal procedures may be secured from the Office of Graduate Studies. Such appeals and their associated documentation are referred to the Appeals Committee of the Graduate Council for consideration.

Graduate Social Work Transfer Students

Students who transfer to the MSW program at Albany State University from another CSWE-accredited graduate program must meet all admissions requirements and have at

least a 3.0 (B) average in their graduate social work courses in order to receive transfer credit. A maximum of 32 hours of credit, earned within five years of the student's enrollment at Albany State University's Department of Social Work, with grades of "B" or above, *may* be transferred for credit toward the MSW degree. Transfer student applications and materials are reviewed by the MSW Program Director in consultation with MSW faculty on a course-by-course basis.

Non-Social Work Transfer Credit

The Department of Social Work recognizes two categories of transfer credit for courses that are taken in disciplines or fields *other than social work*. First, a maximum of six [6] semester hours of graduate credit earned within five years of the student's enrollment at Albany State University's MSW program, with grades of "B" (3.0) or better, *may* be transferred as credit toward the MSW degree's *elective* credits, providing they meet CSWE standards and the program's mission and objectives. That is, if a student has taken a series of graduate courses, but **did not earn a master's degree**, a maximum of six graduate credit hours *may* be applied toward the MSW.

A maximum of six semester hours of graduate credit, earned within five years of the student's enrollment at Albany State University's MSW program, with grades of "B" or better (where 4.0 = A), *may* be transferred from **an earned master's degree** toward the MSW now in progress. That is, a student may have earned a master's degree in a different discipline and may now wish to apply that credit toward the MSW degree, providing the credits meet the mission, goals, and objectives of the MSW program.

In both cases, the student must request consideration of transfer credit with the MSW Program Director *after* admission to the MSW program but before beginning graduate social work coursework. Students will need to present course outlines and related information in order for the MSW Program Director and MSW faculty to evaluate the request. Request for non-social work transfer credit are evaluated largely on relevance to the student's present course of study and career objectives, adherence to CSWE accreditation standards, and academic soundness. *In all cases, graduate credit from other disciplines must be consistent with the goals and objectives of the MSW program, as well as with our accrediting body, the Council on Social Work Education (CSWE).*

Graduate credit is **not** granted for correspondence courses, extension courses, continuing education courses, advanced standing examinations, life or employment experience, or if an equivalent course offered by Albany State University does not warrant graduate credit.

Tuition and Fees

You will find information regarding tuition and fees online at https://www.asurams.edu/fiscal-affairs/student-accounts/tuition-payment/schedule.php or you may call the Registrar's Office at 229-500-4358 for a current schedule. Rates for graduate students are based upon premium tuition rates established by the Georgia Board of Regents and are determined by residence status and the number of credit hours taken in

a semester. Per credit hour fees include the additional fees collected by the University for services, as applicable (e.g., online tuition fees, building fees, state financial aid fees, capital improvement, activity and service fees, athletic fees, etc.). These are minimum figures and do not include such fees as parking decals, etc.

While Albany State University and the MSW program have limited financial aid packages and grants monies to award to academically outstanding students, it is impossible to meet all of the financial needs of its graduate students. Graduate education is costly in terms of time, effort and money and students are cautioned to plan carefully to meet its costs via student loans, personal resources, etc., as financing a graduate education is the responsibility of each student. Please contact the Albany State University's Office of Graduate Studies or view online information at https://www.asurams.edu/academic-affairs/graduate-studies/fellowships/index.php for specific financial aid that may be applied for by graduate students.

The University reserves the right to change tuition and other charges without notice as necessitated by University or Legislative actions.

MSW ADMINISTRATIVE STRUCTURE
OF THE DEPARTMENT OF SOCIAL WORK

Chair of the Department of Social Work

The Chief Administrator of a Social Work Department gives educational and administrative direction to its BSW and MSW programs. This person must demonstrate leadership ability through outstanding academic attainment (including no less than an MSW degree from an accredited program in social work), and competent social work practice experience. This position includes a broad range of duties and responsibilities, including:

1. direct and coordinate the curricular offerings of the department;
2. appoint and supervise the BSW Program Director, the MSW Program Director, the MSW Field Coordinator, and the BSW Field Coordinator;
3. coordinate activities, recruitment, and grievances with social work students;
4. review, implement, and inform faculty and staff of University and School policies and procedures;
5. craft, with faculty consultation, the Department's budget for submission to the Dean of the College of Professional Studies;
6. act as the liaison between the Department and the University, as well as with the larger community.

Dr. Barbara Nowak, LCSW is the current Chair of the Department of Social Work and acts as the Director of the MSW program and the Chief Administrator for both the BSW and MSW programs.

MSW Program Director

The MSW Program Director provides leadership in the ongoing oversight of the MSW curriculum, including the design, modification, approval, implementation, and evaluation of the program's curriculum and educational policies; educational policies relating to the admission, advising, retention and graduation of students; the systematic and continuous evaluation of program outcomes in the light of the specified goals and objectives of the program; teaching of social work courses; coordination of field instruction with the MSW curriculum; and the maintenance of the program's integrity. The position reports directly to the Chair of the Department of Social Work. The roles and duties of the MSW Program Director include:

1. coordinate the course offerings of the MSW program each semester;
2. convene and act as Chair of the MSW Curriculum Committee which designs, modifies, implements, and evaluates the MSW curriculum;
3. work closely with the MSW Field Coordinator to ensure that field and classroom activities are integrated and mutually compatible and that student learning needs are met;
4. ensure that the MSW degree program achieves and maintains accreditation standards, taking leadership in the preparation of the accreditation self-study materials;
5. coordinate and deliver all MSW student orientations;
6. advise MSW students;
7. with faculty input, prepare, administer and tabulate the results from the annual *MSW Comprehensive Examination*
8. maintain and update the *MSW Student Manual* on an annual basis;
9. coordinate, tabulate, analyze and report to faculty, administration and constituents the findings from the student surveys and the student exit surveys
10. coordinate, tabulate, analyze and report to faculty, administration, CSWE, and constituents the findings from the annual MSW outcome assessments;
11. ensure adequate library holdings to support the MSW curriculum;
12. represent the MSW program to students, faculty, external Chairs, the Deans, the University, the community, and the program's stakeholders;
13. answer inquiries regarding the MSW program to prospective students;
14. develop and provide oversight of the MSW admissions process;
15. assign MSW students to MSW faculty advisors based on expertise and interests;
16. review and approve all graduate student *MSW Course of Study* forms;
17. completes all graduate graduation audits;
18. mediate student complaints, informing them of due process, accepting and responding to requests, petitions and grievances related to the MSW program policies, procedures and curriculum issues;

Dr. Barbara Nowak, Associate Professor, currently serves as the MSW Program Director within the Department of Social Work.

MSW Field Coordinator

Graduate field experience is the cornerstone of the MSW curriculum and is considered to the "signature pedagogy" for social work by CSWE. It engages the graduate student in supervised social work practice and provides opportunities to apply classroom learning in the field setting. The MSW Field Coordinator coordinates the graduate field program, holding credentials that include a master's degree in social work from an accredited program, with no less than two years of full-time post-masters degree experience in professional social work. The MSW Field Coordinator must be knowledgeable about CSWE standards and ensure that accreditation standards are maintained in the field. The MSW Field Coordinator exercises responsibility for the administration of the field experience program, ensuring planned cooperation and coordination between the program and the agencies selected for the field placement of graduate students. The MSW Field Coordinator assumes the leadership in preparing the *MSW Field Manual* along with its field policies, procedures, and objectives, investigating and creating field placements, selecting qualified field instructors, reporting on past placements, developing orientation and training materials and programs, and evaluating student learning in the field practicum. The position reports directly to Chair of the Department of Social Work. The MSW Field Coordinator is responsible for crafting the field component of our program and includes the following duties:

1. work closely with the MSW Program Director to ensure that field placement procedures, policies and implementation are integrated with classroom activities, and that field and classroom courses mutually support the mission of the MSW program;
2. convene the MSW Field Advisory Committee to regularly review the field program operations;
3. represent the MSW field program to the faculty, obtaining faculty input in order to review and refine field policies and procedures;
4. develop and maintain high-quality field placements that support the educational mission of the MSW program;
5. work closely with the field instructors to ensure that they offer appropriate learning opportunities to the MSW students that meet all CSWE accreditation standards;
6. provide timely, ethical, and educationally-sound training and supervision to field instructors;
7. fully document student learning activities;
8. advise and place eligible MSW students in their practicum settings;
9. appoint faculty field liaisons based on expertise and areas of research interests;
10. teach field seminar course;
11. administer the annual *MSW Generalist Year Field Symposium;*
12. maintain statistical data in order to evaluate outcome assessments in the field.

Ms. Jamie Swain, LMSW, is the MSW Field Coordinator in the Master of Social Work program.

Social Work Fulltime Faculty, 2022-20223 Academic Year

1. Dr. Jerry Daniel, Professor, LCSW, JD, MPH; MSW Faculty
2. Dr. Tonyesima Furro, Associate Professor, MSW Faculty

3. Dr. Annalease Gibson, Professor/BSW Program Director
4. Dr. Betty Morris-Mitchell, Assistant Professor, BSW Field Coordinator
5. Dr. Addie Campbell-Mungen, Assistant Professor, MSW Faculty
6. Dr. Barbara Nowak, Associate Professor, LCSW; MSW Program Director, Chair
7. Dr. Ivan Page, Associate Professor, MSW Faculty
8. Ms. Jamie Swain, Assistant Professor, LCSW; MSW Field Coordinator

Social Work Adjunct Faculty, 2022-2023 Academic Year
9. Ms. Sharrion Brown, Adjunct Faculty
10. Ms. Renata Dowdell, Adjunct Faculty
11. Dr. Kay Gresham, Adjunct Faculty
12. Ms. Quinchele King, Adjunct Faculty
13. Ms. Natasha Mike, Adjunct Faculty
14. Ms. Colleen Myrie, Adjunct Faculty
15. Ms. Alfton Turner, Adjunct Faculty
16. Ms. Quandula Wright, Adjunct Faculty

The MSW program supports, teaches and adheres to the National Association of Social Workers *Code of Ethics,* the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work *Statement of Principles,* the American Association of Marriage and Family Therapist *Code of Ethics,* and the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists *Code of Ethics.*

The Master of Social Work Program

The MSW Program's Mission

The mission of the Master of Social Work program is to advance social, economic and environmental justice by preparing students for competent, empowering clinical service with children, families and vulnerable adults of diverse backgrounds across the lifespan. In its efforts to enhance the dignity and rights of all people, particularly of historically oppressed populations, the MSW Program seeks to partner with diverse individuals, groups and organizations at university, local, state, national and international levels.

The mission of the program evolves from its deeply-held core values:
1. We believe that our goal is to prepare clinical social workers with the knowledge, values, and skills to partner with people in need while simultaneously addressing social problems within their environment in order to promote, restore, maintain, and enhance their wellbeing.
2. We believe that it is our profession that is uniquely qualified to pursue social change with, and on behalf of, vulnerable and oppressed individuals, families, groups, and communities and it is our responsibility to strive together to ameliorate oppression, discrimination, poverty, and other forms of social and economic injustice wherever we meet it.

3. Because we believe in the inherent dignity and worth of every person, as well as the power of the collective, regardless of such factors as 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, we are committed to preparing students for ethical practice that honors and celebrates diversity.
4. We believe we are called to transmit the professional knowledge, values, and skills to our students so that they may competently apply them in their professional practice. As we strengthen our ability to enhance their critical thinking skills, professional development, and competent service delivery, we will be able to achieve our mission.

The MSW program provides students with the opportunity to enhance the depth and breadth of their knowledge and skills in working with children, families and vulnerable adults. Its specialized clinical concentration focuses on the prevention, intervention and treatment of children, families, and vulnerable adults (such as those with chronic mental illness, the frail elderly, veterans, etc.) throughout the lifespan.

Coursework prepares students to assume practice and leadership roles and responsibilities in public and private child and family welfare programs, the protection of abused and neglected children, home-based services, foster care, adoption, school-based services, group and residential care settings, child guidance, parent education, hospice care, family courts, family violence programs, adult protective services, child and family advocacy, substance abuse treatment centers, as well as in major social service systems that include mental health, physical health, and corrections.

In the online classroom as well as in the field, students develop the specialized knowledge, values and skills needed to function as clinical social work professionals and work in an ethical manner with others to affect change with individuals, families, groups, organizations, and communities. In their field placements, students expand their educational experience in approved private and public field settings that specialize in addressing issues that impact children, families, and vulnerable adults throughout the life cycle. Upon graduation, students will be prepared to assume leadership roles in the provision of direct services within child welfare organizations, family-focused agencies, and organizations committed to the wellbeing of vulnerable adults.

The online MSW program prepares students to respond to problems and advocate for policies, programs, laws, and a public understanding of the unique needs of vulnerable, impoverished and historically oppressed children, families, and vulnerable adults in both rural and urban areas. The MSW program seeks to produce and apply research and scholarship aimed at advancing social work practice, particularly in the area of mental health services. The identification of the causes, consequences, and elimination of all forms of oppression is woven throughout the curriculum.

Recognizing the interdependence of nations and the need for worldwide professional cooperation, the MSW program is also committed to the social and economic well-being

of people globally. The MSW program seeks to: 1.) foster in its students an understanding and commitment to the international community, particularly those areas where issues of social, economic and environmental justice for people of color, the vulnerable and the impoverished are concerned, 2.) educate foreign students for positions of empowering social work practice, as well as for leadership roles in child and family services in their homelands, and 3.) develop practitioners who can effectively work with immigrants, migrants, refugees and other displaced populations.

The MSW program seeks to teach students how to become lifelong learners who are motivated to continue gaining and developing new knowledge and skills throughout their careers. The faculty models this for students by assuming leadership roles within the profession, engaging in research and scholarship aimed at continually advancing social work practice, and offering curricula that is at the forefront of the new and developing knowledge bases of social work and its supporting disciplines.

MSW Program Goals

The online MSW program is designed to prepare students for responsible, professional clinical social work practice with children and families across the lifespan. The goals of the program are to prepare students to:

1. **DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR**

   With an understanding of the profession's historical development, ensure that MSW students, as representatives of the profession, its mission and its historical values, commit themselves to the profession's enhancement and to their own ongoing professional conduct and growth.

   Ensure that MSW students critically apply the ethical principles of the profession to their practice, utilizing frameworks of ethical decision-making, as well as relevant laws and regulations to their practice at the micro, mezzo, and macro levels.

2. **ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**

   Ensure that MSW students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as 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, characterizes and shapes human experience and identity formation.

3. **ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE**

Ensure that MSW students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care and education, and 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.

4. ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Ensure that MSW students possess the knowledge and skills to understand scientific and ethical approaches to building knowledge and the ability to use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use both qualitative and quantitative research findings to improve practice, policy, social service delivery, and to advance the science of social work.

5. ENGAGE IN POLICY PRACTICE

Ensure that MSW students possess an understanding of how human rights, social, economic and environmental justice, and social welfare and services are mediated by policy and its implementation at the federal, state, and local levels.

Ensure that MSW students understand their role in policy formulation, analysis, implementation, and evaluation within their practice settings at the micro, mezzo, and macro levels, and actively engaging in policy practice to affect change within those settings.

6. ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

7. ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Ensure that MSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

8. INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Ensure that MSW students are knowledgeable about evidence-informed interventions that are able to achieve the goals of clients and constituencies, including individuals, families, groups, organizations and communities.

Ensure that MSW students are able to identify, analyze, and implement theory-directed, evidence-informed interventions to achieve client and constituency goals.

9. **EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**

Ensure that MSW students understand the theories of human behavior and the social environment and can critically evaluate and apply that knowledge to evaluating processes and outcomes in order to advance practice effectiveness.

MSW Program Competencies and Practice Behaviors

The MSW curriculum competencies are derived from CSWE's Explicit Curriculum Educational Policy (EP) 2.0 (1-10) (https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx). Thus, at the completion of the MSW Program, all students will be able to:

PROGRAM COMPETENCIES	GENERALIST PRACTICE BEHAVIORS	SPECIALIZED CLINICAL PRACTICE BEHAVIORS
DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR	(1a.) Demonstrate the ability to make ethical decisions by applying the standards of the NASW *Code of Ethics*, relevant laws and regulations, models for ethical use of decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context (1b.) Demonstrate the ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (1c.) Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication	(1aSP.) Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the NASW *Code of Ethics,* the NASW *Standards for Clinical Social Work in Social Work Practice,* the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, *Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional codes of ethics, as appropriate to the context. (1bSP.) Demonstrate an understanding of how

	(1d.) Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes (1e.) Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior	personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them.
ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE	(2a.) Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (2b.) Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences (2c.) Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	(2aSP.) Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults (2bSP.) Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations
ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE	(3a.) Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice	(3aSP.) Demonstrate the ability to engage in practice with children, families and/or vulnerable adults in a manner that advances social, economic and/or environmental justice
ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE	(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research	(4aSP.) Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults

	(4b.) Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.	
ENGAGE IN POLICY PRACTICE	(5a.) Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services (5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services (5c.) Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	(5aSP.) Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families, and/or vulnerable adults
ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	(6a.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (6b.) Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	(6aSP.) Demonstrate the ability to develop a culturally responsive professional relationship with children, families and/or vulnerable adult clients
ASSESS INDIVIDUALS, FAMILIES, GROUPS,	(7a.) Demonstrate the ability to collect and organize data, and apply critical thinking to	(7aSP.) Demonstrate the ability to effectively use multi-dimensional assessment

ORGANIZATIONS AND COMMUNITIES	interpret information from clients and constituencies	tools with children, families and/or vulnerable adult clients
	(7b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	
	(7c.) Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	
	(7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	
INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	(8aSP.) Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients
	(8b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	(8bSP.) Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.
	(8c.) Demonstrate the ability to use inter-professional	

	collaboration, as appropriate, to achieve beneficial practice outcomes (8d.) Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies (8e.) Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals	
EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	(9a.) Demonstrate the ability to select and use appropriate methods for evaluation of outcomes (9b.) Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (9c.) Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes (9d.) Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	(9aSP.) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients

Definition of Social Work Practice Behaviors

The MSW program further defines its measurable practice behaviors in the following way:

#	Social Work Core Competency Area	Generalist Social Work Practice Behavior	Definition of Generalist Social Work Practice Behavior *The Social Worker will:*
1	**DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR**	(1a.) Demonstrate the ability to make ethical decisions by applying the standards of the NASW *Code of Ethics*, relevant laws and regulations, models for ethical use of decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context	• Promote client well-being, self-determination, and commitment to social, economi,c and environmental justice • Maintain the privacy and confidentiality of clients, disclosing information only when appropriate and only with the consent of the client or a person legally authorized to consent on the client's behalf • Refer to the NASW *Code of Ethics*, relevant laws and regulations, and models when faced with an ethical dilemma • Identify all relevant ethical principles that apply to a specific case • Evaluate the potential impact of ethical decisions at multiple levels of social work practice (e.g., individual, couple, family, group, community, organization, society) • Review one's agency policies and procedures manual and apply the NASW *Code of Ethics* to identify points of adherence, opposition, and points not addressed in the agency policies • Acknowledge one's negative emotions associated with a challenging ethical dilemma • Identify areas of conflict among laws, agency policies and the NASW *Code of Ethics* • Apply frameworks for the hierarchical ordering of ethical principles (e.g., Lowenberg, Dolgoff & Harrington's *Ethical Principal Screen;* Reamer's guidelines for

			resolving ethical dilemmas, etc.) when multiple ethical principles arise in a case • Evaluate the impact of one's ethical decision making and transfer one's learning to new practice situations • Articulate the though process used to arrive at one's ethical decisions • Acknowledge faulty reasoning and take steps to correct it
		(1b.) Demonstrate the ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	• Distinguish one's professional from one's personal self • Refrain from imposing one's personal value system on clients • Recognize ethical dilemmas involving conflicts between personal and professional values and address these in supervision • Regularly engage in the process of critical appraisal in the development of one's own professional skills • Identify areas of strength as well as areas that require growth and improvement • Recognize the impact of one's personal biases and value system on interactions with clients • Utilize the professional relationship with the client for the sole purpose of enhancing the wellbeing of the client • Practice within the limits of one's competence • Develop a working *MSW Field Learning Contract* for each semester in the field practicum • Demonstrate enthusiasm for learning and mastering the generalist practice behaviors associated with each of the nine competency areas of generalist practice

			• Develop an awareness of one's personal learning style and preferences • Engage in ongoing self-assessment of one's social work practice skills • Demonstrate a willingness to take risks, leave one's personal comfort zone and engage in new experiences that will enhance one's professional social work practice
		(1c.) Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication	• Assume professional responsibilities compatible with the role of the generalist social worker • Demonstrate punctuality for all appointments with clients, colleagues and supervisors • Comply with all scheduled practice hours • Complete assigned tasks within the designated time frame • Treat clients, supervisors, colleagues and staff with dignity and respect • Refrain from the use of derogatory language in written, electronic or electronic communication • Dress appropriately for agency standards • Clearly and concisely document all services provided to clients in a timely manner • Refrain from using unprofessional, demeaning or derogatory language in all written and verbal communication • Collaborate effectively as a member of the multi-disciplinary team • Display an attitude of willingness to assist colleagues • Participate in in-service opportunities within and outside of one's agency • Attend professional training sessions and workshops that will enhance one's knowledge and skills in social work practice

			• Read and analyze current journal articles relevant to one's practice setting • Formulate both short-term and long-term career goals and outline the steps required to achieve those goals
		(1d.) Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes	• Take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided • Review the agency's data systems to review the client's treatment history • Maintain all records in a timely and professional manner as mandated by law, agency policy, and ethical standards, including intake forms, assessments, treatment plans, progress notes, transfer notes, discharge summaries, etc.
		(1e.) Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior	• Establish a clear work schedule and adhere to it • Regularly attend all supervisory sessions • Participate in establishing an agenda for each supervisory session • Prepare for all supervisory sessions by organizing one's case presentations and formulating pertinent questions • Seek supervision or consultation whenever one is uncertain • Engage in a respectful and professional relationship with one's supervisor • Effectively use feedback to improve one's practice skills and increase one's self-awareness • Identify specific clients, issues or situations that create personal discomfort to discuss in supervision

			• Seek and act on corrective feedback from one's supervisor and mentors • Establish effective working relationships with supervisors and consultants • Act promptly to resolve identified problems with performance of one's professional responsibilities • Seek out practice wisdom from seasoned practitioners within and outside of the agency
2	**ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**	(2a.) Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	• Demonstrate an openness to engaging in dialogue and considering points of view different from one's own • Identifying the interacting effects of race, class, gender, sexual orientation, age, disability, immigration status and religion/spirituality in the lives of clients • Recognize and articulate the impact of culture upon problem definition and the help-seeking behaviors of clients • Apply the stages of acculturation in order to understand the dynamics present in immigrant individuals and families
		(2b.) Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences	• Demonstrate a respect for, and interest in, the world view of colleagues, staff, and clients from diverse backgrounds • Strive to identify and build upon the strengths of a client's culture, race, class, gender, sexual orientation, abilities and disabilities and national origin • Engage in ongoing learning to develop a knowledge and understanding of the history, traditions, values, family systems, resiliencies, and artistic expressions of diverse client groups

			• Attend cultural and religious/spiritual activities that are meaningful to the clients served by one's agency • Strive to develop culturally sensitive insights into problems faced by clients from diverse backgrounds • Habitually check one's own thoughts and beliefs throughout the helping process • Consistently analyze ways in which one's own position in society (as evidenced by race, class, gender, ethnicity, sexual orientation, national origin, geography, etc.) impacts one's professional work with diverse client systems • Commit to an ongoing, lifelong process of striving for cultural competence
		(2c.) Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	• Demonstrate an awareness of one's own cultural heritage and how it might impact interactions with clients from diverse backgrounds • Openly discuss one's cultural differences with clients when appropriate • Recognize one's feelings of ambiguity in resolving ethical conflicts and dilemmas involving differing values with one's clients • Seek consultation and support from one's supervisor, colleagues and/or peers regarding ethical dilemmas involving differing values with one's client • Identify and discuss personal biases and value conflicts with one's supervisor • Critically examine how fears, ignorance, and elements of oppression (e.g., racism, classism, sexism, ethnocentrism, heterosexism, etc.) influence one's attitudes, beliefs and feelings in practice situations

3	**ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE**	(3a.) Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	• Take the necessary actions to affect system level changes that ensure the rights of all clients to needed resources and services • Demonstrate a commitment and persistence to serving all clients, even when faced with clients with multiple problems • Systematically gather data to uncover discriminatory practices in service delivery and present that data to those in authority for the purpose of changes that will advanced social, economic and environmental justice • Articulate the impact of social, economic and environmental oppression on client functioning • Identify external conditions that perpetuate individual problems such as a lack of low-income housing in the area, high unemployment rates, inability to access affordable and competent health care, etc. • Demonstrate a sensitivity to forms of oppression (e.g., racism, classism, sexism, heterosexism, ethnocentrism, ageism, etc.) and its impact on clients • Use one's power and authority in a manner consistent with social work values • Consider the appropriateness of micro, mezzo, and macro points of intervention with a case • When indicated, assist clients in securing legal aid services
		(3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice	• Bring to the attention of one's supervisor those agency policies that intentionally or unintentionally limit access to services for specific groups of clients and propose just changes

			• Advance the needs of clients who are unable to speak for themselves in public forums • Demonstrate a working knowledge of agencies and programs dedicated to advancing human rights and social, economic and environmental justice (e.g., domestic shelters, GLBTQIA resource centers, disabilities programs, reentry programs for former prisoners, etc.) • Evaluate the implications of the agency's admission and discharge policies and procedures on clients from lower socio-economic backgrounds • Actively engage in self-monitoring one's own practice for evidence of elements of oppression in regard to race, gender, class, age, ethnicity, color, geography, national origin, sexual orientation, political orientations, immigration status, etc. • Maintain active membership in professional organizations that promote human rights and social, economic and environmental justice • Analyze the changing role of the agency within the local practice community to ensure that policies and programs further social, economic and environmental justice
4	**ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE**	(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research	• Evaluate the relevance and accuracy of various sources of information in the problem solving process • Synthesize information the wisdom of experienced supervisors and colleagues in order to understand and effectively intervene with clients • Identify situations in which intuition is ethically used in one's own practice

		(4b.) Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	• Evaluate the underlying assumptions, utility, explanatory power and limitations of various research findings • Compare the strengths and weaknesses of various qualitative and quantitative research methods and research findings
		(4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery	• Synthesize information from peer-reviewed journal articles and best practice protocols in order to understand and effectively intervene with clients
5	**ENGAGE IN POLICY PRACTICE**	(5a.) Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services	• Identify the intended and unintended consequences of policies that impact client wellbeing • Identify policies that impede client access to services and/or service delivery
		(5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services	• Apply social welfare policies to determine eligibility for services • Demonstrate the ability to apply policies to resolve case-specific questions and situations • Analyze changes in social policies that impact the agency's target population • Assist clients in understanding the impact of changes in governmental policies and programs
		(5c.) Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	• Identify gaps in service delivery resulting from social policies • Identify problems with service delivery that violate the client's right to self-determination, informed consent, confidentiality, dehumanizing or discriminatory practices, etc. • Utilize appropriate techniques of advocacy and social action to remedy problems of access to social work services • Communicate with policymakers at the local, state, or federal levels, explicating the

			negative impact of a specific policy on clients and propose changes that promote client system wellbeing
6	**ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(6a.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	• Apply concepts and knowledge of human growth and development to accurately engage with clients • Accurately explain agency services policies and programs available to the client • Articulate to the client the role of the social worker and the roles of the client in the helping process • Explain confidentiality and its limits
		(6b.) Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	• Demonstrate an attitude of respect for the dignity and worth of all clients • Actively listen to the client • Work to accurately grasp the circumstances and feelings of the client • Respond accurately to the client's verbal and nonverbal communication • Use communication responses to effectively convey understanding to the client • Convey acceptance of the client through verbal and nonverbal responses • Begin where the client is at • Observe and interpret the client's nonverbal behaviors (e.g., eye contact, posture, tone of voice, affect, appearance, speech patterns, etc.)
7	**ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(7a.) Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies	• Review relevant treatment history • Interview the client, family members, other involved professionals, etc., to gain multiple perspectives of the problems and client strengths • Assess the clarity of roles and boundaries within the family system

			• In supervision and in case staffings, present relevant information in a clear and concise manner • Consider the impact of economic, political and social forces when assessing client problems • Identify and gather appropriate information to clearly define problems • Avoid hasty decisions, taking the time to probe thoroughly into issues as they arise • Demonstrate an understanding that problems may be defined at multiple levels and problem definition influences interventions at the individual, couple, family, group, community, organizational and societal levels • Select from a variety of approaches (e.g., key informant interviews, agency records, surveys, community forums, etc.) in conducting a needs assessment
		(7b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	• Identify the impact of multiple systems on the client (e.g., spouse/partner, family, community, organizations, culture, etc.) • Apply concepts and knowledge of human growth and development to accurately assess clients • Apply various theories of human behavior to assess client strengths and needs • Clearly define the client's presenting problems • Identify patterns of adaptive and maladaptive behavior • Identify and provide supporting examples of ego defenses used by the client • Demonstrate the ability to conduct an appropriate Mental Status Examination

			• Apply multiple theoretical perspectives in order to enhance one's understanding of a client's behavior • Consider the impact of diversity, discrimination, and oppression in the assessment of client problems and symptoms • Consider the possible levels of intervention (micro, mezzo, macro) and articulate reasoning behind one's choice of intervention targets
		(7c.) Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	• Together with the client, formulate clear, measurable, observable client goals and objectives • Clearly differentiate between goals, objectives, tasks and target dates • Explain case plans in a language that is used by the client • Identify protective factors within the individual, the family system, and the community • With the client, design a multi-level intervention strategy that targets individual, family, community, and organizational factors that contribute to the presenting problem • Engage clients as partners in defining problems and weighing intervention options • Help the client to concretely describe the problem • Use partialization to make complex problems more manageable • Partner with the client to develop a treatment plan/service plan/contract • Contract with group members around the stated purpose and mutual goals of the group

		(7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	• Partner with community members to develop action plans at the macro level
			• Complete a thorough bio-psycho-social-spiritual assessment that incorporates an understanding of the person in the environment
			• Review scholarly publications and select interventions with demonstrated efficacy for the client system
			• Seek information regarding intervention-related questions in the professional literature (e.g., peer-reviewed social work and related journals, best practice protocols, etc.)
			• Prioritize the most serious or urgent problems for immediate intervention
			• Utilize the problem solving process with clients to formulate intervention strategies
			• Discuss the pros and cons of each intervention method with the client
			• Link interventions to each problem and need identified in the assessment process
			• Consider how client strengths and resources can be used to enhance interventions
8	**INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	• Understand the parameters of service delivery (e.g., agency target population, eligibility requirements, etc.)
			• Understand the fit between services provided and broader organizational goals
			• Accurately identify clients who are not appropriate for services and act as a broker for securing appropriate resources
			• Comply with treatment protocols established by the agency

			• Compare the effectiveness of various intervention models with clients within one's agency • Apply standards of evidence-based practice when selecting prevention and intervention strategies • Apply stages of group formation to behaviors exhibited by group members • Network with family and community resources to address identified problems • Demonstrate knowledge of community resources and appropriately refer clients
		(8b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	• Apply knowledge of human growth and development across the life span when selecting intervention strategies • Reinforce areas of adequate psychosocial functioning • Apply knowledge of the progression of mental disorders in developing intervention strategies designed to arrest decompensation • Apply knowledge of family growth and development to design proactive services (e.g., relationship enrichment, parenting education, etc.) • Apply knowledge of group development in designing proactive services (e.g., social skill development, etc.) • Assist the client in identifying interpersonal strengths
		(8c.) Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes	• Demonstrate an attitude of respect to all colleagues, avoiding unwarranted negative criticism in verbal, written and electronic communication with clients and other professionals

			• Utilize collaborative relationships formed with other providers serving the same client population in order to serve the wellbeing of clients • Attend multi-agency staffings to address gaps in service delivery and secure needed client services and resources • Help other service providers to understand special circumstances of a client in order to secure needed services and resources • Use knowledge of group formation and processes to facilitate cohesion in a multi-disciplinary or multi-agency task force • Participate in agency task forces to develop or improve a particular agency policy • Involve both formal and informal support networks in planning for intervention • Anticipate the development of barriers to service delivery (e.g., budget cuts, negative publicity regarding the agency's client population, etc.) and propose strategies to prevent disruption to services • Engage in professional collaboration with other agencies who serve the same client population
		(8d.) Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies	• Apply the problem-solving method • Conceptualize the multiple levels of problems (e.g., individual, couple, family, community, organizational) and intervene at the appropriate levels • Model problem solving in sessions • Implement alternative intervention strategies when there is a noted lack of progress toward identified goals, objectives, tasks and time lines • Negotiate behavioral contracts with clients

			• Assist clients in resolving disputes with other systems (e.g., family members, courts, school system, DFCS, Social Security Administration, Veteran's Affairs, etc.)
		(8e.) Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals	• Develop case plans with clearly-stated time frames for the achievement of objectives • Clearly explain the parameters of time-limited services to the client during the initial session • Actively plan for the termination process with the client by anticipating common client responses • Terminate services to clients and the professional relationship when such services and relationships are no longer required or no longer serve the client's needs or interests • Take all reasonable steps to avoid abandoning clients who are still in need of services in order to minimize possible adverse effects • Process one's own emotions concerning termination during supervision • Time the termination process based on the client's progress toward the treatment goals and objectives • Use the termination process to celebrate and consolidate the progress made in during service provision • Assist the client in developing maintenance strategies • Recognize the client's continuing need for services and make appropriate referrals, as indicated • Sensitively transition the client to a new provider in the event of an unplanned or premature termination from services

			• Take appropriate actions to transition a client to a new provider when required • Document the termination process in accordance with ethical practices and agency procedures
9	**EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(9a.) Demonstrate the ability to select and use appropriate methods for evaluation of outcomes	• Utilize empirically-based models of evaluation to guide one's practice • Develop individualized case plans with measurable goals and objectives • Use the principles of validity, reliability, and generalizability to select appropriate measures for client outcomes
		(9b.) Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	• Engage in a person-in-environment perspective when evaluating client system outcomes • Consider the range of factors that may influence treatment outcome (e.g., unsupportive social environment, lack of family support, secondary gains from behavior, etc.)
		(9c.) Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes	• Consistently note both progress and lack of progress toward goals, objectives and tasks • Implement a single-subject design with a client and evaluate the effectiveness of treatment • Utilize the outcome of a single-subject design to modify an intervention when indicated • Continuously monitor progress toward intervention goals • Compare the strengths and weaknesses of various qualitative and quantitative methods used in evaluating the agency's services

#	Social Work Core Competency Area	Social Work Practice Behavior	Definition of Specialized Clinical Practice Behavior
		(9d.) Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	• Critically evaluate the effects and relevance of specific practice interventions with diverse populations • Use graphs, session summaries, and progress notes to document client progress or lack of progress during service provision

SPECIALIZED CLINICAL PRACTICE BEHAVIORS

#	Social Work Core Competency Area	Social Work Practice Behavior	Definition of Specialized Clinical Practice Behavior
1	**DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR**	(1aSP.) Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the NASW *Code of Ethics,* the NASW *Standards for Clinical Social Work in Social Work Practice,* the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, *Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional codes of ethics, as appropriate to the context.	• Establish appropriate ethical boundaries with clients • Demonstrate a disciplined use of self in services addressing client's treatment needs • Recognize and avoid dual relationships • Practice only in one's sphere of competency • Complete appropriate training and supervision when attempting to use a treatment technique with which one is unfamiliar • Recognize the responsibility to remain current of new knowledge and developments that may benefit clients • Engage in ongoing supervision, consultation and continuing education • Seeks licensure and other legal recognitions to ensure public safety • Demonstrates the ability to act in accordance with all legal and ethical requirements when a client threatens to harm self or others

			• Engages in a disciplined thought process to resolve ethical dilemmas in clinical practice • Utilizes the agency's Ethics Committee, the NASW's Ethics Board and the State licensure board's Ethics Committee to assist in the resolution of ethical dilemmas • Demonstrates flexibility and readiness to admit one's mistakes in one's own thinking and reasoning and takes steps to correct them
		(1bSP.) Demonstrate an understanding of how personal experiences and affective reactions may impact professional clinical judgment and behavior along with strategies to effectively manage them	• Recognize when transference or counter-transference may be interfering with the course and progress of treatment • Raises ethical dilemmas and concerns during supervision
2	**ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**	(2aSP.) Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults	• Demonstrates a sensitivity to the vulnerabilities within the population served • Expands one's use of basic engagement skills to include an understanding of culturally-specific norms, customs and values impacting interpersonal interactions • Explores culturally relevant issues when conducting assessments and planning for interventions • Stay current with promising empirically-based practices that could be used with the agency's clients by reading peer-reviewed journals, attending conferences, completing continuing education units to maintain licensure, etc.
		(2bSP.) Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations	• Knows how and when to address issues of diversity in clinical practice

			• Develops intervention strategies that utilize the client's natural support network (e.g., religious/spiritual leaders, elders, healers, etc.) • Selects empirically-based treatment methods with proven efficacy for specific populations or makes informed modifications to treatment methods when there is a current lack of evidence • Designs culturally sensitive evaluation strategies, including use of measures validated within the specific population served • Obtains feedback from culturally diverse clients and stakeholders on engagement, assessment, intervention and evaluation processes
3	**ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE**	(3aSP.) Demonstrate the ability to engage in practice with children, families and/or vulnerable adults in a manner that advances social, economic and/or environmental justice	• Critically evaluate the relationship between the agency's mission statement, agency objectives and actual service delivery • Participate in the agency's strategic planning process in order to advocate for just services • Actively seeks to protect client right to self-determination • Utilizes empirically-based best practices that further social, economic and environmental justice • Recognizes agency policies and procedures that prohibit the effective use of services by the target client population and takes appropriate steps to remedy them • Uses a variety of advocacy skills (e.g., conferring with other agencies, educating relevant segments of the community, forming interagency committees, contacting public

<table>
<tr><td></td><td></td><td>officials, etc.) to initiate changes in unjust policies and procedures of other agencies who serve a particular client population

• Provides interventions that increase self-esteem and self-efficacy and help clients reflect on those experiences in which discrimination or oppression play a role

• Validate a client's sense of injustice and move the client to take transformative action, either individually or collectively

• Facilitate the externalization, as well as the internalization, of problems

• Teach a variety of self-advocacy skills to the client

• Ensure that clients understand their rights as well as their responsibilities

• Explain complex policies and procedures to clients

• Help the client define how s/he was impacted by oppression, discrimination, and/or historical trauma

• Assist the client in negotiating complex systems in order to secure needed psychosocial services

• Advocate on behalf of clients who are disproportionately represented in various social systems who receive substandard treatment, who are given a particular mental health diagnosis, who are disproportionately removed from their homes, who are denied rights as immigrants, etc., and contact elected officials and policymakers in order to provide expert information and suggest just changes</td></tr>
</table>

4	**ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE**	(4aSP.) Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults	- Carefully deliver services in accordance with established treatment protocols in order to better ensure treatment fidelity - Stay current with emerging issues in one's specialized area of clinical practice - Propose modifications to current treatment modalities as new empirically-based treatment evidence emerges - Critically analyze and report the results of treatment outcome evaluations
5	**ENGAGE IN POLICY PRACTICE**	(5aSP.) Demonstrate the ability to advocate with clients and constituencies to inform and influence agency, local, state, federal or global policies that impact children, families, and/or vulnerable adults	- Demonstrate a knowledge of pertinent federal and state statutes and local policies that provide mandated funding and boundaries for agency services - Link federal and state statutes with professional responsibilities regarding such issues as confidentiality, HIPPA, duty to warn, mandated reporting, etc. - Understand the historical context of policy development in the agency setting and identify issues currently debated - Identify research that supports or refutes the efficacy of a particular policy that impacts the agency or the clients served - Apply a policy analysis framework to federal, state or local policy that impacts the agency or the clients of the agency - Explain policies to clients with varying developmental or cognitive abilities

			• Utilize knowledge of the nuances of policies and procedures to ensure that clients have access to needed services • Stay current with important policy issues that are subject to debate or policy changes
6	**ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(6aSP.) Demonstrate the ability to develop a culturally responsive professional relationship with children, families and/or vulnerable adult clients	• Carefully explains the components of informed consent in a manner that the client can understand • Demonstrates special sensitivity to issues of confidentiality with some populations (e.g., minors, HIV/AIDS, substance abuse clients, etc.) • Utilize interpersonal and contracting skills to engage members of diverse groups aimed toward establishing a positive working relationship and increasing psychosocial functioning for the client • Evaluate the efficacy of one's interpersonal skills by utilizing process recordings, reviews of audio/visual tapes, etc. • Appropriately use self-disclosure to convey authenticity, engender hope, and provide options to the client • Convey information in a manner that is sensitive to the client's level of knowledge and degree of sophistication
7	**ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(7aSP.) Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families and/or vulnerable adult clients	• Identify and gathers appropriate information in order to clearly define the problems presented in clinical practice • Avoid hasty decisions and takes time to probe thoroughly into the client's issues and concerns

		• Take into consideration how problems may be defined at multiple levels which then influences problem definition and the intervention methods selected • Complete specialized assessments, as indicated by the mission and goals of the agency • Administer, score and understand the results of the measures and scales required by the agency • Accurately perceive cues that suggest the need for in-depth exploration of a particular issue • Identify gaps in information, conflicting information, or confusing information that requires further data collection • Integrate information from the micro, mezzo and macro levels to form a thorough clinical assessment • Proficiently use multi-dimensional assessment tools in the assessment process • Skillfully use a variety of interviewing techniques in order to gather significant information from the client system • Use empathy and sensitive interviewing skills to facilitate the identification of the client's strengths and problems • Develop and revise treatment plans based on the ongoing assessment of client needs, problems, strengths and capabilities • Construct treatment plans that identify the responsibilities of the clinical social worker, the client and others outside of the clinical setting

			• Find mutual goals to engage the involuntary client
8	**INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(8aSP.) Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients	• Demonstrate an understanding of agency missions, goals and limitations when planning service delivery • Relate theories, models and evidence-based knowledge to the maintenance and enhancement of the client's psychosocial functioning • Evaluate the relevance of multiple theories of human behavior (e.g., cognitive-behavioral, motivational interviewing, solution-focused, psychodynamic, narrative, trauma-informed, etc.) in understanding and intervening with diverse client populations • Analyze the theoretical basis for intervention models utilized by the agency for its relevance and efficacy • Use empathy to accurately respond to the feelings within the client's awareness and appropriately bring to the client's attention feelings and meanings outside of the client's awareness that might impede goal attainment • Accurately identify crisis situations (e.g., homicidal clients, suicidal clients, child endangerment, etc.) and move immediately to resolve them • Share one's own clinical perceptions in order to help bring the client's attention to her/his cognitive and/or behavioral patterns that impede the attainment of stated goals

		• Direct communication among family members in order to illustrate patterns that move them away from their goals • Demonstrate the ability to reflect on both content and process in clinical group settings • Demonstrate familiarity with clinical diagnostic criteria contained in the DSM-5 and ICD-10 • Gather appropriate information regarding symptoms, duration and onset in order to apply diagnostic criteria • Accurately apply diagnostic criteria to arrive at the correct differential diagnosis, as required • Seeks supervision and consultation to arrive at an accurate differential diagnosis, when needed • Create an appropriate and mutually agreed upon treatment plan directly aimed at improving psychosocial issues identified in the assessment process • Prioritize goals and follow the clinically appropriate sequence protocol for treatment • Design interventions that move at the client's pace • Identify areas of high risk (e.g., medical issues such as high blood pressure, diabetes, stroke, child maltreatment, juvenile criminal gang involvement, crime victim trauma, etc.) for clients served by the agency and propose appropriate preventive services • Utilize culturally sensitivity in planning the format, time and location of services

			• Clearly articulate the decision-making process used in selecting a particular intervention for a client
		(8bSP.) Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients	• Recognize the domains of expertise of other helping professionals (e.g., psychiatry, psychology, nursing, public health, clergy, rehabilitation therapists, substance abuse counselors, licensed mental health professionals, etc.) • Provide a person-in-environment perspective when interacting with multi-disciplinary teams • Adapt clinical social work practices in response to contextual events and advances in the current body of knowledge • Seek to identify situations in which social work can have a beneficial impact • Share with the multidisciplinary treatment team members those societal conditions that contribute to individual or family maladaptation • Advocate for implementing innovative and empirically-based social work practices in multi-disciplinary settings • Articulate the specific contribution of social work in achieving the agency's mission and goals • Respectfully articulate clinical opinions and resolve differences with colleagues in a professional manner • Identify barriers that prevent services from reaching target populations and propose changes in service delivery

			• Participate in and lead intra-agency collaborations to improve the network of services available to the target client population • Evaluate the possible changes in agency treatment protocols in order to comply with funding source mandates (e.g., managed care systems, government budget changes, etc.) while still providing a high quality of client services • Identify emerging social problems and challenges faced by the agency's clients and propose modifications in service delivery to address these concerns • Demonstrate resourcefulness in identifying and using resources not commonly known within the agency
9	**EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(9aSP.) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients	• Critically evaluate the efficacy of potential methods of intervention with clients served within the agency • Critically examine the effects and relevance of a particular practice method with diverse client populations • Conduct a comprehensive review of outcome studies of interventions with specific client populations and revise one's own intervention methods, as indicated, in order to provide the most effective and efficient services • Participate in social work organizations to stay current with advances in the body of knowledge • Compare and contrast the efficacy of various intervention strategies used with an individual,

		family or group at different stages of the intervention process • Utilize a single subject design to monitor progress toward completion of treatment objectives and tasks • Monitor the client's progress and alter one's interventions accordingly • Select appropriate methods for collecting baseline data (e.g., self-report, behavior logs, observations, rapid assessment instruments, etc.) regarding the identified problem behaviors as a basis for evaluating change • Competently administer evaluation measures used within the agency • Critically assess the reliability and validity of outcome measures and present a rationale for selecting specific measures • Develop a program evaluation proposal to address significant concerns about service delivery within the agency

MSW Generalist Practice Curriculum

The MSW Generalist Curriculum, which is built upon the liberal arts perspective, provides students with generalist knowledge, values and skills required for competent social work practice and for progression into specialized clinical practice with children, families, and vulnerable adults. In order to deliver content in each of the nine competency areas, the generalist curriculum provides instruction in demonstrating ethical and professional behavior; engaging diversity and difference in practice; advancing human rights and social, economic and environmental justice; engaging in research-informed practice and practice-informed research; engaging in policy practice, engaging with individuals, families, groups, communities and organizations; assessing individuals, families, groups, communities and organizations; intervening with individuals, families, groups, communities and organizations; and evaluating practice with individuals, families, groups, communities and organizations.

Field education is structured according to the mandates of the Council on Social Work Education. The Program is guided by the Educational Policy and Accreditation Standards (EPAS) and the National Association of Social Worker's *Code of Ethics*. The tenets of these documents are found throughout the MSW curriculum, including the MSW Field Education program. Field education is the signature pedagogy of social work education. The intent of field instruction is to provide students with an opportunity to apply the knowledge, values, and skills learned in the classroom to actual social work practice situations in the field placement. All MSW students are accountable to all policies, procedures, and practices that govern the MSW Field Education Program that can be found in the *MSW Field Manual*. All students are required to complete the mandatory field orientation to assist with field placement readiness. Students should refer to the *MSW Field Manual* for additional information.

In the first year of the program ("the Generalist Year"), MSW students are placed in agencies and organizations under the supervision of approved and trained MSW social workers in order to apply generalist social work practice knowledge, values and skills at the micro, mezzo and macro levels. No less than sixteen face-to-face clock hours per week are spent in an approved supervised field placement setting each semester.

MSW Specialized Clinical Practice Curriculum

The MSW specialized clinical practice curriculum provides students with coursework in specialized social work theories and direct practice with children, families and vulnerable adults, social policy analysis and practice evaluation research. In the second year of the program ("The Specialized Clinical Practice Year"), MSW students are placed in agencies and organizations in which they can apply and refine their social work clinical practice skills with children, adolescents, families and vulnerable adults. No less than sixteen face-to-face clock hours per week are spent in the approved clinical field placement settings each semester under the supervision of an approved and trained MSW social worker.

Title IV-E Grant Program

Albany State University completes a contract with Georgia Department of Human Services (DHS) annually for federal grant funding for the Title IV-E program. The program is a collaborative effort with the Georgia Department of Human Services to professionalize Child Welfare Services in the State.

Students accepted into the MSW program are granted an opportunity to apply for the grant and receive a stipend to assist with funding their education in exchange for one or two years of service in Georgia's Child Welfare Unit (one year for every year the stipend is received). Students participating in this program must complete their field internships in a Department of Family and Children Services (DFCS) agency. During the student's matriculation through the MSW program, the Title IV-E Coordinator will serve as the advisor and Field Coordinator. Upon completion of the social work program, Title IV-E students will work with the Title IV-E Coordinator and DHS personnel for job placement. Those students not entering DFCS upon graduation can seek to have their employment deferred while attending graduate school at a university within Georgia that also offers the Title IV-E grant. Some ASU students have opted to work and continue their graduate education at ASU while simultaneously utilizing Title IV-E funding for their Master's degree.

Albany State University has graduated over 70 students who completed the social work program with the assistance of the Title IV-E Grant. Many of these students have been successfully placed in DFCS agencies and are empowering children and families through a holistic and strengths-based approach in working to preserve families and ensure safety, stability, wellbeing and permanence for children in the State of Georgia.

Eligibility Criteria
- Students must be accepted into the MSW program.
- Students must also have and maintain a minimum 3.0 GPA in all required graduate coursework
- Students must provide a minimum of three academic/professional references.
- Students must be willing to sign and fulfill their commitment as noted above as well as in the Student Agreement/Contract, acknowledging their commitment to the State of Georgia in the area of Child Welfare.
- Due to the sensitive nature of information available to Title IV-E students during their internship, students must be willing to sign "A Consent for Release of Information" and undergo a thorough criminal background check and drug screening.

Students should know that upon placement in their agency during the assigned Field internship, he/she will be required to complete a second background check requiring fingerprinting and a comprehensive drug screen. Failure to pass these background checks and drug screens will result in termination from the Title IV-E program. The

student will then be responsible for repayment of all monies received from the Title IV-E program.

The Title IV-E Application Process

Information on the application process for Title IV-E may be found at https://www.gadfcs.org/grant/documents/IV-E_Fact_Sheet_How_to_Apply.rev.07052011.pdf   Prior to completing the application process, students interested in the Title IV E Program need to view the DFCS Social Services Protect & Placement Specialist *VIDEO*. Click on "Life as a GA Case Manager" on the lower right hand side of the web page. Students are also required to read & complete the Self-Assessment.

Upon completing the process, students who believe they are a "good fit" for work in the Department of Child Welfare must go online to www.gadfcs.org/grant/cwg.jsp in order to complete their application for the program.   The application must be completed and submitted via the website. Following the completion of the on-line application, students must then submit (a.) three academic/professional references, (b.) a letter noting their anticipated date of graduation, (c.) verification of their grade point average, and (d.) a copy of their letter of acceptance into the MSW program. All documents must be submitted to the Administrative Specialist of the Title IV-E Program a minimum of one week after completing the on-line application. All students interested in the program will need to complete their applications by the tenth week of the new (Fall/Spring) semester. A hard copy of the Title IV-E application will be printed by the Title IV-E Administrative Specialist, and will be reviewed by the Title IV-E Coordinator and Chair of the Social Work Program.

Students will be formally notified of their scheduled interview date and time via their ASU students "students.asurams.edu" e-mail address and/or by letter. Interviews will be held with the Chair, Title IV-E Coordinator, a DHS IV-E Representative and personnel from the Department of Family and Children Services. These interviews are normally scheduled once during the Fall and Spring semesters.

After completing the interview process, students will be notified within five to ten working days of their acceptance or denial of admittance into the Title IV-E Program. The stipend will be initiated the semester following the student's acceptance into the program. Those students not accepted into the program are not exempt from re-applying unless the denial is due to a problem with their criminal background check.

Requirements
- Title IV-E students must utilize their own vehicles during internship.
- Title IV-E students need to have proof of their own automobile insurance at the time they enter field.
- Students must complete SOWK 7130: Social Work Practice with abusing and Neglecting Families and SOWK 7137: Crisis Intervention as a part of their curriculum.

- Students must attend all Title IV-E Conferences, trainings and workshops.
- Students must adhere to the NASW *Code of Ethics* at all times.
- Students must honor and complete their commitment to the Georgia Department of Family and Children Services.
- Graduates must accept a job in the county in which a position is available.
- Students who fail to follow through on their commitment will be required to **repay** the money received in their stipend.
- Students are required to submit to a drug screen at the time of agency placement for their field internship.

DUE TO THE STRINGENT REQUIREMENTS OF CONFIDENTIALITY FOR AGENCIES WORKING WITH SENSITIVE INFORMATION ON CHILDREN AND FAMILIES, ALL TITLE IV-E STUDENTS MUST UNDERSTAND THAT A CRIMINAL CONVICTION OR POSITIVE DRUG SCREEN RESULTS BEFORE OR AFTER BEING PLACED ON THE GRANT WILL RESULT IN IMMEDIATE DISMISSAL FROM THE TITLE IV-E PROGRAM.

For further information on the policies and procedures for the Title IV-E program, please contact Ms. Jamie Swain, MSW Field Coordinator.

CSWE and Accreditation Status

"Accreditation" is a system for recognizing educational institutions, and the professional programs affiliated with the institutions, for a level of performance, integrity, and quality. Such a process provides the educational community and the public they serve with a high level of confidence. The accrediting process requires institutions and programs to systematically examine its goals, activities, and achievements, and to detail their internal procedures as required by the accrediting body.

Social work education at the master's level has participated in an accreditation process since its beginning. In 1952, the Council on Social Work Education (C.S.W.E.) became the official accrediting body for master-level social work education. Baccalaureate social work programs have been accredited by the Council since 1974.

The essential purpose of CSWE's accreditation process is to provide a professional judgment regarding the quality of social work programs offered and to encourage continual improvement of each program. Social work programs value accreditation because it helps them to attract qualified students, retain its faculty, secure outside sources of funding, and remain a viable part of the University.

The MSW program supports the tenets of the accreditation process is always actively engaging in the process of maintaining its full accreditation status by the Council on Social Work Education. The MSW Program achieved Candidacy status in February of 2012 and achieved Initial Accreditation status in February of 2014. The MSW program is now fully accredited by the Council on Social Work Education (https://www.cswe.org/accreditation/directory/?).

M.S.W. ONLINE CURRICULUM

MSW Degree Requirements

The general requirements for the online Master of Social Work degree include:

- satisfactory completion of a minimum of 64 semester credit hours in class and field instruction in social work **within four years** of the admission date, as required by our accrediting body, the Council on Social Work Education (CSWE); and
- at least a 3.0 ("B") grade for all required graduate social work courses plus a "B" or better (3.0) in all field practicum and seminar courses for an overall GPA of 3.0 or above; and
- a passing grade on the *MSW Field Symposium* at the end of the generalist year
- a passing grade on the *MSW Comprehensive Examination* at the end of the specialized practice year

The M.S.W. Curriculum

The online MSW curriculum is guided by the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education, in line with CSWE's accreditation standards. This means that all accredited MSW programs will include certain content areas in their curricula, even though an individual department's mission, philosophy, and objectives remain within their own discretion. Although various departments may use different terminology, all will have courses in the following curricular areas: 1.) ethical and professional behavior in social work practice; (2.) diversity and difference in practice; (3.) human rights and social, economic and environmental justice; (4.) research; (5.) policy;(6.) engagement with individuals, families, groups, communities and organizations; (7.) assessment of individuals, families, groups, communities and organizations; (8.) intervention with individuals, families, groups, communities and organizations; (9.) evaluation of practice with individuals, families, groups, communities and organizations; and (10.) field practicum. The current Educational Policy and Accreditation Standards are included in this handbook for your review. The full manual of CSWE accreditation standards is available for review in the MSW Program Director's Office or may be found online
(https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx).

Students must successfully complete 64 semester credit hours in order to receive the MSW degree. The curriculum consists of 32 credit hours of generalist practice social work courses followed by 32 credits of specialized clinical practice in social work with children, families, and vulnerable adults.

The MSW Generalist Practice Year

In the first year of the MSW program, students learn the knowledge, values, and skills required to work with diverse client systems in a variety of settings to meet human needs.

Generalist practitioners engage in critical thinking as they guide individuals, couples, families, groups, communities and organizations through a strengths-based process of planned change. Generalist practitioners assist clients from an "ecological" and "systems" framework, utilizing social work's "person in the environment" and empowerment perspectives. They are able to effectively work, often simultaneously, at micro (individual), mezzo (family and groups), and macro (communities and organizations) levels.

Students practice such skills as engagement, assessment, planning, empirically based intervention and evaluation in order to assist clients in resolving their problems and meeting their needs. They learn now to assume such roles as case manager, advocate, broker, educator, and counselor as they target systems for change. Students are able to apply frameworks to analyze policy to determine if they advance or deter social, economic and environmental justice and human rights for all clients.

The MSW Specialized Clinical Practice Year

In the second year of the MSW Program, students are provided the knowledge, values and skills necessary to further the well-being of children, adolescents, families and adults over the lifespan while promoting social and economic justice in diverse populations. Our clinical concentration prepares students to work effectively in direct practice with children, adolescents, families and vulnerable adults, particularly those impacted by poverty and oppression in both rural and urban settings. Students also engage in the production and application of research and scholarship aimed at advancing social work practice with children, adolescents, families and vulnerable adults.

In the clinical year of the curriculum, students build upon the knowledge, values, and skills mastered in the generalist practice year and apply them to the central issues relevant to clinical social work practice with children, adolescents, families and vulnerable adults. Clinical year students engage in a critical analysis of advanced theories pertaining to the development of children, adolescents, families and vulnerable adults over the lifespan. The clinical graduate classes include policy, theory, clinical practice with children, adolescents, families and vulnerable adults, as well as the evaluation of one's clinical practice. Additionally, the students engage in two clinical field placement settings that allow them to apply classroom learning to their practice in the field. Both clinical field placements are completed concurrently with the field seminar classes.

The MSW program works closely with social work practitioners, clinicians, community groups, social service agencies, and organizations that promote, provide, and seek to influence social development policies and services to oppressed populations. The clinical curriculum is sensitive and responsive to the needs of all disenfranchised groups who share in the struggle for equality, inclusion, and freedom from oppression and discrimination.

Advising and Degree Planning

Incoming students are provided with the *MSW Course of Study* that shows the enrollment model for each semester. Since the MSW program is very structured, all published

prerequisites must be met and courses must be completed in their correct sequence. Students who enroll in courses for which they have not met the prerequisites will be dropped from those courses. Students are cautioned against deviating from the official *MSW Degree Plan*, as this can result in substantial delays of a year or more in completing the program due to the sequential nature of the MSW program. Students are reminded that all requirements for the MSW degree must be completed **within four (4) years** of beginning the MSW program, as mandated by our accrediting body, the Council on Social Work Education. Students are reminded that, in order to qualify for financial aid, they must be registered for no less than 6 [six] graduate social work credits per semester. Students taking less than 6 credits per semester will be required to pay for all costs associated with the courses out of their own funds. Students who are enrolled in the MSW program part time need to work carefully with their MSW Faculty Advisor to ensure they carry the necessary credits to complete the MSW program within the four years required by CSWE as well as qualify for financial aid (if that is how they are funding their graduate education).

The MSW Program Director reviews and updates the *MSW Course of Study* for all students at the end of each semester to ensure that they are successfully completing their courses in sequence and are on track for graduation. These updated *MSW Course of Study* forms are then made available to all graduate faculty members for their review and for use in degree planning and professional mentoring. The MSW Program Director sends every student the updated *MSW Course of Study* during the academic advising and registration period with recommendations for courses to take in the upcoming semester. If students agree with these recommendations, the Chair of the Department of Social Work registers students in the Banner system. In order to ensure that students are completing all course prerequisites and corequisites and are on track for graduation, students are not allowed to register for classes themselves.

When students are admitted to the MSW program, they are assigned to a MSW Faculty, as appears on their *MSW Course of Study* form. The MSW Faculty Advisor will assist students with degree planning, career advising, and other academic and professional concerns. All new MSW Students are carefully matched with their MSW Faculty Advisors. Students are strongly encouraged to make an appointment to meet with their MSW Faculty Advisor no less than one time per semester to review their academic and professional performance. Students meet with their Advisors to discuss, select, and receive approval for courses, particularly electives, to ensure that the courses selected will enhance their learning experiences and further their professional development. Once the MSW student has been advised, the MSW Program Director will register the student for her or his classes. Students may check the status of their registration, grades, and courses they still need to complete for the MSW degree by logging into their Banner account and clicking the "Degree Works" tab. At the bottom of the Degree Works page, students can see the courses they are currently enrolled in and the courses they are registered for in the upcoming semester.

The MSW Student is responsible for seeking advisement, knowing and meeting the requirements of the MSW program, enrolling in the appropriate courses, and taking courses in the proper sequence to ensure the timely progression through the degree-seeking process.

Concerns about MSW Course Scheduling

Master of Social Work students are often employed outside the home and may also have family and childcare responsibilities, as well. These students quickly find that they must make numerous adjustments to their schedules in order to attend classes and fulfill the required clock hours for field practicum. We regret that we are unable to assure our students of a fully convenient schedule of courses, despite our best efforts.

While we are very sensitive to the multiple demands placed on our students, the program is highly structured and must be completed in sequence in order to retain its educational integrity and purpose. If a student is unable, for whatever reasons, to complete the courses as shown in the *MSW Course of Study* model contained in this handbook, it may be necessary for that student to request a leave of absence from the program in order to return in sequence at a later date. *We strongly recommend that applicants carefully plan their schedules with their MSW Faculty Advisor and the MSW Program Director to ensure successful completion of all MSW Program requirements **within the four-year time frame** mandated for graduation by the Council on Social Work Education (CSWE).*

A Special Note about Graduate Field Experience

Part of the uniqueness of the Master of Social Work degree is its applied focus, as reflected by its required 900 clock hours of field experience courses. In field courses, students are assigned as interns, under the supervision of a qualified social work field instructor, in various social work agencies and settings. The Albany State University service area has many social service agencies and settings available as approved field experience sites.

All students are required to complete four graduate field courses along with corresponding seminar classes. Students are required to take a concurrent Seminar class with each field placement to provide them with an opportunity to discuss their field placement sites with a faculty member and integrate classroom materials with their field experiences. The first field experience placement takes place in the Fall of the generalist practice year and the second field experience placement takes place in the following Spring semester. Each semester requires 225 clock hours of MSW-supervised instruction or approximately 16 hours per week.

The third (Fall) and fourth (Spring) field placements occur in the clinical concentration year, with each requiring a minimum of 225 clock hours of MSW-supervised instruction per semester, or approximately 16 clock hours of MSW-supervised instruction per week. Again, students are required to take a concurrent Seminar class with each clinical field placement to provide them with an opportunity to discuss their clinical field placement with a faculty member and integrate classroom materials with their field experiences.

There are professional liability insurance, technology fees, and other related fees charged for each of the four required field practicum courses. Students must submit an application for field experience courses to the MSW Field Coordinator and meet all prerequisites for

placement in the field. Specific deadlines are announced for Fall and Spring semester placements. Please refer to the *MSW Field Manual* for further information.

A Caution about Full-Time Employment

Students are asked to carefully consider handling the rigors of a graduate program in social work while simultaneously working full-time outside of the home. Based on the experience of some of our students, this may create problems in class attendance, generate significant barriers to the completion of field practicum courses, and may even result in academic failure for some. If at all possible, students are encouraged to think about choosing part-time employment for the two-year Program of graduate study or full-time employment along with the three-year or the four-year part-time MSW program.

CULMINATING EXAMINATIONS

The Generalist Practice Year Culminating Field Symposium Examination

Successful completion of the online *MSW Generalist Practice Field Symposium* is required of all first-year students in the MSW program at Albany State University. The juried field symposium provides students completing the generalist year of the MSW program an opportunity to demonstrate the ability to critically apply the knowledge, values, and skills learned in the generalist year of the program. Students complete an online poster presentation addressing the thirty-one generalist practice behaviors connected to the nine areas of competency mandated by the Council on Social Work Education. This poster presentation is held online at the end of the Spring semester and is attended virtually by faculty, students, field instructors, agency representatives, and the ASU community. Student presentations are scored by full-time faculty members.

If the student does not earn a composite score of 80% or above on the online *MSW Generalist Field Symposium*, she or he will not be eligible to continue to the second year of the MSW program. The student who does not earn a passing grade will be allowed to present at the next *MSW Generalist Practice Field Symposium*. A maximum of three attempts is permitted.

The Clinical Practice Year Comprehensive Examination

The Georgia State University System requires that all graduate students complete a culminating project prior to graduation. The *MSW Clinical Practice Comprehensive Examination* fulfills this requirement. Successful completion of the *MSW Clinical Practice Comprehensive Examination,* therefore, is required of all graduate social work students at Albany State University.

The examination is comprised of student essays addressing the nine competency areas and twelve specialized practice behaviors of the MSW Program. The student is provided with the opportunity to demonstrate the ability to critically apply the knowledge, values, and skills learned in the MSW Program to a clinical case study.   The comprehensive

examination is completed online from 8:00am to 5:00 pm on a Saturday in March. The *MSW Clinical Practice Comprehensive Examination* incorporates all twelve of the clinical practice behaviors in the nine competency areas of the MSW program.

A student must be registered during the semester in which the *MSW Clinical Practice Comprehensive Examination* is taken. If the student does not earn a composite score of 80% or above on the examination, she or he will not be eligible to graduate in that semester. The student may take the *MSW Clinical Practice Examination* the next time it is offered. According to University policy, a maximum of three attempts is permitted.

Graduation Requirements

In order to graduate, MSW students must:
1. Be registered at Albany State University in the semester in which they will graduate;
2. Have successfully completed all required coursework toward the MSW degree with an overall GPA of no less than 3.0 [4.0 = A scale];
3. Have no incomplete grades;
4. Have submitted any transfer course transcripts to the MSW Faculty Advisor prior to beginning MSW coursework;
   5. Complete the "Application for Degree Evaluation and Graduation" (https://www.asurams.edu/enrollment-management/office_of_the_registrar/forms.php) with the Office of the Registrar **two semesters prior to the semester in which you intend to graduate**.
   6. Successfully passed the MSW program's clinical practice year's culminating examination, the *MSW Clinical Practice Examination.*

Failure to properly follow these steps will cause a delay in graduation. If the candidate's graduation is postponed for any reason, the graduation forms must be resubmitted.

MSW STUDENT COURSE OF STUDY
(64 CREDITS*)

MSW Student Name: ASU #:
MSW Faculty Advisor:

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
GENERALIST PRACTICE YEAR				
Fall Semester (16 Credits)				
SOWK 6020	Achieving Justice in a Diverse World	3	Fall,	
SOWK 6021	Human Behavior/Social Environment	3	Fall,	
SOWK 6031	Direct Practice Methods**	3	Fall,	
SOWK 6011	Social Welfare Policies and Programs	3	Fall,	
SOWK 6055	Foundation Field Experience I**	3	Fall,	
SOWK 6051	Foundation Field Seminar I**	1	Fall,	
Spring Semester (16 Credits)				
SOWK 6032	Theory/Practice w/Families & Groups**	3	Spring,	
SOWK 6033	Theory/Practice w/Communities/Org.**	3	Spring,	
SOWK 6041	Research in Social Work	3	Spring,	
SOWK 6056	Foundation Field Experience II**	3	Spring,	
SOWK 6052	Foundation Field Seminar II**	1	Spring,	
SOWK 6___	*[6000-level elective]*	3	Spring,	
SPECIALIZED PRACTICE YEAR (CLINICAL SOCIAL WORK PRACTICE)				
Fall Semester (16 Credits)				
SOWK 7021	Family Dynamics Through the Life Cycle**	3	Fall,	
SOWK 7041	Evaluation of Practice**	3	Fall,	
SOWK 7031	Assess/ Practice w/Children & Adolescents**	3	Fall,	
SOWK 7055	Advanced Field Experience I**	3	Fall,	
SOWK 7051	Advanced Field Seminar I**	1	Fall,	
SOWK 7131	Psychopathology/Psychopharmacology	3	Fall,	
Spring Semester (16 Credits)				
SOWK 7032	Assessment and Practice with Families**	3	Spring,	
SOWK 7033	Assess/Practice w/Vulnerable Adults**	3	Spring,	
SOWK 7011	Legal/Ethical Issues Child/Family Policy**	3	Spring,	
SOWK 7056	Advanced Field Experience II**	3	Spring,	
SOWK 7052	Advanced Field Seminar II**	1	Spring,	
SOWK 7___	*[7000-level elective]*	3	Spring,	

_____   _____
MSW Student Signature   Date

_____   _____
MSW Faculty Advisor Signature   Date

***Denotes courses that have prerequisites/corequisites that must be completed before registering.*
Denotes courses that may be offered in the Summer Session, depending on enrollment size.
All coursework must be completed in no more than 4 years, as required by CSWE.
Graduate students must be enrolled in no less than 6 credits each semester to qualify for financial aid.

[ADVANCED STANDING PROGRAM]
(32 CREDITS*)

MSW Student Name: _____ **ASU #:** _____

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
CLINICAL PRACTICE YEAR				
Fall Semester (16 Credits)				
SOWK 7021	Family Dynamics Through the Life Cycle*	3		
SOWK 7041	Evaluation of Practice*	3		
SOWK 7031	Assess/ Practice w/Children & Adolescents*	3		
SOWK 7055	Advanced Field Experience I*	3		
SOWK 7051	Advanced Field Seminar I*	1		
SOWK 7131	Psychopathology/Psychopharmacology	3		
Spring Semester (16 Credits)				
SOWK 7032	Assessment and Practice with Families*	3		
SOWK 7033	Assess/Practice w/Vulnerable Adults*	3		
SOWK 7011	Legal/Ethical Issues Child/Family Policy*	3		
SOWK 7056	Advanced Field Experience II*	3		
SOWK 7052	Advanced Field Seminar II*	1		
SOWK 7___	*	3		

_____   _____
MSW Student Signature   Date

_____   _____
MSW Faculty Advisor Signature   Date

***Denotes courses that have prerequisites/corequisites that must be completed before registering.*
Denotes courses that may be offered in the Summer Session, depending on enrollment size.
All coursework must be completed in no more than 4 years, as required by CSWE.
Graduate students must be enrolled in no less than 6 credits each semester to qualify for financial aid.

SUGGESTED MSW STUDENT COURSE OF STUDY
[PROVISIONAL ADMISSION PROGRAM]
(64 CREDITS*)

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
GENERALIST PRACTICE YEAR				
Summer Semester (9 Credits)				
SOWK 6020	Achieving Justice in a Diverse World	3		
SOWK 6021	Human Behavior/Social Environment	3		
SOWK 6031	Direct Practice Methods	3		
Fall Semester (10 Credits)				
SOWK 6011	Social Welfare Policies & Programs	3		
SOWK 6055	Foundation Field Experience I	3		
SOWK 6051	Foundation Field Seminar I	1		
Spring Semester (13 Credits)				
SOWK 6032	Theory/Practice w/Families & Groups	3		
SOWK 6033	Theory/Practice w/Communities & Org.	3		
SOWK 6041	Research in Social Work	3		
SOWK 6056	Foundation Field Experience II	3		
SOWK 6052	Foundation Field Seminar II	1		
CLINICAL PRACTICE YEAR				
Fall Semester (16 Credits)				
SOWK 7021	Family Dynamics Through the Life Cycle	3		
SOWK 7041	Evaluation of Practice	3		
SOWK 7031	Assess/ Practice w/Children & Adolescents	3		
SOWK 7055	Advanced Field Experience I	3		
SOWK 7051	Advanced Field Seminar I	1		
SOWK 7131	Psychopathology/Psychopharmacology	3		
Spring Semester (16 Credits)				
SOWK 7032	Assessment and Practice with Families	3		
SOWK 7033	Assess/Practice w/Vulnerable Adults	3		
SOWK 7011	Legal/Ethical Issues Child/Family Policy	3		
SOWK 7056	Advanced Field Experience II	3		
SOWK 7052	Advanced Field Seminar II	1		
SOWK 7___	*7000-level elective*	3		

_____   _____

MSW Student Signature   Date

_____   _____

MSW Faculty Advisor Signature   Date

**Denotes courses that have prerequisites/corequisites that must be completed before registering.
Denotes courses that may be offered in the Summer Session, depending on enrollment size.
All coursework must be completed in no more than 4 years, as required by CSWE.
Graduate students must be enrolled in no less than 6 credits each semester to qualify for financial aid.

MSW STUDENT COURSE OF STUDY [4 YEAR PART TIME PROGRAM]
(64 CREDITS*)

MSW Student Name: _____ ASU #: _____

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
GENERALIST PRACTICE YEAR				
Fall Semester – 1st Year (9 Credits)				
SOWK 6020	Achieving Justice in a Diverse World	3		
SOWK 6021	Human Behavior/Social Environment	3		
SOWK 6031	Direct Practice Methods	3		
Spring Semester – 1st Year (9 Credits)				
SOWK 6032	Theory/Practice w/Families & Groups	3		
SOWK 6033	Theory/Practice w/Communities & Org.	3		
SOWK 6041	Research in Social Work	3		
Fall Semester – 2nd Year (7 Credits)				
SOWK 6011	Social Welfare Policies and Programs	3		
SOWK 6055	Foundation Field Experience I	3		
SOWK6051	Foundation Field Seminar I	1		
Spring Semester – 2nd Year (7 Credits)				
SOWK 6056	Foundation Field Experience II	3		
SOWK 6052	Foundation Field Seminar II	1		
SOWK 6___	*6000-level elective*	3		
CLINICAL PRACTICE YEAR				
Fall Semester – 3rd Year (9 Credits)				
SOWK 7021	Family Dynamics Through the Life Cycle	3		
SOWK 7041	Evaluation of Practice	3		
SOWK 7031	Assess/ Practice w/Children & Adolescents	3		
Spring Semester – 3rd Year (9 Credits)				
SOWK 7032	Assessment and Practice with Families	3		
SOWK 7033	Assess/Practice w/Vulnerable Adults	3		
SOWK 7011	Legal/Ethical Issues Child/Family Policy	3		
Fall Semester – 4th Year (7 Credits)				
SOWK 7055	Advanced Field Experience I	3		
SOWK 7051	Advanced Field Seminar I	1		
SOWK 7131	Psychopathology/Psychopharmacology	3		
Spring Semester – 4th Year (7 Credits)				
SOWK 7056	Advanced Field Experience II	3		
SOWK 7052	Advanced Field Seminar II	1		
SOWK 7___	*7000-level elective*	3		

_____ _____
MSW Student Signature   Date

_____ _____
MSW Faculty Advisor Signature   Date

***Denotes courses that have prerequisites/corequisites that must be completed before registering.**
Denotes courses that may be offered in the Summer Session, depending on enrollment size.
All coursework must be completed in no more than 4 years, as required by CSWE.
Graduate students must be enrolled in no less than 6 credits each semester to qualify for financial aid.

ALBANY STATE UNIVERSITY
MSW PROGRAM COURSE MATRIX
64 CREDITS

	Social Work Theory	*Social Work Practice*	*Social Work Research*	*Social Welfare Policies and Programs*	*Social Work Field Experience*
Generalist Year Courses [29 credits Plus a 3 Credit Elective]	SOWK 6020: Achieving Justice in a Diverse World [3 cr.] SOWK 6021: Human Behavior and the Social Environment [3 cr.]	SOWK 6031: Direct Practice Methods [3 cr.] SOWK 6032: Theory & Practice with Families & Groups [3 cr.] SOWK 6033: Theory & Practice with Communities & Organizations [3 cr.]	SOWK 6041: Research in Social Work [3 cr.]	SOWK 6011: Social Welfare Policies & Programs [3 cr.]	SOWK 6055: Foundation Field Experience I [3 cr.] SOWK 6051: Found Field Seminar I [1 cr.] SOWK 6056: Foundation Field Experience and Seminar II [3 cr.] SOWK 6052: Found Field Seminar II [1 cr.]
Clinical Year Courses [26 Credits Plus 6 Credits in Elective]	SOWK 7021: Family Dynamics Throughout the Life Cycle [3 cr.] SOWK 7131: Psychopathology and Psychopharmacology	SOWK 7031: Assessment & Practice with Children & Adolescents [3 cr.] SOWK 7032: Assessment & Practice with Families [3 cr.] SOWK 7033: Assessment & Practice with Vulnerable Adults [3 cr.]	SOWK 7041: Evaluation of Practice with Children & Families [3 cr.]	SOWK 7011: Legal & Ethical Issues in Children & Family Policies [3 cr.]	SOWK 7055: Advanced Field Experience I [3 cr.] SOWK 7051: Advanced Field Seminar I [1 cr.] SOWK 7056: Advanced Field Experience II [3 cr.] SOWK 7052: Advanced Field Seminar II [1 cr.]

SOCIAL WORK COURSE LISTINGS

Graduate Course Descriptions: Required MSW Generalist Practice Year

SOWK 6011: Social Welfare Policies & Programs 3
Examines 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. *Cr. 3. Prerequisites: Admission to the MSW Program or the permission of the instructor. Offered in the Fall semester.*

SOWK 6020: Achieving Justice in a Diverse World 3
Historical, political and socio-economic forces that maintain oppressive values, attitudes, and behaviors in society are examined. *Prerequisites: Admission to the MSW Program or the permission of the instructor. Offered in the Fall semester and some Summer sessions.*

SOWK 6021: Human Behavior and the Social Environment 3
Lays the theoretical groundwork for social work practice with individuals over the lifespan. *Prerequisites: Admission to the MSW Program or the permission of the instructor. Offered in the Fall semester.*

SOWK 6031: Direct Practice Methods 3
Provides students with the knowledge, values and skills to engage, assess, intervene and evaluate individuals. *Prerequisites: Admission to the MSW Program and completion of, or concurrent enrollment in, SOWK 6021. Offered in the Fall semester.*

SOWK 6032: Theory and Practice with Families and Groups 3
Provides students with the knowledge, values and skills to engage, assess, intervene and evaluate families and groups. *Prerequisites: Admission to the MSW Program and completion or concurrent enrollment in SOWK 6021. Offered in the Spring semester.*

SOWK 6033: Theory and Practice with Communities and Organizations 3
Provides students with the knowledge, values and skills to engage, assess, intervene and evaluate communities and organizations. *Prerequisites: Admission to the MSW Program and completion or concurrent enrollment in SOWK 6021. Offered only in the Spring semester.*

SOWK 6041: Research in Social Work 3
Provides students with the knowledge, values and skills to employ evidence-based interventions to evaluate practice. *Prerequisites: Admission to the MSW Program or consent of the instructor. Offered only in the Spring semester.*

SOWK 6051: Foundation Field Seminar I 1
Connects the theoretical and conceptual contribution of the classroom with the practical world of the field practice setting. *Prerequisites: Concurrent enrollment in SOWK 6055: Foundation Field Experience I. Offered only in the Fall semester.*

SOWK 6052: Foundation Field Seminar II 1
Connects the theoretical and conceptual contribution of the classroom with the practical world of the field practice setting. *Prerequisites: Concurrent enrollment in SOWK 6056: Foundation Field Experience II. Offered only in the Spring semester.*

SOWK 6055: Foundation Field Experience I 3
MSW-supervised field experience of 225 clock hours. *Prerequisites: Admission to the MSW program, successful completion of or concurrent enrollment in SOWK 6020, SOWK 6021, SOWK 6031, and SOWK 6055; concurrent enrollment in SOWK 6051: Foundation Field Seminar I, and written consent of the MSW Field Coordinator. Offered only in the Fall semester.*

SOWK 6056: Foundation Field Experience II **3**
MSW-supervised field experience of 225 clock hours. *Prerequisites: Admission to the MSW program, successful completion of first semester foundation coursework, completion of or concurrent enrollment in SOWK 6032, SOWK 6033, SOWK 6041; concurrent enrollment in SOWK 6052, and consent of MSW Field Coordinator. Offered only in the Spring semester.*

Graduate Course Descriptions: Required MSW Specialized Clinical Practice Year
SOWK 7010: Ethical Decision Making in Social Work Practice **3**
Identification of ethical issues and the skills necessary to resolve ethical dilemmas, with attention given to making ethical decisions when confronted with conflicting choices or duties that occur within the context professional practice. *Prerequisites: Admission to the Master of Social Work program or consent of Instructor.*
SOWK 7011: Legal and Ethical Issues in Children and Family Policies **3**
Critical examination of current and proposed policies impacting children, vulnerable adults and families over the lifespan. *Prerequisites: Successful completion of all generalist practice year coursework or consent of instructor. Offered only in the Spring semester.*
SOWK 7021: Family Dynamics Through the Life Cycle **3**
Provides the advanced theoretical bases for understanding complex family processes over the life span. *Prerequisites: Successful completion of all generalist practice year coursework or consent of instructor. Offered only in the Fall semester and some Summer sessions.*
SOWK 7031: Assessment and Practice with Children and Adolescents **3**
Examination of theories of childhood and adolescent development, methods of assessment, and the facilitation of change. *Prerequisites: Successful completion of all generalist practice year coursework and completion of, or concurrent enrollment in, SOWK 7021. Offered only in the Fall semester.*
SOWK 7032: Assessment and Practice with Families **3**
Focuses on engagement, assessment, planning, and service provision to families. *Prerequisites: Successful completion of all generalist practice year coursework and completion of, or concurrent enrollment in, SOWK 7021. Offered only in the Spring semester.*
SOWK 7033: Assessment and Practice with Vulnerable Adults **3**
Focuses on engagement, assessment and service provision with vulnerable adults. *Prerequisites: Successful completion of all generalist practice year coursework and completion of, or concurrent enrollment in, SOWK 7021. Offered only in the Spring semester.*
SOWK 7041: Evaluation of Practice with Children and Families **3**
Applying research knowledge and skill in social service programs for children and families over the lifespan. *Prerequisites: Successful completion of all generalist practice year coursework or consent of instructor. Offered only in the Spring semester.*
SOWK 7131: Psychopathology and Psychopharmacology **3**
Prepares social workers to understand the medical model of mental health practice (e.g., DSM IV, mental health diagnoses, psychiatric treatment, medications, etc.). *Prerequisites: Successful completion of all generalist practice year coursework or consent of instructor. Offered only in the Fall semester. Offered in Summer if number of registered students warrants.*

SOWK 7051: Advanced Field Seminar I **1**
Opportunity to connect advanced coursework to social work practice with vulnerable children, families and adults in the field. *Prerequisites: Concurrent enrollment in SOWK 7055: Advanced Field Experience I. Offered only in the Fall semester.*

SOWK 7052: Advanced Field Seminar II **1**
Continued opportunity to connect advanced coursework to social work practice with vulnerable children, families and adults in the field. *Prerequisites: Concurrent enrollment in SOWK 7056: Advanced Field Experience II. Offered only in the Spring semester.*

SOWK 7055: Advanced Field Experience I **3**
Advanced MSW-supervised placement of 225 clock hours. *Prerequisites: Successful completion of, or concurrent enrollment in, SOWK 7021, SOWK 7031, and SOWK 7041; concurrent enrollment in SOWK 7051; and written consent of the MSW Field Coordinator. Offered only in the Fall semester.*

SOWK 7056: Advanced Field Experience II **3**
Advanced MSW-supervised placement of 225 clock hours. P*rerequisites: Successful completion of, or concurrent enrollment in, SOWK 7032, SOWK 7033, and SOWK 7011; concurrent enrollment in SOWK 7052; and written consent of the MSW Field Coordinator. Offered only in the Spring semester.*

Graduate Course Description of MSW Program Electives
SOWK 6130: School Social Work **3**
Overview of the various social work-related theoretical perspectives, models, and programs for intervention with children and their families in school settings. *Prerequisites: Admission to the MSW program or consent of the instructor.*

SOWK 6131: Family Violence Across the Lifespan **3**
Examines the various forms of violence in families, including intimate partner abuse, child abuse and elder abuse. *Prerequisites: Admission to the MSW program or consent of the instructor.*

SOWK 6132: Grief and Loss in Social Work Practice **3**
This elective course examines theories and interventions related to grief and loss. *Prerequisites: Admission to the MSW program or consent of the instructor.*

SOWK 6133: Social Work Practice with Older Adults **3**
Examines the developmental stages of later adulthood, the aging process and best practices in meeting the needs of older adults. *Prerequisites: Admission to the MSW program or consent of the instructor.*

SOWK 6134: Special Topics in Social Work **3**
Topics vary from semester to semester depending on the needs and interest of the students and the southwest Georgia service area. *Prerequisites: Admission to the MSW program or consent of the instructor.*

SOWK 7130: Social Work Practice with Abusing and Neglecting Families **3**
Examines the historical, legal and best social work practices with abusing and neglecting families. *Prerequisites: Admission to the MSW program; successful completion of all foundation year coursework.*

SOWK 7132: Social Work with Groups **3**
Knowledge, values and empirically supported practice skills for competent group work with diverse children, adolescents and families. *Prerequisites: Successful completion of all MSW generalist practice year course work.*

SOWK 7133: Behavioral Methods in Social Work Practice **3**
Examines best practices in behavioral interventions in a variety of settings. *Prerequisites: Successful completion of all MSW generalist practice year course work.*

SOWK 7134: Social Work Practice with Substance Abusing Families **3**
Provides theories and methods in the assessment, prevention, intervention and rehabilitation of substance abusers and their family members. *Prerequisites: Successful completion of all MSW generalist practice year course work.*

SOWK 7135: Social Work Practice with Military Families **3**
Evidence-based theories and methods in the assessment, prevention, intervention and rehabilitation with military veterans and their families. *Prerequisites: Successful completion of all MSW generalist practice year course work.*

SOWK 7136: Case Management **3**
Provides knowledge regarding the historical development, processes and models for case management in the social services. *Prerequisites: Successful completion of all MSW generalist practice year coursework.*

SOWK 7137: Crisis Intervention **3**
Examination of the impact of specific crises on individuals and families such as life-threatening illness, trauma, physical and mental disability, and death. *Prerequisites: Successful completion of all MSW generalist practice year course work.*

SOWK 7138: Supervision in the Social Services **3**
Provides the knowledge, values and skills necessary to provide competent supervision in social service organizations. *Prerequisites: Successful completion of all MSW generalist practice year coursework.*

SOWK 7139: Special Topics in Social Work . . . . **3 - 6**
A variable content elective graduate course focusing on selected topics in social work and social welfare. Pre*requisites: Admission to the MSW program and consent of the instructor.*

SOWK 7141: Directed Independent Study . . . . **3 -6**
An individualized research study of a social work issue conducted under the direction and supervision of graduate faculty. Course may be taken twice for up to three credits each or once for up to six credits. *Prerequisites: Admission to the MSW program, written consent of the sponsoring faculty member, and written consent of the MSW Program Director.*

SOWK 7155: Field Experience Elective I **1**
Requires 75 clock hours of elective field work (beyond the required 900 clock hours) in an approved MSW-supervised social work setting. *Prerequisites: Admission to the MSW program; successful completion, or successful progress in, required field placement; and written consent of the MSW Field Coordinator.*

SOWK 7156: Field Experience Elective II **2**
Requires 150 clock hours of elective field work (beyond the required 900 clock hours) in an approved MSW-supervised social work setting. *Prerequisites: Admission to the MSW program; successful completion of, or successful progress in, required field placement; and written consent of the MSW Field Coordinator.*

SOWK 7157: Field Experience Elective II **3**
Requires 225 clock hours of elective field work (beyond the required 900 clock hours) in an approved MSW-supervised social work setting. . *Prerequisites: Admission to the MSW program; successful completion of, or successful progress in, required field placement; and written consent of the MSW Field Coordinator.*

ACADEMIC POLICIES

Academic Advising

Upon admission to the online MSW program, students are assigned an MSW Faculty Advisor, as found on the *MSW Course of Study*. Professional social work advisement orients graduate students and assists them in assessing their aptitude and motivation for a career in social work, allows for early and periodic evaluation of academic and professional performance, guides students in selecting areas of course work, and assesses with students the field setting that best meets their educational needs and career objectives. In compliance with CSWE accreditation standards, all MSW Faculty Advisors are full-time, permanent faculty whose educational credentials include either a master's degree in social work or a baccalaureate degree in social work plus a social work doctorate along with no less than two years of social work practice beyond the graduate degree. Students are encouraged to meet with their academic advisor via WebEx at least once per semester to discuss their academic and professional needs. Students are notified of their assigned MSW faculty advisor upon admission to the MSW program. Faculty office hours are posted in the syllabi of each faculty member. Students unable to meet with their faculty advisor during specified online office hours must make arrangements to meet at a time that is convenient for both the student and the faculty advisor. Students with additional questions or concerns regarding academic advising may contact the MSW Program Director.

Enrollment Status

Applicants request admission into either full-time or part-time enrollment status. Full-time students complete the program in two academic years. This requires carrying 16 credits each semester. As specified in CSWE accreditation standards, part-time students have a **maximum of four years** in which to complete all degree requirements, including field experience. Part-time students are required to take six to nine credits during Fall, Spring, and Summer sessions. Additionally, students must register for no less than 6 credits per semester to qualify for financial aid. **Please work closely with the MSW Program Director and your MSW Faculty Advisor to ensure you meet all criteria for graduation in a timely manner.**

Most students are admitted into the specific enrollment status to which they have applied. However, the MSW program reserves the right to limit the number of full-time and part-time students admitted in any given academic year. Students who wish to change their status prior to their initial enrollment may have to postpone starting the program for a full year if all admission slots are full. Once enrolled officially (e.g., tuition and fees are paid), students may change their status *only* with the written approval of the MSW Program Director.

Incomplete Grades

The grade of "I" (Incomplete) is a conditional and temporary grade given in those *rare* circumstances when students are passing a course with a grade of "B" or better but, for reasons beyond their control (e.g., unavoidable and documented medical emergency, legal issues or family emergency, etc.), have not completed a *very small part* of all course requirements. Students are responsible for informing the Instructor immediately of the reasons for not submitting an assignment on time or not taking a scheduled examination. The grade of "I" must be changed by fulfilling the course requirements by the deadline set by the Instructor, but no more than one semester from the date awarded. In compliance with University policy, the grade will automatically lapse into an "F" if the incomplete grade is not satisfied within the following semester.

Continuous Enrollment

MSW students must maintain continuous enrollment through their graduate course of study. A temporary, time-limited leave of absence *may* be granted for compelling reasons with the written recommendation of the MSW Faculty Advisor and the approval of the MSW Program Director. However, students who fail to maintain continuous enrollment without initiating an official leave of absence and signing all the necessary forms will be considered as having withdrawn from the MSW program. In such cases, the student must apply for readmission to the MSW program.

Four Year Time Limitation for Completion of the MSW Program

All requirements for the MSW degree must be completed **no more than *four* (4) years** from the date of the MSW student's first enrollment into the MSW program, as mandated by the Council on Social Work Education (CSWE).

Accommodations for Disabilities

The goal of the Student Accessibility Services at Albany State University is to promote an accessible academic, social and physical environment for the students with disabilities. The Rehabilitation Act of 1973, Section 504, provides the foundation for equal access for students with disabilities. The Americans with Disabilities Act of 1990 furthers civil rights of persons with disabilities by mandating equal educational opportunity. These laws guide Albany State University in its commitment to primary advocate for students with disabilities who attend ASU.

The procedure for registering with Student Accessibility Services is outlines below.

1. Complete the Voluntary Disclosure Form, which can be obtained under forms tab on the department's website. If you would like to speak with someone prior to register for services, please contact their office at 229-500-3445.

2. Appropriate documentation is necessary to determine your eligibility for services. A written report must be submitted by a qualified provider that is current and clearly states:
- Diagnosis with specific evidence of a disability
- Symptoms of the disability
- Test scores which support a cognitive or learning disability
- Medications and any adverse side effects
- Recommendations regarding necessary accommodations

Please visit their website for further information: https://www.asurams.edu/student-affairs/counseling-disability-services/counseling-disability-services-forms-2.php

Online Classroom Attendance Policy

Please refer to the current Academic Catalog (https://www.asurams.edu/academic-affairs/academic-catalogs/) for the attendance policy.

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed.

Class Meeting	Allowed Excused Absences	Letter Grade Drop	Failure
Once per week	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"
Twice per week	Two excused absences; no penalty	Three absences; 1 letter grade drop	Four or more absences; Class grade of "F"
Summer	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"

Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:
- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.

- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of "WF" on their academic record.
- The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

Attendance in online MSW classes is electronically verified in terms of participation, time spent in a particular unit or other part of online courseware, time spent in chats and online discussion, quality and quantity of chat and online discussion content, quality and quantity of e-mail, quality and quantity of course work, test participation, and other considerations. All distance learning courses at Albany State University are synchronistic (i.e., you must log in to the course at the assigned time) and instructor-led classes, not independent study or correspondence courses. Students are expected to engage actively in the course content, participate in student-teacher and student-student communications, and complete assignments and tests according to the requirements and schedule of the course instructor. **Students must have their computer cameras on at all times during classes, discussions, group activities, and examinations. Students who do not keep their cameras on at all times will be marked absent.**

Failure to participate, communicate, or meet course requirements within the time frame required by the instructor may reduce the grade for the course or initiate faculty-withdrawal procedures. Each instructor provides detailed policies and procedures in writing to each student at the beginning of the course. Students who miss classes while serving as jurors will not be penalized for such absences but must bring in documentation to verify participation in jury duty. The student will be required to make up the classwork missed as a result of jury service.

Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working on projects.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

Scholastic Performance

MSW students are considered to be in academic difficulty if their GPA drops below 3.0. Students will be advised to withdraw from the program if their grade point average falls below 2.5. Failure to maintain a grade of "B" or better in field placement may result in dismissal from the MSW Program. A review will be called if a student earns a grade of "C" or "I" (incomplete) in any semester of field. A review will be called if a student earns a grade of "C" or below or "I" in any required social work course. An overall GPA of 3.0 is one of the requirements for graduation from the Master of Social Work Program.

MSW Professional Dress Code

In a profession where one might meet with clients one hour, testify in a courtroom the next hour, and interface with a multidisciplinary treatment team the next, social workers must be mindful of their physical appearance. The way in which the social worker dresses demonstrates respect for one's clients and communicates one's position of authority when interacting with others. It is difficult to work effectively with clients when one's clothing is too tight, too short, uncomfortable or otherwise inappropriate for the workplace. Students are encouraged to begin to build their professional wardrobe while in the MSW program, if they have not already done so.

Some organizations have a policy against wearing perfume or cologne on the job, particularly in health care settings or in work with the elderly. Others require that tattoos are covered by clothing and piercings are removed while on the job.

As part of your professional education and training, the MSW program requires that you dress appropriately for all online classes and field internships. The dress code calls for women to wear "business casual" dresses, suits, skirts with blouses and a blazer or jacket, and dress pant suits. Dress shoes should also be worn. Clothing cannot be too form-fitting or revealing. The dress code calls for men to wear "business casual" dress pants with a coat and tie with dress shoes.

Clothing that is not allowed includes:
- Tennis shoes
- Flip-flops
- T-shirts
- Denim
- Shorts or capris pants
- Underwear that is visible (including bras, bra straps, thongs, briefs, boxers, etc.)
- Pants that are too tight or too low-rise

- Dresses or skirts that are shorter than just above the knee (Example "C" below)
- Tops that expose the chest, cleavage, or stomach

Alcohol and Other Drug Use and Illegal Activity

Social workers are called on to promote a safe and healthy society. They are expected to obey all laws, including those regulating the use of both legal and illegal drug use. Employers of social service agencies implement ongoing criminal background checks and drug-testing policies to protect their organizations, their clients, other employees, and society. Employers are entitled to maintain safe and healthy workplaces and want their services to be free of problems resulting from an employee engaging in illegal activities or using or abusing chemicals. Employers have the right to expect that the employees hired will be able to carry out the responsibilities of their jobs without impairment. Coworkers are entitled to expect that those they work with are competent, uninvolved in illegal activities and free from illicit drug use. The public is entitled to protection from harmful services resulting from the illegal behavior or substance use by social workers.

Drug testing is a tool that is used to determine if an employee is using substances such as alcohol, cannabis (e.g., marijuana), hallucinogens, inhalants, opioids, sedatives, hypnotics, anxiolytics, stimulants, or other chemicals. "Drug testing" refers to the use of biologic sources, such as urine, saliva, sweat, hair, breath, and blood to identify specific substances or their metabolites in an individual's system.

As in criminal background checks, student volunteers and field interns need to be aware that many social service agencies require drug tests be completed prior to entering the field. Additionally, many agencies also require that student volunteers, interns and employees submit to random drug screening and criminal background checks throughout their field placement or employment. Students are reminded that the NASW *Code of Ethics* (2017) states that social workers should not engage in illegal activities or use substances so as to interfere with their professional judgment and performance or jeopardize the best interests of people for whom they have a responsibility *(4.05: Impairment).*

Students are reminded that, if an agency to which the student is assigned denies her/him admission and/or access to clients and the agency due to substance use or a felony or specific misdemeanor conviction, and if a comparable assignment cannot be made to meet course objectives, the student's enrollment in the MSW program will be terminated. Additionally, students must remember that prior criminal or substance use charges may prevent them from obtaining employment or licensure as a social worker in the future.

MSW Standards for Social Work Education

Because of the nature of professional social work practice, the Masters of Social Work Program has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the Master of Social Work (MSW) Program.

Since becoming a professional is a gradual process, not all criteria are expected to be met immediately. Persons who teach and supervise students, along with the MSW Program Director and MSW Field Coordinator, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. "Professional judgment" is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All MSW students will be provided with, and expected to read, the Standards for Social Work Education, the National Association of Social Workers (NASW) *Code of Ethics* and the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists *Code of Ethics.* These documents may be found in the *MSW Student Manual* and the *MSW Field Manual.* Students will then be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by the documents. The form will be kept in MSW students' files.

Criteria for Evaluating Academic Performance*

The MSW faculty is responsible for acting as the gatekeeper of the social work profession. In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the MSW Program evaluates the academic performance of its students in four general areas: (1.) Basic Abilities to Acquire Professional Skills, (2.) Mental and Emotional Abilities (3.) Professional Performance Skills, and (4.) Scholastic Performance.

Because this is a professional program, meeting the criteria for scholastic achievement is necessary, but not sufficient, to ensure continued enrollment in a program. Both professional behavior <u>and</u> scholastic performance comprise academic standards.

1. **Basic Abilities Necessary to Acquire Professional Skills**

   a. **Communication Skills**
      Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.
      Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association

(APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the MSW program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

b. Interpersonal Skills
Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

c. Cognitive Skills
Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

d. Physical Skills
Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations and in compliance with the Americans with Disabilities Act of 1990.

2. Emotional and Mental Abilities Necessary for Performance in the MSW Program and Professional Practice

a. Stress Management
Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

b. Emotional and Mental Capacities
Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional

performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance
- Interfere with professional judgment and behavior, and
- Jeopardize the best interest of those to whom the social work student has a professional responsibility (as outlined in the current *Codes of Ethics* of the National Association of Social Workers, the Georgia Composite Board of Professional Counselors, Social Workers *Code of Ethics*, and American Association of Marriage and Family Therapists *Code of Ethics).*

3. **Professional Performance Skills Necessary for Work with Clients and Professional Practice**

   a. Professional Commitment
   Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW *Code of Ethics*, the Georgia Composite Board of Professional Counselors, Social Workers *Code of Ethics*, and the Marriage and Family Therapists *Code of Ethics* . Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social and economic justice).

4. **Professional Behavior**
   Exhibits behaviors that are in compliance with MSW program policies, institutional policies, professional ethical standards, and societal laws in the online classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

5. **Self-Awareness**
   Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others.

Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

6. **Ethical Obligations**
Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW *Code of Ethics* and the Georgia Composite Board of Professional Counselors, Social Workers *Code of Ethics*. Ethical behaviors include:
   - Adherence to the NASW *Code of Ethics* and the Georgia Composite Board of Professional Counselors, Social Workers *Code of Ethic*
   - No current charges and/or convictions, or a history of charges and/or convictions, for an offense that is contrary to professional practice.
   - Systematic evaluation of clients and their situations in an unbiased, factual way.
   - Suspension of personal biases during interactions with others.
   - Comprehension of another individual's way of life and values.
   - Empathic communication and support of the client as a basis for a productive professional relationship.
   - Appreciation of the value of diversity.
   - Effective and nonjudgmental relation to and work with others who are different from oneself.
   - Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system.
   - No imposition of personal, religious, sexual, and/or cultural values on clients.
   - Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
   - Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
   - Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
   - Demonstration of clear, appropriate, and culturally sensitive boundaries.
   - Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

Albany State University Code of Conduct

All students at Albany State University commit to following the *Student Code of Conduct:* **https://www.asurams.edu/docs/legal-affairs/policies/student-code-of-conduct.pdf.**
All members of, and participants in, the academic life of the University are to be governed by academic honesty in all their endeavors. Students and faculty are expected to uphold academic integrity and combat academic dishonesty. The academic honor system charges each faculty member and student with responsibility for:

1. Upholding the highest standards of academic integrity in one's own work;
2. Refusing to tolerate violations of academic integrity in the ASU community; and
3. Fostering a high sense of integrity and social responsibility on the part of every member of the ASU community.

Violations of this code include receiving from a fellow student or another unauthorized source during examinations; obtaining, distributing, or referring to a copy of an examination which the instructor or MSW program has not authorized to be made available or such a purpose; any act which impedes the ability of other students to have fair access to materials assigned or suggested by the instructor (e.g., removing or destroying library or other source materials); representing another's work, published or unpublished, as one's own; tampering with another student's work; altering grades or any other records related to the academic performance of students; or submitting false records or information in order to gain admission to the University or the MSW program.

Academic penalties shall include, but may not be limited to, one or a combination of the following:
1. a lower or failing grade in the course;
2. a lower or failing grade or score on the assignment or examination;
3. additional work to provide evidence of the student's academic performance and/or evidence that the student has mastery of the course material.

The following are the possible disciplinary penalties for violation of the Academic Code of Honesty, which may be imposed singularly or in any combination:
1. Dismissal
2. Suspension
3. Probation
4. Reprimand

Policies and Procedures for Review of Academic or Professional Performance
Three levels of review can occur within the Department of Social Work in reviewing the MSW student's academic or professional performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, MSW Program Director, or Department administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or the MSW Program Director will share pertinent information with each other for the

professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

Sources of Information for Academic or Professional Performance Criteria
Information about students' meeting academic or professional performance criteria in the Master of Social Work Program may include, but is not limited to, any of the following:
- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of online classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Overall grade point average from semester to semester
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university (ASU or other colleges and universities), helping professionals, or community
- Feedback from faculty in other social work programs that student may have attended

Academic or Professional Performance that May Result in a Review and/or Possible Dismissal from the MSW Program
Student reviews can occur under any of the following circumstances:
- Failure to meet or maintain academic requirements, as stated under "Scholastic Performance"
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student, as outlined in the *ASU Student Code of Conduct*
- Behavior judged to be in violation of the current NASW *Code of Ethics*
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the MSW Program and becoming known after admission
- Consistent pattern of unprofessional behavior
- Failure to meet any of the MSW standards for social work education set forth in this *MSW Student Manual*

The Three Levels of Academic or Professional Review

Level 1
A "Level 1" review involves a faculty member and the MSW student. When a faculty member has concerns about a student enrolled in the MSW Program meeting any of the academic or professional criteria, whether related to professional behavior or scholastic performance, that faculty member will:

- Discuss those concerns directly with the student and seek to work with the MSW student to resolve the difficulties.
- Apprise the appropriate MSW Field Coordinator of the concerns in order to identify potential patterns and issues related to the student
- Document dates and content of meetings with the MSW student.

If a problem arises in field, the MSW Field instructor will discuss concerns directly with the student and with the MSW Faculty Field Liaison. It is the responsibility of the MSW Faculty Field Liaison to apprise the MSW Field Coordinator of the concerns. In many instances, WebEx meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section.

Level 2

A "Level 2" review involves the faculty member, MSW student, and MSW Program Director. Faculty and MSW Program Director will meet with the MSW student via WebEx when the student is not meeting or following program or university standards, policies, and procedures or when concerns have not been resolved at "Level 1". If a problem arises in field, the agency-based MSW Field Instructor, MSW Faculty Field Liaison, and MSW Field Coordinator will conduct the review with the MSW student. In this information gathering process, the MSW Program Director will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the MSW student may be asked, in writing, to modify her or his behavior and/or seek appropriate help. This process is designed to assist MSW students in dealing with identified concerns that have an impact on their performance. The MSW Field Coordinator will assess the nature of these concerns with appropriate faculty, consult with the MSW Program Director and with the Chair, maintain documentation, and decide if it is necessary to conduct a more comprehensive review, pursuant to "Level 3".

Level 3

A "Level 3" review involves the faculty member, MSW student, MSW Program Director, and faculty who have had direct experience with the student in the online classroom or in field. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the MSW student. A "Level 3" review more often is conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the MSW student is being considered for withdrawal or discontinuance in the program. In most instances, a Level 3 review is sufficient to deal with student performance and is the last decision-making step in the review process within the Department of Social Work. When a "Level 3" review is called, the MSW Program Director will convene an online meeting with the appropriate faculty and the MSW student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include, but are not limited to, those who have direct knowledge of and experience with the student. The MSW student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. After the review meeting has occurred, the MSW

Program Director will consult with the Chair of the Department of Social Work to discuss the problem situation and make recommendations regarding the student. Based on the review, conference with the Chair, and an objective assessment of the information provided, the MSW Program Director will inform the student of the decisions, which can include one or more of the
following actions:

- *Continue the student in the MSW Program with no conditions.*
   In these situations, the concern has been addressed and no further action by the student or program is required.

- *Establish formal conditions for the student's continuance in the MSW Program.*
   In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.

- *Consult with and/or refer to the Vice-President of Student Affairs.*
   In some instances, depending on the nature of the problem, the Vice-President of Student Affairs may be consulted. If a referral is made to that Office after consultation, the MSW student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in referral to the Vice President of Student Affairs include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

- *Counsel the MSW Student to change majors/degree programs and/or discontinue the MSW student in the MSW Program.*
   In some situations, it will be recommended that the MSW student no longer continue in the MSW program. The MSW student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the MSW program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

In any "Level 3" review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the MSW student and attempted to be ameliorated, where appropriate. The MSW student must be notified of the decision in writing within ten (10) business days of the review. It is the responsibility of the MSW Program Director to communicate the decision to the MSW student.

*The MSW Program would like to thank the University of Texas at Austin, School of Social Work, for permission to adapt their *Standards for Social Work Education: Criteria for Evaluating Academic Performance, Policies, & Procedures.*

Academic Grievance Policy and Procedure

A "grievance" is an actual incident or issue which can be substantiated and is regarded by the MSW Student as a just cause for protest. Persons against whom a grievance may be submitted include a classroom Instructor, a MSW Faculty Advisor, an Administrator in the Department of Social Work, or another faculty member within the Department of Social Work. The fillable grievance forms may be found on the MSW website: https://www.asurams.edu/academic-affairs/college-of-business-education-professional-studies/social-work/degrees/msw.php

Procedures for Filing a "Notice of Intent to File a Grievance"

The MSW Student must file a "Notice of Intent to File a Grievance" with the Chair of the Department of Social Work within thirty (30) business days after the date of the incident giving rise to the grievance, or within thirty (30) business days of the time when the MSW Student became aware, or should have become aware, that a grievable incident has occurred, whichever occurs first. Upon completion and return of the form to the Chair of the Department of Social Work, a copy of the "Notice of Intent to File a Grievance" will be transmitted to the involved individual.

Outcomes

If the issue is resolved informally, the "Notice of Intent to File a Grievance" will be destroyed and no record will be maintained.

If the issue is not resolved informally, the MSW Student may:
- Decide to terminate the process altogether, OR
- Decide to proceed to file a formal grievance.

Procedure For Filing a Formal Grievance

If the decision is made to proceed with a Formal Grievance, a written statement, accompanied by a "Grievance Cover Sheet," must be submitted to the Chair of the Department of Social Work within sixty (60) business days from the date of submitting the "Notice of Intent to File a Grievance" form. The statement must include:
- A one-page (maximum) description identifying the grievable issue or incident, including date and place (if applicable)
- The name of the Respondent against whom the grievance is being filed
- The names of any witnesses to the incident (if applicable)
- Evidence to support the grievance
- The outcome desired by the MSW Student

Formal Grievance Process

Upon receipt of the Formal Grievance statement and Cover Sheet, the Chair of the Department of Social Work (or Designee) will, within ten (10) business days, submit the grievance to the Grievee.

Level 1

Within five [5] days of receipt of the grievance, the Grievee will contact the Grievor to set up an online meeting to discuss the details of the grievance and search for a mutually agreeable outcome, if possible. Following the meeting, the Grievee and the Grievor will complete, sign and date the grievance form at Level One, indicating whether the grievance has or has not been resolved to the Grievor's satisfaction. These forms are then submitted to the MSW Program Director for documentation purposes. The Grievor and the Grievee are given a copy of all Level One forms.

Level 2

If the Grievor is not satisfied with the outcome at Level 1, he or she will complete the Level 2 forms and submit them to the MSW Program Director. The MSW Program Director will then forward the Level 2 grievance forms to the student's assigned **MSW Faculty Advisor.** Within five [5] business days of receipt, the MSW Faculty Advisor will set up an online meeting with the Grievee and Grievor (if appropriate) to discuss the details of the grievance and search for a mutually agreeable outcome. Following the meeting, the Grievor and the MSW Faculty Advisor will complete, sign and date the grievance form at Level Two, indicating whether the grievance has or has not been resolved to the Grievor's satisfaction. These forms are then submitted to the MSW Program Director. The Grievor is given a copy of all Level Two forms.

Level 3

If the Grievor is not satisfied with the outcome of Level 2, he or she will complete the Level 3 forms and submit them to the MSW Program Director. Within five [5] business days of receipt, the **MSW Program Director** will set up an online meeting with the Grievor, the Grievee (if appropriate), and the MSW Faculty Advisor to discuss the details of the grievance and search for a mutually agreeable outcome. Following the meeting, the Grievor and the MSW Program Director will complete, sign and date the grievance form at Level Three, indicating whether the grievance has or has not been resolved to the Grievor's satisfaction. These forms are then submitted to the Chair of the Department of Social Work. The Grievor is given a copy of all Level Three forms.

Level 4

If the Grievor is not satisfied with the outcome at Level 3, he or she will complete the Level 4 forms and submit them to the **Chair** of the Department of Social Work. Within five [5] business days of receipt, the Chair of the Department of Social Work will set up an online

meeting with the Grievor to discuss the details of the grievance and search for a mutually agreeable outcome. Following the meeting, the Grievor and the Chair of the Department of Social Work will complete, sign and date the grievance form at Level Four, indicating whether the grievance has or has not been resolved to the Grievor's satisfaction. These forms are then submitted to the Chair of the Department of Social Work. The Grievor is given a copy of all Level Four forms.

Grievance Outcomes

The findings and directives of the Chair of the Department of Social Work are final. The Grievance forms will be held in the Office of the Chair of the Department of Social Work for a period corresponding with the Georgia Board of Regents Documentation Retention Policy, after which time they will be destroyed.

Appeals Process

If the Grievor is dissatisfied with the outcome of the MSW grievance process, he or she may contact the **Dean** of the College of Business, Education and Professional Studies to petition for a College-level review. This petition for appeal must be made in writing and filed with the Dean of the College of Business, Education and Professional Studies within thirty (30) *calendar* days of the final disposition in the Department of Social Work.

If the Grievor is dissatisfied with the outcome of the MSW grievance process with the Dean of the College of Business, Education and Professional Studies, s/he may petition the Office of the **Vice-President for Academic Affairs** for a University-level review. This petition for appeal must be made in writing and filed with the Provost/Vice-President for Academic Affairs within thirty (30) *calendar* days of the final disposition in the College of Professional Studies.

ALBANY STATE UNIVERSITY
Master of Social Work Program
Notice of Intent to File a Grievance

This form is to be completed and submitted to the Office of the Chair of the Department of Social Work. When this form is submitted, the MSW Student will be given a copy of the MSW Student Grievance Policy and the Formal Grievance Cover Sheet. The MSW Student will be asked to sign the bottom portion of this Notice of Intent to File a Grievance, indicating that a copy of the MSW Student Grievance Policy and the Formal Grievance Cover Sheet has been received.

The MSW Student Grievance Policy should be reviewed carefully to determine the correct steps that must be taken and the required time frames in which to proceed. Once this form is signed and dated, the MSW Student will receive a copy and a second copy will be given to the Respondent(s).

MSW Student Name	
Respondent(s) [The person (or persons) named in the grievance	
Date of the incident or issue being grieved	
The incident or issue (Briefly provide information regarding the incident or issue	

By my signature below, I acknowledge that I have received a copy of the MSW Student Grievance Policy and the Formal Grievance Cover Sheet.

_____ _____

[MSW Student Signature]   **[Date]**

ALBANY STATE UNIVERSITY
Master of Social Work Program

Grievance Cover Sheet

The MSW Student Grievance Policy of Albany State University includes procedures that MSW Students are strongly encouraged to pursue in an attempt to resolve grievances informally. MSW Students must, at a minimum, show evidence of having met with the Respondent in a good faith effort aimed toward an informal resolution. MSW Students are to use this Cover Sheet to document all efforts made to date and attach the formal grievance to it. Note that a grievance must include the information stated in the MSW Student Grievance Policy. Grievances without complete information per the policy will be returned to the MSW Student without action.

The MSW Student will be given a written notice indicating receipt of these grievance materials. The Grievance Cover Sheet and attached materials will be given to the MSW Program Director who will forward it to the Grievee. The Grievee will contact the Grievor about scheduling a formal grievance review.

Greivor's Name	
Date	

I made an attempt, _as required_, to resolve the grievance matter informally.	
	I met with the individual against whom I have the grievance [Grievee] on _____ [Date]

I have made these attempts to resolve the issue informally (Check all that apply):	
	I met with my MSW Faculty Advisor with/without the Respondent present on _____. [Date]
	I met with the MSW Program Director with/without the Respondent present on _____. [Date]

ALBANY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
MSW GRIEVANCE FORM

MSW Students, Faculty and Field Instructors may file a grievance utilizing this form and following the grievance policy found in the __MSW Student Manual__ and the __MSW Field Manual.__

Grievor (Person filing the Grievance)	
Grievee (Person who the Grievor is filing a Grievance Against)	
Semester and Year in which Grievance is Filed	
If the Grievance is in Regard to a Specific Course, Please Specify Course Number and Name	

Nature of the Grievance (Please check):

√	**Nature of the Grievance**
	Grade of the MSW Student
	Evaluation of the MSW Student in the Field
	Faculty Member's Noncompliance with Stated MSW Student Advising Policy of the MSW Program or Department of Social Work
	Faculty Member's Noncompliance with Stated MSW Policies and Procedures in the Classroom.
	Faculty Member's or Field Instructor's Noncompliance with Stated MSW Policies and Procedures Regarding Field Teaching (In the Classroom or Within the Agency).
	Faculty Member's or Field Instructor's Violation of Usually-Accepted Standards for Professional and Ethical Behaviors in MSW Program or Departmental Activities.
	Faculty Member's or Field Instructor's Noncompliance with Stated MSW Policies and Procedures Regarding the Selection and/or Retention of Field Instruction Placement of the MSW Student.
	Other (Briefly Specify):

Level 1: The Grievor negotiates with the Instructor or Faculty member and attempts to resolve the issue at that level.

To the Grievor: Below, please clearly and accurately state [*Use additional pages if necessary]*:

- **The issue to be resolved**
- **In chronological order, describe your attempts to resolve this issue with the Faculty Member or Instructor**
- **The outcome of your attempts to resolve the issue**
- **The outcome you desire in order to resolve this issue to your satisfaction.**

To the Grievee: **Below, please clearly and accurately state [***Use additional pages if necessary***]:**

- **In chronological order, describe the evolution of the issues involved in this grievance**
- **Your attempts to resolve this issue with the Grievor**
- **The outcome of your attempts to resolve the issue**
- **Your view of the Grievor's stated desired outcome required to resolve this issue to the Grievor's satisfaction.**

OUTCOME OF <u>LEVEL ONE</u> OF THE GRIEVANCE PROCEDURE:

This Grievance **HAS** been resolved to the Grievor's satisfaction:

_____
_____
[Signature of Grievor]   [Date]

_____
_____
[Signature of Grievee]   [Date]

Please specify how the Grievance has been resolved:

This Grievance **HAS NOT** been resolved and the Grievor requests that the Grievance be forwarded to Level 2 of the Grievance Process.

_____   _____

[Signature of Grievor]   [Date]

Note to Grievor: **Please make a copy of this Form for your files and forward the Original Copy to the assigned MSW Program Director for further processing of the Grievance at Level 2.**

**Level 2: If dissatisfied with the Level 1 outcome, the Grievor seeks advice
and resolution from her/his assigned MSW Faculty Advisor.**

To the MSW Faculty Advisor: **Please record the outcome of your meeting with the Grievor and the Grievee (if appropriate) regarding:**

- **Your joint efforts to resolve the grievance to the Grievor's satisfaction**
- **The outcome of your efforts**

OUTCOME OF <u>LEVEL TWO</u> OF THE GRIEVANCE PROCEDURE:

This Grievance **HAS** been resolved to the Grievor's satisfaction:

_____
_____

[Signature of Grievor]   [Date]

_____
_____

[Signature of MSW Faculty Advisor]   [Date]

_____   _____

[Signature of Grievee, if in attendance]   [Date]

Please specify how the Grievance has been resolved:

This Grievance **HAS NOT** been resolved and the Grievor requests that the Grievance be forwarded to Level 3 of the Grievance Process.

_____
_____

[Signature of Grievor]   [Date]

Note: Please make a copy of this Form for your files and forward the Original Copy to the MSW Program Director for further processing of the Grievance at Level 3.

Level 3: If, after consultation with her/his assigned MSW Faculty Advisor, the Grievor wishes to pursue the issue further, the Grievor may appeal for intervention from the MSW Program Director. This intervention will take the format of a negotiatory meeting between the MSW Program Director, the Grievor, the Grievee (if appropriate), and the MSW Faculty Advisor.

To the MSW Program Director: **Please record the outcome of your meeting with the Greivor regarding:**

- **Your joint efforts to resolve the grievance to the Grievor's satisfaction**
- **The outcome of your efforts**

OUTCOME OF <u>LEVEL THREE</u> OF THE GRIEVANCE PROCEDURE:

This Grievance **HAS** been resolved to the Grievor's satisfaction:

_____   _____
[Signature of Grievor]   [Date]

_____   _____
[Signature of MSW Program Director]   [Date]

_____   _____
[Signature of Grievee [If present]   [Date]

_____   _____
[Signature of MSW Faculty Advisor]   [Date]

Please specify how the Grievance has been resolved:

This Grievance **HAS NOT** been resolved and the Grievor requests that the Grievance be forwarded to Level 4 of the Grievance Process.

_____   _____
        [Signature of Grievor]   [Date]

Note: Please make a copy of this Form for your files and forward the Original Copy to the Chair of the Department of Social Work for further processing of the Grievance at Level 4.

Level 4: If a student continues to be dissatisfied with the outcome of the above step, s/he may appeal to the Chair of the Department of Social Work. The written record must demonstrate the fact that the Grievor has taken the previously-mentioned steps, along with the Grievor's perception of the outcomes of those steps.

To the Chair of the Department of Social Work: **Please record the outcome of your meeting with the MSW Student regarding:**
- **Your joint efforts to resolve the grievance to the Grievor's satisfaction**
- **The outcome of your efforts**

OUTCOME OF <u>LEVEL FOUR</u> OF THE GRIEVANCE PROCEDURE:

This Grievance **HAS** been resolved to the Grievor's satisfaction:

_____
_____
[Signature of Grievor]   [Date]

_____
_____
[Signature of the Chair of the Department of Social Work]   [Date]

Please specify how the Grievance has been resolved:

This Grievance **HAS NOT** been resolved and the Grievor requests that the Grievance be forwarded to Level 4 of the Grievance Process.

_____
_____
[Signature of Grievor]   [Date]

Note: Please make a copy of this Form for your files and forward the Original Copy to the Dean of the College of Professional Studies for further processing of the Grievance, if desired.

STUDENT ORGANIZATIONS

Student Social Work Association (SSWA)

The MSW program encourages and provides opportunities for undergraduate and graduate students to organize in their interests as students. The Student Social Work Association (SSWA) actively promotes professional and social activities among BSW and MSW students at Albany State University. Membership is open to all currently enrolled BSW and MSW students at Albany State University. The group meets both face-to-face and online to promote scholarship, leadership, service, and community awareness of the program, the profession, the University, and its students. Another important goal of the organization is to promote communication among students, faculty and administration. The organization relies on membership dues to fund its annual projects. Additionally, the organization serves as a link to the social work administration and faculty. Students are encouraged to become involved in serving as a graduate student or undergraduate student representative on the various online departmental committees, which are the major decision-making bodies of the Department of Social Work.

Phi Alpha National Honor Society for Social Work

Phi Alpha National Honor Society(https://phialpha.org/) is a national social work organization that aims to provide a closer bond among students of social work while promoting humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Students who meet its membership criteria are inducted into the ASU Chapter in the Spring of each academic year.

Other Social Work Organizations

In addition to SSWA, MSW students are encouraged to participate in other social work organizations, such as the national, state and regional branches of the National Association of Social Workers (NASW), the National Association of Black Social Workers (NABSW), Latino Social Worker's Organization, National Association of Puerto Rican and Hispanic Social Workers, the International Federation of Social Workers (IFSW), the Council on Social Work Education (CSWE), the National Rural Social Work Caucus, the Social Welfare Action Alliance, the Society for Spirituality and Social Work, as well as other social work organizations.

Student Participation in Departmental Governance

The MSW program provides opportunities for its students to participate in formulating and modifying policies and procedures affecting academic and student affairs. The MSW program has a student association (SSWA) which acts as the voice of students in various departmental standing and ad-hoc committees. Graduate student representation is sought on a variety of committees. These committees are comprised of full-time faculty members plus student representatives. Student participation is vitally important for ensuring that the voice of students is heard in departmental policy decisions. Contact your SSWA officers for information on becoming an official Graduate Student Representative. Even if you are not an official Graduate Student Representative, online committee meetings are open to all MSW students, unless otherwise specified. You may check with the MSW Program Director for information on committee meeting days and times.

STUDENT SERVICES

The University has compiled a list of key student essentials to help you navigate through the MSW program. From orientation to advisement to student services, the "Student Resource" webpage provides a myriad of resources in one convenient location. You can find links to the I.T. Help Desk, student rights and responsibilities, the library, tuition and fee schedules, the academic calendars, graduate catalogs, campus bookstore, student counseling services, distance learning supports, graduation, and much more at: https://www.asurams.edu/academic-affairs/current-students.php. Services for online students can be found at the following website: https://www.asurams.edu/academic-affairs/distance-learning/student-resources/index.php.

ASU Campus Technology

Information Technology is an integral part of your education at Albany State University. Your RAM ID is generated once you apply to Albany State University. Your RAM ID is the nine-digit number located on your acceptance letter. You can go to Banner Web to retrieve your RAM ID. The RAM ID is used as a unique identifier for the campus community members. Your Network ID is used to access campus computers, the myASU Portal, wireless, WEPA Printing, the Housing (StarRez) Portal and more. The Network ID is the first part of your student email. Go to ASU webpage and click on myASU Menu. Login with your Network ID and password. If you are successful, you will be logged in to the myASU portal page. If you need assistance, please contact the ITS Helpdesk at https://www.asurams.edu/academic-affairs/distance-learning/student-resources/password-help.php at (229) 500-4357, or visit in person on the first floor of the James Pendergrast Memorial Library. Albany State uses only ASU email as the official source for all communication. Access your e-mail account right away to make sure you are on track. You can learn how to access your email, Banner web, or connect to the ASU wifi network here: https://www.asurams.edu/technology/getting-started-students/index.php . Banner is an online system used to register for courses. It also provides you with an easy and secure method of accessing your student records and financial aid information. Connect your laptop to the ASU WiFi Network. ASU students are able to gain access to the AIRRAM wireless network by logging on to the system using their Network ID and password. Please refer to the I.T. website for further information: https://www.asurams.edu/technology/helpdesk/index.php.

Having a correctly configured computer will help ensure your success in your courses. Check the information at http://www.usg.edu/usgweb/d2lchecker/ to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact Albany State's Help Desk at 229-500-HELP (4357) Monday - Friday, between 8:00 a.m. and 8:00 p.m. or check out the frequently asked question knowledge base, available 24/7 at https://d2lhelp.view.usg.edu/. For live support after 8:00 p.m. EST Monday through Friday or during weekends and holidays, call 855-772-0423.

RAM Identification Card

The **Ram Card** is an essential part of life at Albany State University. The Ram Card (https://www.asurams.edu/newrams.php) serves as identification, building access to facilities, admission to athletic, and other special events and to purchase goods and services at the University. The RamCard Office is located in Room 107 of the JC Reese Student Union Building with office hours of 8am to 5pm Monday through Friday. They can be reached at 229/500-4357 or at https://www.asurams.edu/enrollment-management/testing-center/student-id-required.php . Online students may access this process on their Georgia View page.

ASU Disability Services

The goal of the Disability Student Services Center at Albany State University is to promote an accessible academic, social, and physical environment for students with disabilities (https://www.asurams.edu/student-affairs/counseling-disability-services/index.php).   The Office of Counseling and Student Disabilities Services (CSDS) office serves as the primary advocate for students with disabilities who attend ASU. To register with the Disability Student Services Center:

1. Complete the Voluntary Disclosure Form which can be obtained by calling the Office of Counseling and Disability Services at (229) 500-2013. If you would like to speak with someone prior to registering for services, you may complete a Contact Request form and you will be contacted by the Disability Coordinator.
2. Appropriate documentation is necessary to determine your eligibility for services. A written report must be submitted by a qualified provider that is current and clearly states:
    a. diagnosis with specific evidence of a disability
    b. symptoms of the disability
    c. test scores which support a cognitive or learning disability
    d. medications and any adverse side effects
    e. recommendations regarding necessary accommodations

Documentation can be sent to:

Disability Student Services Center
Albany State University
504 College Drive
New Student Center Green Zone 2-141
Albany, GA 31705

3. After you have completed the "Request for Services" form and documentation is received, you will be contacted to arrange a time to meet.
4. If you require accommodations for ASU placement tests, please contact the CSDS coordinator. After your completed Request for Services Form and documentation are received, you will be contacted to arrange a time to meet. Contact Ms.

Keshundra Wright at (229) 500-34435 or keshundra.wright@asurams.edu if you have any questions.

ASU Writing Laboratory

The social work profession requires outstanding verbal and written communication skills. The goal of the ASU Writing Laboratories is to help students become better learners and professionals through writing. Writing Specialists are on hand to help students with any aspect of their writing. This includes, but is not limited to, brainstorming topics for papers, developing an outline, researching citations, writing a formal paper, etc. Students can visit a Writing Specialist during any stage of the creation of a document and receive assistance on how to write it more effectively. Writing Specialists do not serve as copy editors but may give you advice and suggestions for proofreading and revising your papers. Online students can access the writing lab here: https://www.asurams.edu/academic-affairs/distance-learning/online-writing-center/index.php .

ALL SOCIAL WORK STUDENTS ARE REQUIRED TO COMPLETE ALL PAPERS IN A.P.A. STYLE. STUDENTS ARE REQUIRED TO PURCHASE THE A.P.A. MANUAL AND CAREFULLY FOLLOW IT IN ALL PAPERS AND CORRESPONDENCE:

Szuchman, L., & Thomlison, B. (2011). *Writing with style: APA style for social work (4th ed.).* New York: Cengage. ISBN 13: 978-0840031983

Additionally, all students are strongly encouraged to load the free grammar program "Grammarly" (https://www.grammarly.com/) on their laptops. The program not only identifies spelling and grammatical errors, but also provides you with suggestions to help you fix your overall delivery, correct poor word choices, untangle run-on sentences, and alert you to plagiarism.

TurnItIn Program

The Department of Social Work utilizes the TurnItIn program for all papers submitted by its students. Turnitin is an originality-checking and plagiarism-prevention program that checks student writing for citation mistakes or inappropriate copying. When students submit their papers, Turnitin compares them to text in its massive database of student work, websites, books, articles, etc.

Turnitin is integrated into the Assignments tool in our social work classrooms. When a student's paper is submitted online for grading, it will automatically be sent through Turnitin's repository. The Similarity Report that it generates identifies possible instances of plagiarism.

Academic Integrity

Please see the ASU Student Code of Conduct for rules on academic honesty/integrity.

The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment.

Definitions and Examples
The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.
- o Plagiarism
- o Cheating on examinations
- o Unauthorized Collaboration
- o Falsification
- o Multiple Submissions
- o Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

NOTE: TurnItIn, a plagiarism detection system, is often used by faculty in the Department of Social Work.

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Self-plagiarism is submitting your own work for multiple assignments or across multiple courses.

The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an

examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with another person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding. Some examples of falsification are:
- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, the use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

ASU Centers for Academic Excellence

Albany State University maintains Learning Centers on the East and West campuses. The primary purpose of the Centers is to promote student achievement, retention and graduation by assisting students in enhancing their reading, writing, critical thinking, and lower and upper level math skills in core and content area courses and helping them achieve college success and, ultimately, graduation. The ASU Centers for Academic Excellence are designed to assist students in reaching their fullest potential by offering a comprehensive array of support services, programs and pedagogical approaches that address the specific learning needs of both graduate and undergraduate students.

Staffed by professionals, paraprofessionals, peer educators, and tutors, the Learning Centers seek to reinforce the holistic academic growth of students in writing and math by fostering critical thinking, metacognitive development, and academic and personal success. The Centers are places where students' needs come first; key services include offering tutorials, (drop-in or appointment), providing academic coaching, helping students develop and/or improve learning skills and study strategies, teaching basic research skills in core areas, and encouraging academic recovery. Further, the Centers seek to assist students in understanding that learning in the various disciplines may be different, that understanding some disciplines may require unique approaches, and that critical thinking is always beneficial. In addition to assisting students with learning and academic achievements, the staff seeks to develop collaborative relationships with departments and units to ensure the successful delivery of Learning Center services. The Writing Centers and Math Centers are located on both the East and West campuses. Online students may access these services through their Georgia View website or here: https://www.asurams.edu/academic-affairs/distance-learning/online-writing-center/index.php.

ASU Health Services

The Mission of Albany State University Student Health Services (ASU-SHS) is to provide a quality, cost-effective episodic healthcare delivery system to meet basic holistic healthcare needs to students presently enrolled. Further, the ASU-SHS provides current health promotional programs and medical counseling referrals for students as appropriate or when urgent situations occur. By providing quality health care, Albany State University Student Health Services enables students to achieve well-being and educational success. ASU-SHS can be contacted at 229/500-3545 or https://www.asurams.edu/student-affairs/health-services/.

ASU Counseling and Student Accessibility Services (CSAS)

ASU Counseling and Student Accessibility Services (CSAS) offers several options for counseling including individual, couple, family, and group therapy. They can assist you if you are experiencing academic difficulties, anxiety, depression, family and relationship issues, emotional, identity issues, physical, and/or sexual abuse, stress, substance

use/abuse, or any other concerns. They welcome feedback on their delivery of services to you, both on an informal basis and formally, through periodic questionnaires. Counseling services are available to currently enrolled students and are provided by licensed, professional counselors. All services are FREE and CONFIDENTIAL. To schedule an appointment with the Counseling and Student Accessibility Center, please call 229/500-3442 or https://www.asurams.edu/student-affairs/counseling-disability-services/counseling-center.php.

Sexual Assault

If you experience rape/sexual assault and think you might still be in danger, if you are on campus call 229-430-4711, if you are off campus call 911 and stay on the phone with them. For emotional support, advocacy, or information following a sexual assault, you can contact CSAS, contact the ASU Wellness Hub, or call the ASU Police Department at 229-430-4711. ASU PD has advocates with whom you can talk. If you are not comfortable calling ASU PD, you can call the RAINN National Sexual Assault Hotline 24/7 at 1-800-656-HOPE (1.800.656.4673).

Suicidal Thoughts

If you are having suicidal thoughts, you can contact CSAS or the ASU Wellness Hub, but if you are not comfortable contacting CSAS, you can call, text, or chat the 988 Suicide and Crisis Lifeline at 988.

LGBTQIA+ Safe Zones

Over the next few months, the university will be partnering with faculty and staff to house Safe Zone Spaces across the ASU campuses. The Safe Zone Project is to help educate people about sexual orientation and gender identity/expression issues and to create a visible network of allies to provide support to the ASU lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQIA+) community. However, until the training has been completed, we look for a heart shaped LGBTQIA+ Progress Pride sticker to find those who are willing to help and support you as you navigate your life. If you see this sticker on an office door or on a syllabus, you know you can feel safe with your questions:

ASU Campus Parking

All motorized vehicles parked at any time on campus by students, employees and visitors must be properly registered and must display the proper parking permit. Only motor vehicle operators who have a valid driver's license and proper motor vehicle insurance may operate

a vehicle on the ASU campus. It is the responsibility of the vehicle operator to purchase a new decal each academic year. In the event there is a change of status from student to staff during the year, the decal must reflect the status of the vehicle operator. Each motor vehicle must be registered no later than the first week of classes of the initial semester. Motor vehicles may be registered at any time utilizing the BOSSCARS option located in Banner Web for students, faculty members and limited staff members. For staff members who do not have access to BOSSCARS, campus vehicle registration may be obtained by visiting the ASU Police Department to register the vehicle. Please visit the website (https://www.asurams.edu/fiscal-affairs/police/parking-services/index.php) for further information.

ASU Military Support

The Office of Military and Adult Education is here to serve non-traditional and military-connected students who have chosen to be a part of the Ram family. From application to graduation, the Office of Military and Adult Education promotes college completion for adult learners and military-connected students by providing student support services that enhance and compliment the academic experience. Through multiple avenues, the Office of Military and Adult Education strives to provide a supportive and educational environment that fosters student success and achievement of higher education goals.

The Office of Military and Adult Education provides:
- Individually-tailored resources and referrals for adult learners and military-connected students, to include active-duty, reservists, veterans and family members
- Educational benefits counseling, to include Veterans Affairs (VA) educational benefits and Tuition Assistance (TA) guidance
- Assistance navigating financial opportunities, to include federal aid programs and other scholarships specific to adult and military-connected populations
- Military-connected students with employment opportunities, as supported by the VA Work-Study Program
- Student involvement leadership and community services opportunities through the advisement of the Military Student Organization
- Outreach efforts to increase awareness and utilization of the office
- Education to the larger Albany State University community on the experience of our military-connected and adult students, as well as resources to support these populations
- Adult learners and military-connected students an opportunity to attain college credit for learning that may have occurred outside of the college classroom, through the facilitation of a range of Prior Learning Assessment (PLA) options
- A response to student, faculty and public issues in a timely and professional manner

Please go to Albany State University's Office of Military and Adult Education webpage at https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/veteran-student-success-program/ You may also contact them at 229/500-2070.

Student Food and Personal Items Pantry

The mission of the Student Food and Personal Items Pantry (hereinafter the Buck Bank) is to alleviate food insecurity among ASU students by providing emergency food to ASU students in need. They aim to alleviate the barriers associated with food insecurity to support student success at ASU and to ensure that no student goes hungry because of a lack of income or access to food.

All currently enrolled ASU students are eligible to use the Student Food and Personal Items Pantry. Students confidentially can make a request for goods online. In addition, students can schedule a date and time for pick-up that best meets their schedule using the online portal. The office is in the East Campus Student Center (Green Zone) on the 1st and 3rd Wednesdays and Fridays of each month between the hours of 8:30 a.m. – 12:00 p.m. and 1:30 p.m. 4:30 p.m. To access more information and request assistance visit the following link (www.asurams.edu/pantry).

ALBANY STATE UNIVERSITY STUDENT POLICIES

The *ASU Student Code of Conduct*
is to be followed by all ASU students and may be found at the following website:
https://www.asurams.edu/docs/legal-affairs/policies/student-code-of-conduct.pdf

ALBANY STATE UNIVESITY
NON-DISCRIMINATION POLICY STATEMENT

Albany State University Notice of Non-Discrimination Albany State University does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender, or sexual orientation in its programs and activities, including admissions and employment, as required by Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and other applicable statutes, regulations, and East Georgia policies.

Albany State University prohibits sex discrimination, including sexual harassment and sexual violence, in its programs and activities. Sexual harassment is unwelcome conduct of a sexual nature, including sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature such as sexual touching, sexual comments, jokes, or gestures, or distributing sexually explicit material. Sexual violence is a physical sexual act taken against a person's will, or when a person is incapable of consenting due to alcohol or drug use. Sexual violence includes rape, sexual battery, and sexual coercion. The following person has been designated as the Title IX Coordinator to handle inquiries regarding the nondiscrimination policies and to serve as the overall campus coordinator for purposes of Title IX compliance: Ms. Kimberly Carter, Title IX Coordinator/ Compliance Officer, Albany State University, 504 College Drive, Albany, Georgia 31705; telephone 229-500-3302; email **kimberly.carter@asurams.edu** or **TitleIX@asurams.edu** .

Albany State University complies with applicable laws regarding reasonable accommodation for disabled students and employees. Applicants requiring reasonable accommodation in order to participate in the application process, or to have access to a program, service, or activity of Albany State University are requested to contact the Disability Services Coordinator: Keshundra Wright at 229-500-3445 or **keshundra.wright@asurams.edu** .

Albany State University also prohibits discrimination on the basis of disability in its programs and activities, including admissions, employment, treatment, and access. Keshundra Wright has been designated to handle inquiries regarding the Americans with Disabilities Act, the Rehabilitation Act, and related statutes, regulations, and Albany State policies

ALBANY STATE UNIVERSITY
ACCOMMODATIONS FOR PERSONS WITH
DISABILITIES POLICY

Albany State University has adopted internal grievance procedures providing for prompt and equitable resolution of complaints alleging discrimination of persons with disabilities. The Americans with Disabilities Act states, in part, that "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination" in programs, activities, or employment practices (28 CFR 35.104).

Complaints should be addressed to the following:

Vice President for Student Affairs
504 College Drive
Albany State University
Albany, GA 31705

1. A complaint should be filed in writing, contain the name and address of the person filing it, and a brief description of the alleged violation(s) of the regulation. If the grievant's disability renders him/her unable to file a complaint in writing, the complaint may be filed verbally with transcription.
2. A complaint should be filed within 180 days after the complainant becomes aware of the alleged violation(s) (Processing of allegations of discrimination which occurred before this grievance procedure was in place will be considered on a case-by-case basis.). Upon the filing of any complaint, a copy of such complaint shall be furnished to the person(s) named therein who allegedly committed a discriminatory practice. The respondent may file an answer to the complaint within fifteen days of receipt of the written complaint.
3. An investigation, as may be appropriate, shall follow the filing of a complaint. The Student Disability Services Grievance Board will review all documentation and send forth a recommendation to the Vice President for Student Affairs and Success. The investigation shall be conducted under the direction of the Vice President for Student Affairs and Success. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the Vice President for Student Affairs and Success and a copy forwarded to the complainant no later than thirty days after its filing.

5. The Vice President for Student Affairs and Success shall maintain the files and records of Albany State University relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. Should new information pertaining to the grievance be identified, the case may be reopened for consideration. The request for reconsideration should be made to the Vice President for Student Affairs and Success.
7. The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.
8. The rules shall be construed to protect the substantive rights of interested persons to meet appropriate due process standards and to assure that Albany State University complies with the ADA and implementing regulations

ALBANY STATE UNIVERSITY
SEXUAL HARASSMENT POLICY

Title IX of the Education Amendments of 1972 (Title IX) and its regulations dictate that no individual may be discriminated against on the basis of sex in any education program of activity receiving Federal financial assistance. Sexual harassment of students is a form of prohibited sex discrimination. Title IX covers:

1. Gender equality with access to higher education.
2. Gender equality in athletics.
3. Gender equality in career paths (i.e. women cannot be excluded from shop class).
4. Pregnant women and women with children cannot be denied an education.
5. Equal opportunity in employment – especially in educational environments.
6. Gender equality in the educational environment, eliminating stereotypes.
7. Gender equality in access to upper level math and science.
8. **Freedom from sexual harassment.***
9. Standardized tests must be valid predictors for both genders.
10. Gender equality in the exposure and instruction of technology.
11. Sexual misconduct investigation.

    ***Sexual harassment** is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment prohibited by Title IX. Albany State University is committed to creating and maintaining a community in which all persons can work and learn together in an atmosphere free of all forms of discrimination and harassment. We follow the University System of Georgia's Policy to Prohibit Discrimination & Harassment.
    ***Sexual assault** refers to any crime in which the offender subjects the victim to sexual touching that is unwanted and offensive. These crimes can range from sexual groping or assault, to attempted rape.

If you have been the victim of or have witnessed sexual discrimination or harassment, you should notify a campus official as soon as possible. Any of the following individuals will assist you:

Campus Police (229) 500-3076
Mrs. Kimberly Carter, Compliance Officer/Title IX Coordinator (229) 500-3304
ASU Health Services (229) 500-3546
Dr. Stephanie Harris-Jolly, Counseling Services (229) 500-3442
Residence Hall Staff (229) 500-3062
Office of Student Affairs (229) 500-2039

Any Faculty Advisor or trusted member of the Albany State University Faculty, Staff, or Administration.

Albany State University will not allow retaliation for reporting sexual discrimination or harassment. Any retaliatory harassment should be reported to college officials and will result in judicial action.

ALBANY STATE UNIVERSITY
DRUG AND ALCOHOL POLICY

Albany State University is committed to providing a safe environment for all constituents of its community. Likewise, the University expects all constituents of the University community to make responsible decisions about the use of alcohol. The use of alcohol is prohibited on all campuses of Albany State University.

Drug use and abuse is a major concern across college campuses in today's time. Albany State University continuously promotes and requires a drug free campus. The University actively encourages students and employees who feel they have a substance abuse problem to seek counseling and treatment. The Office of Student Counseling and Disability Services will help students, faculty, and staff seeking assistance with a substance abuse related problem. Those seeking such assistance are assured that professional standards of confidentiality will be upheld.

Please see the ASU Student Code of Conduct concerning the use of alcohol and other drugs and sanctions for its use (https://www.asurams.edu/docs/legal-affairs/policies/student-code-of-conduct.pdf).

ALBANY STATE UNIVERSITY
GUN POLICY

Georgia House Bill 280, commonly referred to as the "campus carry" legislation, takes effect as of July 1, 2017. For more information on this new law (which amends O.C.G.A. 16-11-127.1) and how it will be implemented on University System of Georgia campuses, please read Chancellor Wrigley's guidance to the USG community, dated, May 24, 2017. You will find additional information in response to common topics of inquiries that members of the USG community have posed on the Albany Police Department's webpage (https://www.asurams.edu/fiscal-affairs/police/gun-laws.php).

It is important to reiterate that House Bill 280 establishes that anyone who is licensed to carry a handgun may do so – in a concealed manner only – anywhere on Georgia's public college and university campuses, except in certain areas that are specifically listed in the law. If an area of campus is not mentioned in one of those exceptions, license-holders may carry guns there. Unlike "campus carry" laws in some other states, HB 280 does not give colleges and universities in Georgia discretion to prohibit handguns on their campuses or to add any additional exceptions to the ability to carry handguns beyond those already contained in the law.

SOME EXAMPLES OF PEER-REVIEWED
SOCIAL WORK AND RELATED JOURNALS

Activities, Adaptation & Aging
Administration in Social Work
Administration Science Quarterly
Adolescence
AFFILIA – Journal of Women and Social Work
AIDS & Public Policy Journal
Alcohol Health & Research World
Alcoholism Treatment Quarterly
Alternative Therapies in Clinical Practice
American Journal of Alzheimer's Disease
American Journal of Community Psychology
American Journal of Drug and Alcohol Abuse
American Journal of Family Therapy
American Journal of Mental Deficiency
American Journal of Orthopsychiatry
American Journal of Political Science
American Journal of Psychotherapy
American Journal of Public Health
American Journal of Sociology
American Journal of Psychotherapy
American Political Science Review
American Psychologist
American Sociological Review
Applied Community Studies
Arete
Asian Pacific Journal of Social Work
Australian Social Work
Behavioral Assessment
Behavior Therapy
British Journal of Psychotherapy
British Journal of Social Work
Bulletin of the Menninger Clinic
Canadian Journal of Human Sexuality
Canadian Journal on Aging
Catholic Charities Review
Child Abuse & Neglect, the International Journal
Child and Adolescent Social Work Journal
Child and Family Behavior Therapy
Child and Youth Care Forum
Child & Youth Services Review
Child Care Quarterly
Child Maltreatment: Journal of the American Professional Society on the Abuse of
   Children
Child Psychiatry and Human Development
Children
Children and Society
Child Welfare
Clinical Gerontologist
Clinical Social Work Journal

Clinical Supervisor
Community Development Issues
Community Mental Health Journal
Computers in Human Services
Computers in the Schools
Crime and Delinquency
Criminology
Day Care and Early Education
Death Studies
Developmental Psychology
Early Childhood Education Journal
Employee Assistance Quarterly
Evaluation Review
Evaluation and Program Planning: An International Journal
Explorations in Ethnic Studies
Families in Society: The Journal of Contemporary Human Services
Family and Conciliation Court Review
Family Networker
Family Preservation Journal
Family Process
Family Relations: Interdisciplinary Journal of Applied Family Studies
Family Therapy
Family Violence & Sexual Assault Bulletin
Federal Probation
Gerontologist
Groupwork
Hastings Center Report
Healing Ministry
Health Affairs
Health & Social Work
Health Care Financing Review
Health Psychology
Hispanic Journal of Behavioral Sciences
Home Health Care Services Quarterly
Hospice Journal
Hospital and Community Psychiatry
Human Services in the Rural Environment
Indian Journal of Social Work
Information & Referral: The Journal of Alliance of Information and Referral Systems
International Journal of Aging and Human Development
International Journal of Mental Health
International Journal of Psychiatry in Medicine
International Social Work
Jewish Social Work Forum
Journal of Abnormal Psychology
Journal of Addictive Diseases
Journal of Adolescent Research
Journal of Aging and Social Policy
Journal of Aging Studies
Journal of Analytic Social Work
Journal of Applied Behavioral Science
Journal of Applied Gerontology
Journal of Applied Research in Intellectual Disabilities
Journal of Applied Social Psychology
Journal of Applied Social Sciences
Journal of Autism and Developmental Disorders

Journal of Baccalaureate Social Work
Journal of Black Studies
Journal of Chemical Dependency Treatment
Journal of Child and Adolescent Group Therapy
Journal of Child & Adolescent Substance Abuse
Journal of Child Psychiatry and Psychiatry & Allied Disciplines
Journal of Child Sexual Abuse
Journal of Clinical Child Psychology
Journal of College Student Psychotherapy
Journal of Community Practice
Journal of Community Psychology
Journal of Consulting and Clinical Psychology
Journal of Continuing Social Work Education
Journal of Counseling Psychology
Journal of Criminal Justice
Journal of Crisis Intervention
Journal of Death and Dying
Journal of Divorce and Remarriage
Journal of Drug Issues
Journal of Elder Abuse & Neglect
Journal of Emotional Abuse
Journal of Family Issues
Journal of Family Ministry
Journal of Family Psychology
Journal of Family Psychotherapy
Journal of Family Social Work
Journal of Family Violence
Journal of Feminist Family Therapy
Journal of Gay and Lesbian Psychotherapy
Journal of General Psychology
Journal of Genetic Psychology
Journal of Geriatric Drug Therapy
Journal of Gerontological Social Work
Journal of Health and Social Policy
Journal of Homosexuality
Journal of Human Behavior in the Social Environment
Journal of Independent Social Work
Journal of Interpersonal Violence
Journal of Jewish Communal Services
Journal of Law and Social Work
Journal of Lesbian Studies
Journal of Long-Term Care Administration
Journal of Marital & Family Therapy
Journal of Marriage and the Family
Journal of Mind and Behavior
Journal of Multicultural Social Work
Journal of Neuro-AIDS
Journal of Neurovascular Disease
Journal of Nonprofit & Public Sector Marketing
Journal of Nutrition for the Elderly
Journal of Offender Rehabilitation
Journal of Peace Research
Journal of Pediatric Psychology
Journal of Personality & Social Psychology
Journal of Poetry Therapy
Journal of Police Negotiations, Crisis Management and Suicidology

Journal of Policy Analysis & Management
Journal of Prevention & Intervention in the Community
Journal of Progressive Human Services
Journal of Psychopathology and Behavioral Assessment
Journal of Psychosocial Onocology
Journal of School Psychology
Journal of Sex and Marital Therapy
Journal of Sex Education and Therapy
Journal of Sexual Aggression
Journal of Social Issues
Journal of Social Policy (U.K.)
Journal of Social Psychology
Journal of Social Service Research
Journal of Social Welfare
Journal of Social Work & Human Sexuality
Journal of Social Work Education
Journal of Sociology & Social Welfare
Journal of Specialists in Group Work
Journal of Studies in Alcohol
Journal of Teaching in Social Work
Journal of Traumatic Stress
Journal of Visual Impairment & Blindness
Journal of Voluntary Action Research: Nonprofit and Voluntary Sector Quarterly
Journal of Volunteer Administration
Journal of Youth and Adolescence
Marriage & Family Review
Mental Retardation
Merrill-Palmer Quarterly: Journal of Developmental Psychology
Migration World
Milbank Memorial Fund Quarterly
New Social Worker: The Magazine for Social Work Students and Recent Graduates
Nonprofit and Voluntary Sector Quarterly
Occupational Therapy in Health Care
Occupational Therapy in Mental Health
Omega: Journal of Death and Dying
Physical & Occupational Therapy in Geriatrics
Physical & Occupational Therapy in Pediatrics
Political Science Quarterly
Prevention in Human Services
Psychiatric Rehabilitation Journal
Psychiatric Services
Psychological Assessment
Psychological Bulletin
Psychology and Aging
Psychosocial Rehabilitation Journal
Psychotherapy
Psychotherapy in Private Practice
Psychotherapy Patient
Public Administration Review
Public Interest
Public Welfare
Reflections: Narratives of Professional Helping
Research on Aging
Research on Social Work Practice
Residential Treatment for Children and Youth
Research in Pharmaceutical Economics

Research on Social Work Practice
Rural Sociology
Scandinavian Journal of Social Welfare
School Social Work Journal
SCI Psychosocial Process
Sex Roles
Small Group Research
Smith College Studies in Social Work
Social Development Issues
Social Forces
Social Indicators Research
Social Policy
Social Problems
Social Science Quarterly
Social Science and Medicine
Social Service Review
Social Thought – Journal of Religion in the Social Services
Social Work
Social Work and Christianity: An International Journal
Social Work and Social Sciences Review
Social Work Education
Social Work in Education
Social Work in Health Care
Social Work Research
Social Work Research & Abstracts
Social Work with Groups
Social Work with Women
Society
Special Services in the Schools
Substance Abuse
Substance Abuse and Misuse
Student Assistance Journal
Suicide and Life-Threatening Behavior
Urban Affairs Quarterly
Urban Social Change
Urban and Social Change Review
Violence Against Women
Women and Health
Women & Politics
Women & Therapy

COUNCIL ON SOCIAL WORK EDUCATION (CSWE) ACCREDITATION STANDARDS (2015)

(**https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx**)

COUNCIL ON SOCIAL WORK EDUCATION
ACCREDITATION STANDARDS (2015)

Introduction

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews. The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA. The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts. The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents. For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org. July 2015 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.

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

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

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

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

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

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

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

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

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

• make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

• use technology ethically and appropriately to facilitate practice outcomes; and

• use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

• present themselves as learners and engage clients and constituencies as experts of their own experiences; and

• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
• 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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, 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;
• facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
• select and use appropriate methods for evaluation of outcomes;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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

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

Values

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

Program Context

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

Accreditation Standard 1.0—Program Mission and Goals

1.0.1 The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.

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.

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

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

Accreditation Standard M2.1—Specialized Practice

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

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

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

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

Educational Policy 2.2—Signature Pedagogy: Field Education

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

Accreditation Standard 2.2—Field Education

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

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

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

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

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

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

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

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

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

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

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

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

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

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

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

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

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

Admissions
B3.1.1 The program identifies the criteria it uses for admission to the social work program.
M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

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

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

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

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

Advisement, retention, and termination

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

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

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

Student participation

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

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

3.2—Faculty

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

Accreditation Standard 3.2—Faculty

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

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

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

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

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

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

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

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

Educational Policy 3.3—Administrative and Governance Structure

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

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

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

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

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

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

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

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

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

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

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

3.3.5 The program identifies the field education director.

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

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

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

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

required for baccalaureate programs. The program demonstrates this time is sufficient. **M3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient. **3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

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

Accreditation Standard 3.4—Resources

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

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

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

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

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

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

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 multidimensional 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 multidimensional, the assessment methods used and the data collected may vary by context.

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

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

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

stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

(NASW)
CODE OF ETHICS
(2021)

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

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 dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

Furthermore, 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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

Ethical Principles

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

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

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

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

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

Value: Integrity
Ethical Principle: Social workers behave in a trustworthy manner.
Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. 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

NASW Code of Ethics: Ethical Standards

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 their 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 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 others 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 Competence

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

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.

(d) Social workers should obtain education about and demonstrate understanding of 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.

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. 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) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each

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

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

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

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

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

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

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

(m) Social workers should take 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 Web sites 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 client. 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

NASW Code of Ethics: Ethical Standards

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

NASW Code of Ethics: Ethical Standards

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 these 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

NASW Code of Ethics: Ethical Standards

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

NASW Code of Ethics: Ethical Standards

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 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.

NATIONAL ASSOCIATION OF

SOCIAL WORKERS (NASW)

STANDARDS FOR CLINICAL SOCIAL WORK PRACTICE

(2005)

https://www.socialworkers.org/LinkClick.aspx?fileticket=YOg4qdefLBE%3D&portalid=0

THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)
STANDARDS FOR CLINICAL SOCIAL WORK IN SOCIAL WORK PRACTICE

Standard 1. Ethics and Values
Clinical social workers shall adhere to the values and ethics of the social work profession, utilizing the NASW *Codes of Ethics* as a guide to ethical decision making.

Standard 2. Specialized Practice Skills and Intervention
Clinical social workers shall demonstrate specialized knowledge and skills for effective clinical intervention with individuals, families, and groups.

Standard 3. Referrals
Clinical social workers shall be knowledgeable about community services and make appropriate referrals, as needed.

Standard 4. Accessibility to Clients
Clinical social workers shall be accessible to clients during nonemergency and emergency situations.

Standard 5. Privacy and Confidentiality
Clinical social workers shall maintain adequate safeguards for the private nature of the treatment relationship.

Standard 6. Supervision and Consultation
Clinical social workers shall maintain access to professional supervision and/or consultation.

Standard 7. Professional Environment and Procedures
Clinical social workers shall maintain professional offices and procedures.

Standard 8. Documentation
Documentation of services provided to or on behalf of the client shall be recorded in the client's file or record of services.

Standard 9. Independent Practice
Clinical social workers shall have the right to establish an independent practice.

Standard 10. Cultural Competence
Clinical social workers shall demonstrate culturally competent service delivery in accordance with the *NASW Standards for Cultural Competence in Social Work Practice*.

Standard 11. Professional Development
Clinical social workers shall assume personal responsibility for their continued professional development in accordance with the *NASW Standards for Continuing Professional Education* and state requirements.

Standard 12. Technology
Clinical social workers shall have access to computer technology and the Internet, as the need to communicate via e-mail and to seek information on the Web for purposes of education, networking, and resources is essential for efficient and productive clinical practice.

Introduction

Clinical social workers represent the largest group of behavioral health practitioners in the nation. They are often the first to diagnose and treat people with mental disorders and various emotional and behavioral disturbances. Clinical social workers are essential to a variety of client-centered settings, including community mental health centers, hospitals, substance use treatment and recovery programs, schools, primary health care centers, child welfare agencies, aging services, employee assistance programs, and private practice settings.

Clinical social work has a primary focus on the mental, emotional, and behavioral well-being of individuals, couples, families, and groups. It centers on a holistic approach to psychotherapy and the client's relationship to his or her environment. Clinical social work views the client's relationship with his or her environment as essential to treatment planning.

Clinical social work is a state-regulated professional practice. It is guided by state laws and regulations. In most instances, clinical social workers are required to have the following credentials:
- a master's degree from a social work program accredited by the Council on Social Work Education
- a minimum of two years or 3,000 hours of post-master's degree experience in a supervised clinical setting [Note: The State of Georgia requires **three** years of post-master's degree experience in a clinical setting supervised by a Qualified Licensed Social Worker.]
- a clinical license in the state of practice.

Clinical social work is broadly based and addresses the needs of individuals, families, couples, and groups affected by life changes and challenges, including mental disorders and other behavioral disturbances. Clinical social workers seek to provide essential services in the environments, communities, and social systems that affect the lives of the people they serve.

Goals of the Standards
Clinical social workers are committed to the delivery of competent services to individuals, families, couples, and groups. Therefore, they shall recognize the client's role in his or her treatment planning and the client's right to have a knowledgeable, skilled practitioner who is guided by sound ethical practice.

These *Standards for Clinical Social Work Practice* set forth by the National Association of Social Workers (NASW) are intended to guide clinical social workers in all clinical settings. Specifically, the goals of the standards are to:
- maintain or improve the quality of services provided by clinical social workers
- establish professional expectations to assist social workers in monitoring and evaluating their clinical practice
- provide a framework for clinical social workers to assess responsible, professional behavior

- inform consumers, government regulatory bodies, and others about the professional standards for clinical social work practice.

The scope of clinical social work extends across many practice settings and populations. It is anticipated that these standards will reinforce and support current clinical practice in all settings, while affirming the value of clinical social work services as a discrete practice area.

Definitions

Client/Patient/Consumer
Social workers generally use the term "client" to refer to the individual, group, family, or community that seeks or is provided with professional services. The client is often seen as both the individual and the client system or those in the client's environment. The term "consumer" is also used in settings that view the client as the consumer, that is, one capable of deciding what is best for her or himself and encourages self-advocacy and self-judgment in negotiating the social service and welfare system. The term "patient" is more commonly used by social workers employed in health care settings (Barker, 2003). The term patient may also be used for insurance reimbursement purposes in health and mental health settings.

Clinical Social Work
Clinical social work is the professional application of social work theory and methods to the diagnosis, treatment, and prevention of psychosocial dysfunction, disability, or impairment, including emotional, mental, and behavioral disorders (Barker, 2003).

Counseling
This is a procedure that is often used in clinical social work and other professions to guide individuals, families, couples, groups, and communities by such activities as delineating alternatives, helping to articulate goals, and providing needed information (Barker, 2003).

Person-in-Environment Perspective
This orientation views the client as part of an environmental system. It encompasses reciprocal relationships and other influences between an individual, relevant others, and the physical and social environment (Barker, 2003).

Psychodynamic
This word pertains to the cognitive, emotional, and volitional mental processes that consciously and unconsciously motivate an individual's behavior. These processes are the product of the interplay among a person's genetic and biological heritage, the sociocultural milieu, past and current realities, perceptual abilities and distortions, and his or her unique experiences and memories (Barker, 2003).

Psychotherapy
Psychotherapy is a specialized, formal interaction between a social worker or other mental health professional and a client (either individual, couple, family, or group) in which a

therapeutic relationship is established to help resolve symptoms of mental disorder, psychosocial stress, relationship problems, and difficulties in coping in the social environment. Types of psychotherapy include, but are not limited to family therapy, group therapy, cognitive–behavioral therapy, psychosocial therapy, and psychodrama (Barker, 2003).

Therapy
This is a systematic process designed to remedy, cure, or abate some disease, disability, or problem. This term is often used by social workers as a synonym for individual psychotherapy, conjoint therapy, couples therapy, psychosocial therapy, or group therapy (Barker, 2003).

**Standards for Clinical Social Work
in Social Work Practice**

Standard 1. Ethics and Values

Clinical social workers shall adhere to the values and ethics of the social work profession, utilizing the NASW Code of Ethics as a guide to ethical decision making.

Interpretation
The social work mission is rooted in six core values: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence (NASW, 1999). All social workers have a responsibility to embrace these values as a service to clients, the profession, self, colleagues, and society. In delivering clinical social work services, the social worker's primary responsibility is to his or her client. Clinical social workers shall acknowledge the right of clients to receive competent psychosocial services and demonstrate a commitment to act on professional judgment and convictions, which are informed by the NASW *Code of Ethics* (1999).

Clinical social workers shall be prepared for the challenges that encompass the assessment and treatment of people with mental disorders and behavioral or emotional disturbances. This includes maintaining a commitment to the client while simultaneously demonstrating responsibility to the practice setting, society, and local, state, and federal policies and regulations governing the social worker's clinical practice. In the event that conflicts arise among competing interests, social workers are directed to the NASW *Code of Ethics* as one of the reference points for decision making. Services should only be provided in a setting in which the professional relationship can be maintained. Clinical social workers should adhere to the NASW *Code of Ethics* with regard to limits on private and/or dual relationships with clients.

Standard 2. Specialized Practice Skills and Interventions

Clinical social workers shall demonstrate specialized knowledge and skills for effective clinical interventions with individuals, families, couples, and groups.

Interpretation

Drawing on knowledge of systems theory, person-in-environment orientation, psychodynamic theory, interpersonal dynamics, and family systems, clinical social workers shall be familiar with social, psychological, cultural, and health factors that influence the mental, emotional, and behavioral functioning of the client. They shall have knowledge of theories of personality and behavior and be aware of sociocultural and environmental influences, as well as conditions that have an impact on the physical and emotional state of the client.

In addition to the above, clinical social workers shall have the ability to:
- establish and maintain a relationship of mutual respect, acceptance, and trust
- gather and interpret social, personal, environmental, and health information
- evaluate and treat problems within their scope of practice
- establish achievable treatment goals with the client
- facilitate cognitive, affective, and behavioral changes consistent with treatment goals
- evaluate the effectiveness of treatment services provided to the client
- identify appropriate resources and assessment instruments, as needed
- advocate for client services
- collaborate effectively with other social work or allied professionals, when appropriate.

When additional knowledge and skills are required to address clients' needs, the clinical social worker shall seek appropriate training, supervision, or consultation, or refer the client to a professional with the appropriate expertise. Clinical social workers shall limit the scope of their practice to those clients for whom they have the knowledge, skill, and resources to serve. They shall be accountable for all aspects of their professional judgment, behavior, and decisions.

Standard 3. Referrals

Clinical social workers shall be knowledgeable about community services and make appropriate referrals, as needed.

Interpretation

To ensure that clients receive optimal psychosocial services, it is sometimes beneficial to collaborate or coordinate services with appropriate community programs to strengthen or improve the continuity of care.

Clinical social workers shall be knowledgeable about available community resources and advocate on behalf of the client for appropriate services. The clinical social worker shall maintain collaborative contacts with social work or other related professionals and make appropriate referrals, as needed.

The clinical social worker shall not share information about the client without the client's informed consent or as otherwise indicated in Standard 5.

Standard 4. Accessibility to Clients

Clinical social workers shall be accessible to their clients.

Interpretation
Clinical social workers shall be available to provide clinical services to clients during regularly scheduled appointment times or sessions. In addition, the clinical social worker shall develop emergency plans or be available to the client for emergency coverage during vacations, holidays, illnesses, and at other times when the office may be closed. Arrangements or plans and procedures for emergency coverage shall be made in partnership with competent mental health professionals or reputable institutions and should be discussed with the client at the initial face-to-face interview.

In addition, the office setting should be accessible and/or have helping devices for persons with disabilities, or office limitations should be discussed prior to scheduling appointments.

Standard 5. Privacy and Confidentiality

Clinical social workers shall maintain adequate safeguards for the private nature of the treatment relationship.

Interpretation:
Confidentiality is a basic principle of social work intervention. It ensures the client that what is shared with the social worker will remain confidential, unless there is an ethical or legal exception. All information related to or obtained from the client by the clinical social worker shall be viewed as private and confidential. Clinical social workers shall be familiar and comply with local, state, and federal mandates governing privacy and confidentiality, such as the federal Health Insurance Portability and Accountability Act (HIPAA) requirements and state medical records laws.

Information obtained by the social worker from or about the client shall be viewed as private and confidential, unless the client gives informed consent for the social worker to release or discuss the information with another party. There may be other exceptions to confidentiality as required by law or professional ethics. Social workers should be familiar with national, state, and local exceptions to confidentiality, such as mandates to report when the client is a danger to self or others and for reporting child or elder abuse and neglect. The clinical social worker shall advise the client of confidentiality limitations and requirements at the beginning of treatment.

Professional judgment in the use of confidential information shall be based on best practice, as well as legal, and ethical considerations.

Standard 6. Supervision and Consultation

Clinical social workers shall maintain access to professional supervision and/or consultation.

Interpretation

Clinical social workers should ensure that professional social work supervision is available to them in a clinical setting for the first five years of their professional experience (NASW, 2004). If clinical social worker supervisors are not available or accessible, case consultation may be obtained from qualified professionals of other related disciplines. Those clinical social workers with more than five years of clinical experience shall use consultation on an as-needed, self-determined basis. Clinical social workers shall adhere to state and federal statutes and regulations regarding supervision and consultation in their states of practice.

When appropriate, clinical social workers should offer their expertise to individuals, groups, and organizations, as well as offer training and mentoring opportunities to beginning social workers or those making the transition into clinical social work. In addition, experienced clinical social workers who are able should offer supervision to social workers seeking state licensure for clinical social work practice.

Standard 7. Professional Environment and Procedures

Clinical social workers shall maintain professional offices and procedures.

Interpretation

Agencies providing clinical social work services and clinical social workers in private or independent practice shall develop and implement written policies that describe their office procedures, such as the client's rights, including the right to privacy and confidentiality; notices and authorizations; procedures for release of information, fee agreements; procedures for payment; cancellation policy; and coverage of services during emergency situations or when the clinical social worker is not available. These policies shall be made available to and reviewed with each client at the beginning of treatment.

Clinical social workers should maintain appropriate liability insurance and have a current working knowledge of risk management issues.

In addition to the above, the treatment setting shall be properly maintained to ensure a reasonable degree of comfort, privacy, and security for the social worker and the client.

Standard 8. Documentation

Documentation of services provided to, or on behalf of, the client shall be recorded in the client's file or record of services.

Interpretation

Clinical social workers must document all services rendered to clients and keep the records in a secure location, maintaining them as private and confidential records. Documentation

must reflect an accurate account of services. Progress notes, reports, and summaries of services shall be regularly recorded in the client's file and be consistent with all applicable local, state, and federal statutory, regulatory, or policy requirements. Records must meet current federal provisions regarding privacy, security, and electronic transactions standards and code sets.

Standard 9. Independent Practice

Clinical social workers shall have the right to establish an independent practice.

Interpretation:
Clinical social workers may establish an independent solo or group practice. When doing so, they shall ensure that all services, including diagnostic and treatment planning, meet professional standards. When clinical social workers employ staff, they, as employers, bear responsibility for the competency of all services provided; maintaining clinical and ethical standards; and upholding all local, state, and federal regulations. To avoid conflicts of interest, clinical social workers who are both employed by agencies and have independent practices shall not refer agency clients to themselves without prior agreement with the agency and consent of the client. In addition, the clinical social worker shall have offered alternative options to the client, such as transferring the client to another treatment provider within the agency or terminating services.

Clinical social workers in private or independent practice may bill third-party payers or their clients for services rendered. Clients shall be provided with all invoices and receipts in a timely manner. When a client can no longer afford services—or a third-party payer or an agency terminates services—an alternative mutually agreed upon with the client may be instituted, which could include, for example, a referral, termination of services, a sliding scale, or pro bono services. If services continue, consideration must be given to any applicable federal or state laws and regulations as well as insurance or managed care contracts that may limit the type of continuing care.

When a client chooses to terminate treatment, the clinical social worker will offer to aid the client in exploring barriers to treatment and re-examine the treatment plan to help the client reach termination constructively. When appropriate, the clinical social worker shall refer the client to another qualified treatment provider.

Standard 10. Cultural Competence

Clinical social workers shall demonstrate culturally competent service delivery in accordance with the *NASW Standards for Cultural Competence in Social Work Practice*.

Interpretation
The increasingly diverse population seeking psychosocial services requires that clinical social workers raise their awareness and appreciation of cultural differences. Clinical social workers shall have, and continue to develop, specialized knowledge and understanding

about history, traditions, values, and family systems as they relate to clinical practice with individuals, families, and groups. Clinical social workers shall be knowledgeable about and demonstrate practice skills consistent with the *NASW Standards for Cultural Competence in Social Work Practice* (2001).

In addition, clinical social workers need to be knowledgeable about the deleterious effects of racism, sexism, ageism, heterosexism or homophobia, anti-Semitism, ethnocentrism, classism, and disability-based discrimination on clients' behavior, mental and emotional well-being, and course of treatment.

Clinical social workers must also recognize racial, ethnic, and cultural differences that may be interpreted as barriers to treatment and develop skills to ameliorate such barriers.

Standard 11. Professional Development

Clinical social worker workers shall assume personal responsibility for their continued professional development in accordance with the <u>NASW Standards for Continuing Professional Education</u> and state requirements.

Interpretation
To practice effectively, clinical social workers must remain knowledgeable about emerging theories and interventions, best practice models in the social work profession, and changes in policies and regulatory reforms such as the HIPAA regulations. Clinical social workers shall seek to enhance their skills and understanding by staying abreast of research to ensure that their practice reflects the most current knowledge. Clinical social workers should also seek continuing education about risk management and professional liability issues.

Numerous opportunities in professional development are available through NASW and other professional organizations or institutions, coalitions, and service agencies at local, state, and national levels. Clinical social workers should regularly participate in and contribute to professional conferences and training activities and contribute to and promote professional publications.

Standard 12. Technology

Clinical social workers shall have access to computer technology and the Internet, as the need to communicate via e-mail and to seek information on the Web for purposes of education, networking, and resources is essential for efficient and productive clinical practice.

Interpretation
Clinical social workers are increasingly using the Web, computers, and other electronic technology to improve the quality of services for clients, to communicate with other professionals, and for documentation purposes. Clinical social workers should keep abreast of electronic changes that may affect practice. Technology may be integrated into clinical practice; however, appropriate safeguards for client privacy shall be used.

Clinical social workers should engage in ongoing training in technology applications relevant to clinical social work practice including assessment and treatment, research, policy, education, and resource tracking and development. Free information on the Standards is located on the NASW Web site: www.socialworkers.org. Purchase full document from NASW Press at 1.800.227.3590.

References

Barker, R. L. (2003). *The social work dictionary* (4th ed.). Washington, DC: NASW Press.

Health Insurance Portability and Accountability Act of 1996, P.L. 104-191, 110 Stat. 1936.

National Association of Social Workers. (1999). *Code of ethics of the National Association of Social Workers*. Washington, DC: NASW Press.

National Association of Social Workers. (2001). *NASW standards for cultural competence in social work practice*. Washington, DC: Author.

National Association of Social Workers. (2002). *NASW standards for continuing Professional education*. Washington, DC: Author.

National Association of Social Workers. (2004). *Clinical social workers in private practice: A reference guide*. Washington, DC: Author.

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)

STANDARDS AND INDICATORS FOR CULTURAL COMPETENCE

(2015)

https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D

Standards Standard 1. Ethics and Values
Social workers shall function in accordance with the values, ethics, and standards of the NASW (2021) Code of Ethics. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Standard 2. Self-Awareness
Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Standard 3. Cross-Cultural Knowledge
Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Standard 4. Cross-Cultural Skills
Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Standard 5. Service Delivery
Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address, service gaps affecting specific cultural groups.

Standard 6. Empowerment and Advocacy
Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Standard 7. Diverse Workforce
Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and organizations to ensure diversity within the profession.

Standard 8. Professional Education
Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

Standard 9. Language and Communication
Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills,

people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Standard 10. Leadership to Advance Cultural Competence
Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

Introduction

This revision of the Standards and Indicators for Cultural Competence in the Social Work Practice (the Standards) reflects the growth in the understanding of cultural competence since the development of both the NASW Standards for Cultural Competence in Social Work Practice published in 2001 and the Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice (NASW, 2007). These revised standards are anchored in the policy statement "Cultural and Linguistic Competence in the Social Work Profession" published in Social Work Speaks: National Association of Social Workers Policy Statements (NASW, 2015) and the NASW (2008) Code of Ethics, which charges social workers with the ethical responsibility to be culturally competent. The Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice was developed in 2007 as an extension of the standards to provide additional guidance on the implementation and realization of culturally competent practice.

This revision, developed by the 2015 NASW National Committee on Racial and Ethnic Diversity, builds on the previous work to introduce new concepts and expand on others. These standards reinforce the concept of "culture" as being inclusive beyond race and ethnicity; inclusive of, but not limited to, sexual orientation, gender identity or expression, and religious identity or spirituality. Similarly, they reinforce the intended audience for these standards to be the broad spectrum of social work practice at the micro, mezzo, and macro levels. The revised standards retain the concept of "competence" as an indicator of attitudes, knowledge, and skills that enable effective cross-cultural practice. As with any competency, there is the expectation of continual growth and learning. The revised standards introduce concepts of "cultural humility," as a guiding stance vis-à-vis cultural differences, and "intersectionality," as a way of understanding the complexity of the experiences of those at the margins of our society. In addition, the revision introduces "language and communication" to address a range of communication issues including limited English proficiency, low literacy, and disabilities. Finally, the revisions revisit the way the social work profession engages in leadership to advance cultural competence within the profession, human services, and society at large and to challenge structural and institutional oppression.

NASW "promotes and supports the implementation of cultural and linguistic competence at three intersecting levels: the individual, institutional, and societal. Cultural competence requires social workers to examine their own cultural backgrounds and identities while

seeking out the necessary knowledge, skills, and values that can enhance the delivery of services to people with varying cultural experiences associated with their race, ethnicity, gender, class, sexual orientation, religion, age, or disability [or other cultural factors]" (NASW, 2015, p. 65).

The United States is constantly undergoing major demographic changes. The demographic shift is projected to continue with increased diversity in our population—American born and immigrants and refugees. In 1980, 80 percent of the population was white; in 2014, the proportion had decreased to 63 percent and is projected through 2050 to continue this decline to 44 percent (Ortman & Guarneri, n.d.). Shifts in the growth of black, Hispanic, Asian and Pacific Islander, and American Indian/Alaskan Native populations are projected to continue to increase, with more than 50 percent of Americans expected to belong to one of these groups by 2044 (Colby & Ortman, 2015). These demographic changes increase the diversity that social work practitioners, administrators, and executives encounter daily in their settings. These changes affect the social work policy agenda at organizational, community, county, state, and national levels. They challenge social work educators to effectively recruit, retain, and graduate a diverse student body, and to deliver a robust curriculum that embeds the implications of cultural diversity in all aspects of social work practice. Finally, these demographic changes challenge social work researchers to examine questions of relevance to culturally diverse populations and engage in culturally competent research practices. The social work profession, with contributions of pioneers such as Richmond (1922), Reynolds (1935), and Bartlett (1970), traditionally has emphasized the importance of the person-in-environment (PIE) model to address social functioning, in which individuals experience relationships influenced by interrelated factors of environmental, physical, and emotional challenges; Karls and O'Keefe (2008) have advanced the PIE concept to address functionality. Social workers using this ecological perspective for assessment recognize the need to attend to important cultural factors that have meaning for clients.

Diversity, more than race and ethnicity, includes the sociocultural experiences of people inclusive of, but not limited to, national origin, color, social class, religious and spiritual beliefs, immigration status, sexual orientation, gender identity or expression, age, marital status, and physical or mental disabilities. The social work and human services literature includes content areas that address culturally appropriate and culturally competent interventions. These include addressing racial identity formation for people of color as well as for white people; the interrelationship among class, race, ethnicity, and gender; working with low-income families; working with older adults; the importance of religion and spirituality in the lives of clients; the development of gender identity and sexual orientation; immigration, acculturation, and assimilation stressors; biculturalism; working with people with disabilities; empowerment skills; community building; reaching out to new populations of color; conscious and unconscious bias; cultural humility, culture-specific and culturally adapted interventions; and training in culturally competent models of practice.

Cultural competence in social work practice implies a heightened consciousness of how culturally diverse populations experience their uniqueness and deal with their differences

and similarities within a larger social context. Concurrently, cultural competence requires social workers to use an intersectionality approach to practice, examining forms of oppression, discrimination, and domination through diversity components of race and ethnicity, immigration and refugee status, religion and spirituality, sexual orientation and gender identity and expression, social class, and abilities. Furthermore, it requires social workers to acknowledge their own position of power vis-à-vis the populations they serve and to practice cultural humility (Tervalon & Murray-Garcia, 1998). The achievement of cultural competence is an ongoing process.

Cultural competence is not just a statement of quality practice. Cultural competence also requires advocacy and activism. It is critically important to provide quality services to those who find themselves marginalized; and it is also essential to disrupt the societal processes that marginalize populations. Cultural competence includes action to challenge institutional and structural oppression and the accompanying feelings of privilege and internalized oppression. Although these standards and their accompanying indicators describe an ideal state, the National Committee on Racial and Ethnic Diversity (NCORED) encourages social work practitioners and agency leaders to put forth good faith efforts to use them.

Definitions

In 2015 NCORED revised the definitions of culture and cultural competence and added definitions of cultural humility and intersectionality that are important to social work practice at the micro, mezzo, and macro levels. Definitions are drawn from the NASW (2008) Code of Ethics, the 10th edition of Social Work Speaks (2015), the 6th edition of The Social Work Dictionary (Barker, 2013), and other academic sources.

Areas of Practice
 In these standards, "practice" refers to at all levels of practice—micro, mezzo, and macro.

Macro Practice
Social work practice "aimed at bringing about improvement and changes in the general society. Such activities include some types of political action, community organization, public education campaigning, and the administration of broad-based social services agencies or public welfare departments" (Barker, 2013, p. 253).

Mezzo Practice
Refers to "social work practice primarily with families and small groups. Important activities at this level include facilitating communication, mediation, and negotiation; educating; and bringing people together" (Barker, 2013, p. 269).

Micro Practice
"The term used by social workers to identify professional activities that are designed to help solve the problems faced primarily by individuals, families, and small groups. Usually, micro practice focuses on direct intervention on a case-by-case basis or in a clinical setting" (Barker, 2013, p. 269).

Cissexism

Cissexism is discrimination against individuals who identify with and/or present as a different sex and gender than assigned at birth and privilege conveyed on individuals who identify with and/or present as the same sex and gender as assigned at birth. It is a form of sexism based on sexual and gender identity and expression (Hibbs, 2014).

Culture

Culture is a universal phenomenon reflecting diversity, norms of behavior, and awareness of global interdependence (Link & Ramanathan, 2011).

The word "culture" implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group (Gilbert, Goode, & Dunne, 2007). Culture often is referred to as the totality of ways being passed on from generation to generation. The term "culture" includes ways in which people with disabilities or people from various religious backgrounds or people who are gay, lesbian, or transgender experience the world around them. Culture includes, but is not limited to, history, traditions, values, family systems, and artistic expressions of client groups served in the different cultures related to race and ethnicity, immigration and refugee status, tribal status, religion and spirituality, sexual orientation, gender identity and expression, social class, and abilities.

The Preamble to the NASW (2008) Code of Ethics states, "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" (p. 1). And it continues, "Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice" (p. 1).

Cultural and ethnic diversity is mentioned in 13 two ethical standards:
      (1) Value: *Social Justice*
         Ethical Principle: Social workers challenge social injustice. Social workers' social change efforts are focused on issues of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity.
      (2) Value: *Dignity and* Worth of the Person
         Ethical Principle: Social workers respect the inherent dignity and worth of the person. This value states that social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.

Cultural Competence

Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, spiritual traditions, immigration status, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and

communities and protects and preserves the dignity of each (Fong, 2004; Fong & Furuto, 2001; Lum, 2011). "Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or amongst professionals and enable the system, agency, or those professions to work effectively in cross-cultural situations" (National Center for Cultural Competence, n.d., p. 1).

Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (Davis & Donald, 1997). Competence in cross-cultural functioning means learning new patterns of behavior and effectively applying them in appropriate settings. Gallegos (1982) provided one of the first conceptualizations of ethnic competence as "a set of procedures and activities to be used in acquiring culturally relevant insights into the problems of minority clients and the means of applying such insights to the development of intervention strategies that are culturally appropriate for these clients" (p. 4). This kind of sophisticated cultural competence does not come naturally to any social worker and requires a high level of professionalism and knowledge. Other culturally related terms exist, such as "cultural responsiveness," "cultural proficiency," and "cultural sensitivity." Note that the definitions of some of these terms are similar to the definitions of cultural competence. However, others, such as "cultural sensitivity," do not incorporate an expectation of skillful or effective action.

On the organizational level, there are five essential elements that contribute to a culturally competent system (Cross, Bazron, Dennis, & Isaacs, 1989). The system should (1) value diversity, (2) have the capacity for cultural self-assessment, (3) be conscious of the dynamics inherent when cultures interact, (4) institutionalize cultural knowledge, and (5) develop programs and services that reflect an understanding of diversity between and within cultures. These five elements must be manifested in every level of the service delivery system. They should be reflected in attitudes, structures, policies, and services. The specific ethical standard for culturally competent social work practice is contained under Section 1 of the NASW (2008) Code of Ethics—Social Workers' Ethical Responsibilities to Clients.

1.05 Cultural Competence and Social Diversity
- Social workers should understand culture and its functions in human behavior and society, recognizing the strengths that exist in all cultures.
- 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.
- Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

Finally, the NASW (2008) Code of Ethics reemphasizes the importance of cultural competence in Section 6: Social Workers' Ethical Responsibilities to the Broader Society.

6.04Social and Political Action

- Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- 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. Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
- Cultural competence is never fully realized, achieved, or completed; it is a lifelong process for social workers who will always encounter diverse clients and new situations in their practice. Supervisors, colleagues, and workers should have the expectation that cultural competence is an ongoing learning process integral and central to daily supervision.

Cultural Humility

For development of cultural competence knowledge, training, acquiring, and use of skill sets to be effective, we need to be both aware and attentive to the dynamic quality of culture and be committed to the practice of cultural humility. Cultural humility is an important facet of professional identity that encourages self-evolvement and evolvement of self through one's professional life. It also includes evolvement of the profession's identity that bridges social distance as well as power differential between the social worker and client systems (Ramanathan, 2014).

Cultural humility refers to the attitude and practice of working with clients at the micro, mezzo, and macro levels with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings. According to Tervalon and Murray-Garcia (1998), "Cultural humility incorporates a lifelong commitment to self-evaluation and self-critique, to redressing the power imbalances in the patient–physician dynamic, and to developing mutually beneficial and non-paternalistic clinical and advocacy partnerships with communities on behalf of individuals and defined populations" (p. 117). As Hook, Davis, Owen, Worthington, and Utsey (2013) suggested, cultural humility is a way of maintaining an interpersonal stance that is other-oriented.

Intersectionality

Intersectionality theory (grounded in a feminist perspective) examines forms of oppression, discrimination, and domination as they manifest themselves through diversity components (Crenshaw, 1989; Hancock, 2007; Hunt, Zajicek, Norris, & Hamilton, 2009; Viruell-Fuentes, Miranda, & Abdulrahim, 2012). These diversity components include such multiple identities as race and ethnicity, immigration, refugee and tribal status, religion and spirituality, sexual orientation, gender identity and expression, social class, and mental or

physical disabilities. An intersectionality approach to social work practice at the micro, mezzo, and macro levels includes integrating the various diversity components and identities and approaching practice from a holistic point of view. For example, a social worker would approach a first-generation client in the context of the client's family and with recognition of the person's race and ethnicity, religion and spiritual expression, social class, sexual orientation, abilities, and other factors. Intersectionality theory is reinforced by critical race theory and social systems theory, emphasizing human behavior in the social environments. Thus, intersectionality perspective provides a comprehensive approach with a commitment to social justice and captures transactions in the PIE configuration that form the common base for social work knowledge and practice.

Goals and Objectives
These standards provide focus for the development of culturally competent social work practice. These standards provide guidance to social workers in all areas of social work practice in responding effectively to culture and cultural diversity in policy and practice settings.

These standards, revised in 2015, incorporate updated literature in culturally competent practice. These revised standards are intended to be inclusive of all populations served and focused on self-awareness, cultural humility, and the dynamics of power and privilege. Cultural humility, which is integral to culturally competent practice, is described and highlighted in this revision of the standards.

The specific goals of the standards are to
- enhance knowledge, skills, and values in practice and policy development relative to culturally diverse populations
- articulate specific standards to guide growth, learning, and assessment in the area of cultural competence
- establish indicators so that social workers in all areas of practice can monitor and evaluate culturally competent practice and policies in relationship to these standards
- educate consumers, governmental regulatory bodies, insurance carriers, and others about the profession's standards for culturally competent practice
- maintain or improve the quality of culturally competent services provided by social workers in agencies, programs, and private practice settings
- inform specific ethical guidelines for culturally competent social work practice in agency and private practice settings
- document standards for agencies, peer review committees, state regulatory bodies, insurance carriers, and others.

Standards and Indicators for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values
Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) Code of Ethics. Cultural competence requires self-awareness, cultural

humility, and the commitment to understanding and embracing culture as central to effective practice.

Interpretation

A major characteristic of a profession is its ability to establish ethical standards to help professionals identify ethical issues in practice and to guide them in determining what is ethically acceptable and unacceptable behavior (Reamer, 1998). The NASW (2008) Code of Ethics speaks directly to cultural competence in section 1.05, Cultural Competence and Social Diversity. The Code of Ethics includes a mission statement, which sets forth several key elements in social work practice, mainly the social workers' commitment to enhancing human well-being and helping meet basic human needs of all people; client empowerment; service to people who are vulnerable and oppressed; focus on individual well-being in a social context; promotion of social justice and social change; and sensitivity to cultural and ethnic diversity. Social workers clearly have an ethical responsibility to be culturally competent. The NASW (2008) Code of Ethics also identifies service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence—all values that provide a foundation for culturally competent practice.

Regarding cultural competence the NASW (2008) Code of Ethics states,

- Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- 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.
- Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

The term "cultural humility" (Tervalon & Murray-Garcia, 1998) has been introduced in these standards to underscore its importance in culturally competent practice. In relationship to child welfare practice, Ortega and Faller (2011) described a cultural humility perspective as one that "encourages workers to take into account an individual's multiple identities and the ways in which their social experiences impact their worldview, particularly as it related to their expression of their culture. This perspective has the benefit of placing the worker in a learning mode as opposed to maintaining power, control and authority in the working relationship, especially over cultural experiences about which the client is far more knowledgeable" (p. 33). The practice of cultural humility provides greater focus on the role of the social worker as learner and listener, empowering clients as "expert" in their own lives. In this context, cultural humility is viewed as both a value and practice.

Culture may affect how individuals cope with problems and interact with each other. What is assessed as behaviorally appropriate in one culture may be assessed as problematic in another. Accepted practice in one culture may be prohibited in another. To fully understand and appreciate these differences, social workers must be familiar with varying cultural traditions and norms.

Clients' cultural backgrounds may affect their help-seeking behaviors. The ways in which social services are planned and implemented must be culturally sensitive and responsive to client needs to be effective. Cultural competence builds on the profession's ethics and values relative to self-determination and individual dignity and worth and embraces the practices of inclusion, tolerance, cultural humility, and respect for culture and diversity, broadly defined. Social workers are required to address the struggle with ethical dilemmas arising from value conflicts or special needs of marginalized clients (such as helping clients enroll in mandated training or mental health services that are culturally insensitive). Cultural competence requires social workers to recognize the strengths that exist in all cultures while renouncing cultural practices that violate human rights and dignity. For example, some cultures subjugate women, oppress people based on sexual orientation, or value the use of corporal punishment and the death penalty. Cultural competence in social work practice must be informed by and applied within the context of NASW's Code of Ethics and the United Nations Declaration of Human Rights.

Indicators
Culturally competent social workers shall demonstrate
1. knowledge and practice of the NASW Code of Ethics
2. understanding of cultural humility as integral to client self-determination and worker self-awareness
3. commitment to social justice and human rights
4. ability to describe and negotiate areas of conflict and congruity between their personal and professional values and those of other cultures.
5. ability to recognize the convergence and disparity between the values and practices of the dominant society and the values and practices of the historically oppressed, underrepresented, and underserved populations
6. respect for cultural differences and affirmation of cultural strengths
7. capacities to manage and effectively negotiate the ethical dilemmas encountered in work with marginalized groups in relation to
   - boundaries
   - conflicts in values and expectations
   - power and privilege
   - norms of behavior
   - styles of advocacy
   - diverse values and beliefs
   - dual relationships
   - styles of conflict management

Standard 2. Self-Awareness
Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Interpretation

Cultural competence requires social workers to examine their own cultural backgrounds and identities to increase awareness of personal assumptions, values, stereotypes, and biases. The workers' self-awareness of their own cultural identities is as fundamental to practice as their informed assumptions about clients' cultural backgrounds and experiences. This awareness of personal values, beliefs, stereotypes, and biases informs their practice and influences relationships with clients. Social workers must also be aware of occupying a role of privilege and power by the nature of their professional role and cultural identities and must acknowledge the impact of this privilege and power on oppressed populations. Cultural competence includes knowing and acknowledging how fears, ignorance, and the "isms" (for example, racism, sexism, ethnocentrism, heterosexism, homophobia, cissexism, ageism, ableism, xenophobia, classis 23 among others) have influenced their attitudes, beliefs, and feelings.

Social workers need to be able to move from being aware of their own cultural heritage to becoming aware of the cultural heritage of others. This cultural awareness enables them to value and celebrate differences in others as well as to demonstrate comfort with cultural differences. Although they strive to obtain the knowledge and skills necessary to serve a multicultural clientele, they have an awareness of personal and professional limitations that may warrant the referral of a client to another social worker or organization that can best meet the clients' needs. Self-awareness and self-reflection also helps in understanding the process of cultural identity formation and helps guard against stereotyping. As one develops understanding of the diversity within one's own cultural groups, one can be more open to the diversity within other groups.

The development of cultural competence requires social workers to move from cultural awareness to cultural sensitivity and to evaluate growth and development throughout these different levels of cultural competence in practice.

Self-awareness becomes the basis for professional development and should be supported by professional supervision and organizational administration. Administrators and public policy advocates also need to develop strategies to reduce their own biases and expand their self-awareness.

Indicators
Culturally competent social workers shall
1. examine and describe their cultural identities, to increase awareness of assumptions, values, beliefs, stereotypes, and biases, and to recognize how these affect services, and influence relationships and interactions with clients.
2. identify how their own knowledge, fears, and "isms" (such as racism, sexism, ethnocentrism, heterosexism, homophobia, cissexism, ageism, ableism, xenophobia, and classism) influence their attitudes, beliefs, and feelings
3. develop and apply strategies to inform and change their detrimental attitudes, beliefs, and feelings
4. demonstrate an awareness of personal or professional limitations that may warrant the referral of a client or organization to another resource that can better meet the client's needs, along with the skills to make such referrals effectively

5. demonstrate comfort with self- and other-awareness about different cultural customs and views of the world
6. use relationships with supervisors, mentors, and colleagues to enrich self-awareness and self-reflection
7. practice cultural humility to balance the dynamics of power and privilege inherent in the social work position and the practitioner's multifaceted cultural identity

Standard 3. Cross-Cultural Knowledge
Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Interpretation
Culture is a universal phenomenon, and everyone is part of multiple cultures. Cultural education begins with social workers understanding their own roots and cultures, and with such a sense of grounded identity, they can learn and value others. To have a grounded understanding of diversity, awareness of global interdependence is critical, whether the social worker is engaged in social work assessment, intervention, or evaluation. To be effective social work practitioners, educators, policymakers, administrators, and researchers, there is a need to focus on cultural awareness as well as cross cultural transactions. Unprecedented movement of people across the globe, globalization of labor, and concerted attention to educational exchanges to prepare practitioners for an interdependent world increases the importance of cultural competence and cross-cultural knowledge (Link & Ramanathan, 2011). This global interdependence is an integral part of the multicultural knowledge base of social workers.

Cultural competence is dynamic and requires frequent learning, unlearning, and relearning about diversity. Social workers need to expand their cultural religious traditions, spiritual belief systems, knowledge, and expertise by expanding their understanding of the following areas: "the impact of culture on behavior, attitudes, and values; the help-seeking behaviors of diverse client groups; the role of language, speech patterns, religious traditions, spiritual belief systems, and communication styles of various client groups in the communities served; the impact of social service policies on various client groups; the resources (agencies, people, informal helping networks, and research) that can be used on behalf of diverse client groups; the ways that professional values may conflict with or accommodate the needs of diverse client groups; and the power relationships in the community, agencies, or institutions and their impact on diverse client groups" (Gallegos, 1982, pp. 7–8).

Cultural competence refers to social workers' ability to identify their own affiliations to culture and recognize and respect differing traditions of culture in others in ways that influence styles of communication and expressions of respect. Recognition of and respect for others' cultural traditions implies deep understanding of the intrapersonal layers that are built through cultural heritage and norms of behavior. People in parallel cultures may

not share norms, and caution is advised because the word "normal" could become a trap for judging others (Link & Ramanathan, 2011). Naturally, to have this frame of reference will require that we approach this understanding with cultural humility.

Social workers need to possess specific knowledge about the culture of the providers and client groups with whom they work. This includes, among other considerations, historical experiences, religious traditions, spiritual belief systems, individual and group oppression, adjustment styles, socioeconomic backgrounds, life processes, learning styles, worldviews and specific cultural customs and practices, definitions of and beliefs about wellness and illness or normality and abnormality, and ways of delivering services.

They also must seek specialized knowledge about domestic and global social, cultural, and political systems. Knowledge of how the systems operate and how they serve or fail to serve specific client groups is important. This includes knowledge of institutional barriers that prevent marginalized groups from using services.

Culturally competent social workers need to know the limitations and strengths of current theories, processes, and practice models, and which have specific applicability and relevance to the service needs of culturally, religiously, and spiritually multicultural clientele.

Indicators
Culturally competent social workers will
1. expand their cultural knowledge, expertise, and humility by studying the help-seeking behaviors and pathways of diverse client groups the historical context of marginalized communities the role of language and communication styles of various cultural groups the impact of social policies on marginalized groups served the resources such as organizations, people, informal helping networks, and research that can be mobilized on behalf of various cultural groups
2. possess specific knowledge about traditional and nontraditional providers and client groups that they serve, including understanding historical experiences, immigration, resettlement patterns, individual and group oppression, adjustment styles, socioeconomic backgrounds, and life processes learning styles, cognitive skills, worldviews, and specific cultural concerns and practices definitions of and beliefs about service related concepts such as the causation of wellness and illness, physical and psychological disorders, normality and abnormality, family roles and responsibilities, child rearing practices, birth, marriage, death and dying, and so forth beliefs and practices related to how care and services should be delivered, including diverse approaches to service delivery and alternative healing options factors associated with acculturation and assimilation
3. demonstrate knowledge of the power relationships in the community and in institutions, and how these affect marginalized groups
4. possess specific knowledge about U.S., global, social, cultural, and political systems—how they operate and how they serve or fail to serve client groups; include knowledge about institutional, class, cultural, and linguistic barriers to service
5. identify the limitations and strengths of contemporary theories and practice models and those that have applicability and relevance to their specific client population

6. recognize the heterogeneity within cultural groups and similarity across cultural groups
7. describe how people within different groups manifest privilege
8. describe the effects that dominant and nondominant status has on interpersonal relations and group dynamics in the workplace
9. distinguish between intentional and unintentional assertion of privilege related to race, class, and other cultural factors
10. recognize the intersection of "isms" (for example, racism with classism) and their institutionalization
11. acknowledge the ways in which their membership in various social groups influences their worldview and contributes to their own patterns of privileged behavior or internalized oppression
12. understand the interactions of cultural systems of the social worker, client, the service setting, and the community
13. demonstrate cultural humility and empathy toward clients from different cultural groups.

Standard 4. Cross-Cultural Skills
Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Interpretation
Practice in an increasingly multicultural and globally interconnected world requires social workers to continuously hone new skills for practice, research, education, administration, and policy development while enhancing the knowledge base that informs their skills. Most specifically, active listening, empathy, and strengths-based interventions are essential in culturally competent practice. In addition, critical thinking and comfort in both asking questions and "not knowing" open communication and build the relationships critical to helping clients and advancing social justice.

Cultural humility is described as a complement to cultural competence (Ortega & Faller, 2011). Cultural humility actively involves multicultural clientele in the delivery of services, research, and policy making, thereby mitigating the expectation that social workers should know about all cultures. Social workers should demonstrate the ability to work sensitively and effectively at counteracting biases based on their own positions of power and privilege.

Skills in cross-cultural practice include the ability to convey and communicate authenticity, genuineness, empathy, and warmth and to engage culturally relevant community resources. Engaging the client in finding solutions requires the flexibility to consider what is best for the client. Second-language acquisition and expertise are included here as cross-cultural skills.

Furthermore, social workers should demonstrate the ability to critique and assess policies and research for cultural appropriateness, sensitivity, relevance, and inclusiveness, to ensure that outcomes benefit client groups or populations. This includes engaging client groups in the design of policy and research.

More specifically, social workers with cross-cultural skills

- work with people and groups of different cultures, taking responsibility for learning about differences and recognizing the multiple identities that are inherent in understanding people and their cultural contexts
- assess the cultural context for clients and client groups, encouraging open discussion of difference while maintaining a stance of curiosity and openness to learning respond skillfully to cultural bias in both themselves and others
- practice interview techniques that appreciate the role of diverse languages and meanings in the client's culture
- demonstrate sensitivity to challenges in the use of interpreters and translated materials
- conduct culturally effective assessments and culturally appropriate intervention plans, collaborating with and empowering clients by soliciting and prioritizing their perspectives and service goals
- select and develop appropriate methods, skills, and techniques that are attuned to their clients' cultural, bicultural, or marginal experiences in their environments
- recognize the verbal and nonverbal communication skills of marginalized clients and groups and respond in culturally empathic ways
- understand the interaction of the cultural systems of the social worker, the client, the particular organizational setting, and the community
- effectively use clients' natural support systems in resolving problems—for example, folk healers, storefronts, religious and spiritual leaders, families of choice, and other community resources
- demonstrate advocacy and empowerment skills in work with clients, recognizing and combating the isms, stereotypes, and myths held by individuals and institutions
- identify service delivery systems or models that are appropriate to the client population of focus and make appropriate referrals when indicated
- consult with supervisors and colleagues for feedback and monitoring of performance and identify features of their own professional skills that impede or enhance their culturally competent practice
- evaluate the validity and applicability of new techniques, research, and knowledge for work with specific client groups.

Indicators

Culturally competent social workers will

1. interact with people from a wide range of cultures, religions, and spiritual belief systems and take responsibility for learning what they do not know

2. display proficiency and comfort in discussing cultural difference with colleagues and clients

3. demonstrate skill in conducting a comprehensive assessment of clients in which culturally normative behavior is differentiated from potentially problematic or symptomatic behavior

4. assess cultural strengths and challenges and their impact on individual and group functioning and integrate this understanding into intervention plans

5. select and develop appropriate methods, skills, and techniques that are attuned to their clients' cultural, bicultural, multicultural, or marginal experiences in their environments

6. adapt and use recognized culturally appropriate models
7. communicate effectively with clients through language acquisition, proper use of interpreters, professionally translated materials, verbal and nonverbal skills, and culturally appropriate protocols
8. advocate for the use of, and work effectively with, interpreters who are both linguistically and culturally competent and prepared to work in the specified service environment
9. demonstrate cultural humility in engagement with all clients and client groups
10. effectively engage clients' natural support systems in resolving problems; for example, work with folk healers, indigenous remedies, religious leaders, friends, family, and other community residents and organizations
11. use empowerment skills in their work with clients
12. identify features of their own professional style that impede or enhance their culturally effective practice and consult with supervisors and colleagues for feedback and monitoring of performance and learning needs
13. conduct supervision and other professional responsibilities with cultural humility and sensitivity to culture, language, and difference
14. convey empathy, curiosity, and a willingness to learn.

Standard 5. Service Delivery
Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address, service gaps affecting specific cultural groups.

Interpretation
Organizations need to support the evaluation of culturally appropriate service delivery models and setting standards for cultural competence. Culturally competent social workers need to be vigilant about the dynamics that result from cultural differences and similarities between workers and clients. This includes monitoring cultural competence among social workers (agency evaluations, supervision, in-service training, and feedback from clients).

Social workers need to detect and prevent exclusion of underserved clients from service opportunities and seek to create opportunities for clients, matching their needs with culturally appropriate service delivery systems or adapting services to better meet the culturally unique needs of clients. Furthermore, they need to foster policies and procedures that help ensure access to care and accommodate varying cultural beliefs.

Direct practitioners, policymakers, and administrators should
- recruit and retain multicultural staff and include cultural competence and cultural humility as requirements in job descriptions and performance and promotion measures
- review the current and emergent demographic trends for the geographic area served by the organization to determine service needs and requirements for interpretation services

- integrate and create (or advocate for the creation of) service delivery systems or models that are more appropriate to targeted clients who are underserved
- include clients and constituents as major stakeholders in the development of service delivery systems and policy and research agendas
- ensure that program design is reflective of the cultural heritage of clients and families using the service
- attend to social issues (for example, housing, education, policing, and social justice) that concern clients or constituents
- confront staff remarks that demean the culture of clients, constituents, and colleagues
- support the inclusion of cultural competence standards in accreditation, organizational policies, and licensing and certification examinations
- develop staffing plans that reflect target populations served and those populations the agency wishes to serve (for example, hiring, position descriptions, performance evaluations, training)
- develop performance measures to assess culturally competent practice
- engage client groups in the development of research and intervention protocols.

Indicators

Culturally competent social workers will

1. identify the formal and informal resources in the community, describe their strengths and weaknesses, and facilitate referrals as indicated, tailored to the culturally relevant needs of clients and client groups

2. advocate for and promote efforts to create culturally competent services and programs by

- recruiting multicultural staff and including cultural competence requirements in job descriptions and measures of performance and promotion
- reviewing current and emergent demographic trends for the geographic area served by the organization to determine needs for the provision of interpretation or other culturally relevant services
- integrating and creating service delivery systems or models that are appropriate to targeted client populations or advocate for the development and implementation of such services
- including clients as major stakeholders in the selection, decision making, and evaluation of service delivery systems
- ensuring that program design reflects the culture of clients and families using the service
- attending to social issues (for example, housing, education, policing, and social justice) that concern clients and constituents of diverse backgrounds
- using effective strategies for confronting staff remarks that insult or demean clients and their culture
- supporting the inclusion of cultural competence standards in accreditation bodies and organizational policies as well as in licensing and certification examinations
- developing staffing plans that reflect the targeted client population (for example, hiring, position descriptions, performance evaluations, training)
- developing performance measures to assess culturally competent practice

- supporting participation of client groups in the development of research and intervention protocols

3.building culturally competent organizations through the following policies and practices:

- an administrative mission and purpose that embodies cultural competence and cultural humility in the values, goals, and practices
- effective recruitment of multilingual and multicultural staff
- sensitivity to and respect for cultural and religious calendars as they relate to our employees and people served
- staff composition reflecting the diversity of the client population
- service planning strategy that includes an assessment/analysis of the client demographics compared with the demographic trends of the service community
- expanded service capacity to improve the breadth and depth of services to a greater variety of cultural groups
- meaningful inclusion of clients and community members representing relevant cultural groups in decision-making and advisory governance entities, program planning, program evaluation, and research endeavors
- physical surroundings designed and decorated in a manner that is welcoming to the diverse cultural groups served
- engagement in advocacy to improve social issues relevant to targeted client groups
- a work climate that addresses workforce diversity challenges and promotes respect for clients and colleagues of different backgrounds
- advocacy for culturally competent policies and procedures from accrediting, licensing, and certification bodies and contracting agencies
- inclusion of cultural competence and cultural humility in job descriptions, performance evaluations, promotions, and training.

Standard 6. Empowerment and Advocacy

Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Interpretation

Culturally competent social workers should be aware of and take action to confront and change the deleterious effects of bias, fears, and isms, including, but not limited to, racism, sexism, ethnocentrism, heterosexism, homophobia, cissexism, ageism, ableism, xenophobia, classism and other forms of oppression on clients' lives. Social advocacy and social action should be directed at empowering marginalized clients and strengthening communities. Social workers should advocate for anti-isms and social justice when colleagues and clients express biases and stereotypes based on culture.

Empowerment has been defined as an intervention, a skill, and a process. Hegar and Hunzeker (1988) and McDermott (1989) described empowerment as an effective intervention with oppressed populations. Pinderhughes (1983) defined empowerment as an individual feeling of increased power and the capacity to influence forces that affect a

person. Empowerment refers to enhancing a client's ability to do for himself or herself. Empowerment is closely related to advocacy. When engaging in advocacy, social workers must be careful not to impose their values on clients and must seek to understand what clients mean by advocacy. Respectful collaboration needs to take place to promote mutually agreed-on goals for change.

Social workers need commitment and skill to advocate for and with clients against conscious and unconscious devaluation of cultural experiences related to difference, oppression, power, and privilege domestically and globally. The empowerment tradition in social work practice suggests a promotion of the combined goals of consciousness raising, education, self-awareness, and the development of a sense of personal power and skills while working toward social change. Best practice views this as a process and outcome of the empowerment perspective (Gutiérrez, 1990; Simon, 1994). Social workers using this standard will apply an ecosystems perspective and a strengths orientation in practice and policy development. This means that in describing client needs, workers consider client situations as transitory challenges rather than fixed problems. According to Gutiérrez and Lewis (1999), empowerment is a model for practice, a perspective, and a set of skills and techniques. Culturally competent social workers reflect these concepts in their practice.

Indicators
Culturally competent social workers will

1. advocate for public policies that respect the strengths, cultural values, norms, and behaviors of multicultural groups and communities
2. advocate for policies that address social injustice and institutionalized isms
3. select appropriate strategies to intervene with colleagues, collaborating partners, and institutional representatives, helping them examine their levels of awareness and the consequences of fears and isms, such as exclusionary behaviors or oppressive policies, by assessing dominant group members' level of readiness for feedback and intervention adopting strategies including developing allies, education, dialogue, increased intergroup contact, or social action participating in antidiscriminatory activities and social action to better empower diverse clients and communities at the local, state, and national levels
4. use practice approaches that help clients facilitate a connection with their own power in a manner that is appropriate for their cultural contexts
5. provide support to marginalized cultural groups who are advocating on their own behalf
6. partner, collaborate, and ally with client groups in advocacy efforts
7. work to increase each client group's skills and sense of self-efficacy as social change agents
8. demonstrate intentional effort to ensure that they do not impose their own personal values in practice
9. respect and foster client rights to self-determination.

Standard 7. Diverse Workforce
Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and organizations to ensure diversity within the profession.

Interpretation

Increasing cultural competence within the profession requires recruitment and retention of a multicultural cadre of social workers, many of whom would bring some "indigenous" cultural competence to the profession as well as demonstrated efforts to increase avenues for the acquisition of culturally competent skills by all social workers. Cultural diversity should be evident within all organizational levels, and not just among direct practitioners.

The social work profession has espoused a commitment to diversity, inclusion, and affirmative action. However, available statistics indicate that in the United States social workers are predominantly white and female (86.0 percent), 8 percent are African American, 3 percent are Latinas, and 3 percent identify as other (NASW, Center for Workforce Studies [CFWS], 2006a); male social workers are 85 percent white, 8 percent African American, 5 percent Latino, and 2 percent other (NASW, CFSW, 2006b).

The proportion of people of color has increased in NASW's membership over a period of several years: 8.5 percent identify themselves as African American; Hispanics, including Mexican Americans, Puerto Ricans, and other Hispanic groups, constitute about 4.5 percent of the membership; Asians and Pacific Islanders 1.9 percent; and American Indians/First Nations People 0.5 percent (personal communication with T. Chang, database administrator, NASW, Washington, DC, March 16, 2015).

Major demographic shifts in the U.S. population "will affect the social work workforce, their 39 clients, agencies, organizations, communities and service delivery systems" (NASW, CFSW, 2011, p. 1). Social work client populations are more diverse than the social work profession itself. In many instances, services to clients are targeted to marginalized communities and special populations, groups that typically include disproportionately high numbers of people of color, older adults, people with disabilities, and clients of lower socioeconomic status.

The discrepancy between the social work labor force racial and ethnic makeup and the changing demographics of the populations they serve guided the profession to respond to the need for social workers to increase cultural competence (Gibelman, 2005; Whitaker, Weismiller, Clark, & Wilson, 2006). To meet this identified need for increased diversity in the workforce, the federal government has taken steps through the funding of education and training programs for health and mental health workers, including social workers from communities of color (U.S. Department of Health and Human Services, Health Resources and Services Administration, Bureau of Health Workforce, National Center for Health Workforce Analysis [HRSA], 2015).

Aligning workforce demographics to client populations can be an effective strategy for bridging cultural differences between social workers and clients, although it cannot be the only strategy. The assumption is that individuals of similar backgrounds can understand each other better and communicate more effectively (Jackson & López, 1999). Yet an equally compelling fact is that "the majority of clinicians from the mainstream dominant culture will routinely provide care for large numbers of patients of diverse ethnic and/or cultural backgrounds. Clearly, increasing the numbers of culturally diverse social workers

is not sufficient. Even these professionals will need to be able to provide care for patients who are not like themselves" (Jackson & López, 1999, p. 4). In addition, culturally competent social workers who bring knowledge or special language skills to the profession, like bicultural or bilingual skills, are entitled to professional equity and should not be exploited for their expertise but should be appropriately compensated for skills that enhance the delivery of services to clients.

Indicators

Culturally competent social workers will

1. advocate for and support human resource policies and procedures that ensure diversity and inclusion within their organization

2. work to achieve a multicultural workforce throughout all levels of the organization that reflects the demographics of both the population served and other potential clientele

3. advocate for and support policies that assure equity and appropriate compensations for social workers who bring special skills or knowledge to the profession, such as bicultural or bilingual skills

4. advocate for and support recruitment and retention and promotion strategies that increase the diversity within the profession through social work programs and schools of social work

5. promote and maintain the expectation that all staff, regardless of cultural membership, continuously engage in the process of improving cultural competency and the capacity to serve a variety of populations.

Culturally competent organizations will

1. develop and implement organizational policies, procedures, and practices that support staff multiculturalism at all levels of the organization

2. develop and implement policies, procedures, and practices that effectively address the dynamics of a multicultural workforce

3. regularly monitor the extent to which their management and staff composition reflect the diversity of the client population and the community

4. review organizational selection and hiring policies for inclusion and inadvertent exclusion of the underrepresented, underserved, and oppressed cultural groups and the community

5. regularly monitor and take remedial action as needed to ensure that all client groups can access services and communicate in their preferred language by

- actively recruiting and seeking to retain multilingual staff who are qualified to perform their work tasks in the indicated language(s)
- providing "second language" and certification courses and testing to existing staff
- providing appropriate compensations for social workers who bring special language skill or knowledge to the profession, such as bicultural or bilingual skills

6. include cultural competence as a requirement for job performance, by including it in job descriptions, performance evaluations, promotions, and training

7. foster a work climate, through formal and informal means, that addresses workforce diversity challenges and promotes respect for groups, communities, clients, and colleagues of different backgrounds

8. establish cultural norms of openness and respect for discussion of situations in which insensitive or exclusionary behaviors were experienced intolerance of bias, discrimination, and marginalization within the organization and among colleagues.

Standard 8. Professional Education
Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

Interpretation
Cultural competence is a vital link between the theoretical and practice knowledge base that defines social work expertise. Social work is a practice-oriented profession, and social work education and training need to remain current while anticipating future changes in professional practice, which includes the changing needs of multicultural client populations. Diversity and cultural competence need to be addressed in social work curricula and practice, and viewed as relevant to faculty, staff appointments, and research agendas.

The social work profession continues to take steps to ensure that cultural competence is a core component of social work education, training, and practice and to engage in research and scholarship that focus on culturally competent practice among social workers. This includes undergraduate, master's, and doctoral programs in social work as well as post-master's training, continuing education, and meetings of the profession. Practice settings should be encouraged to provide in-service training and other continuing education opportunities focused on cultural competence to staff.

In addition, the NASW (2008) Code of Ethics clearly states, "Social workers who provide supervision and consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries" (p. 14). This highlights the importance of providing culturally sensitive supervision and field instruction, as well as the pivotal role of supervisors and field instructors in promoting culturally competent practice among workers and students.

Educational content for professional practice and licensing should prepare social workers for culturally competent practice across the full spectrum of social work practice roles—direct practice, supervision, administration, policy, education, and research.

Indicators
Culturally competent social workers will
1. include cultural competence content as an ongoing part of their professional development
2. promote professional education that advances cultural competence within the profession
3. advocate for the infusion and integration of cultural competence in social work curricula and research at the BSW, MSW, and PhD levels
4. encourage and conduct research that develops conceptual, theoretical, and practice skills to enhance practice at all levels
5. advocate for professional education on social justice and inclusion

6. educate staff in cross-cultural skills and techniques for resolving conflicts that emerge from differences in communication, customs, values, norms, and behaviors between staff and the clients served.

Culturally competent organizations will
1. provide ongoing training, leadership, and support for improving cultural competence to all employees, including top management, middle management, immediate supervisors, direct staff, and administrative/custodial staff
2. resolve cultural conflicts between staff and the clients served and among employees
3. teach skills to conduct evaluation research to ensure effectiveness in serving and engaging with multicultural client groups
4. determine the demographics of their service area and assess potential service utilization gaps of underserved client groups in the geographic area.

Standard 9. Language and Communication
Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Interpretation
Social workers should accept each individual in totality and ensure access to needed services. Language is a source and an extension of personal identity and culture and, therefore, is one way that individuals interact with others in their families and communities and across different cultural groups. Individuals and groups have a right to use their preferred language.

Linguistic diversity is a resource for society, and as such, should be preserved and promoted. The essence of the social work profession is to promote social justice and eliminate discrimination and oppression based on linguistic or other diversities.

Title VI of the Civil Rights Act of 1964, Executive Order 13166 is titled "Improving Access to Services for Persons with Limited English Proficiency." The Executive Order, signed in August of 2000, "requires Federal agencies to examine the services they provide, identify any need for services to those with limited English proficiency (LEP), and develop and implement a system to provide those services so LEP persons can have meaningful access to them. It is expected that agency plans will provide for such meaningful access consistent with, and without unduly burdening, the fundamental mission of the agency. The Executive Order also requires that the Federal agencies work to ensure that recipients of Federal financial assistance provide meaningful access to their LEP applicants and beneficiaries" (LEP.gov, 2015).

Organizations and social work practitioners who receive federal funds are therefore required to facilitate quality language access at no charge to the consumer. Organizations may neither discriminate nor use methods of administering services that may subject individuals to discrimination. Organizations and social work practitioners are expected to

take reasonable steps to provide services and information in appropriate languages, other than English, to ensure that people with LEP are informed and can effectively participate in and benefit from their programs. Similarly, the Americans with Disabilities Act requires communication accommodation for people with disabilities.

It is the responsibility of both social workers and organizations to provide services in each client's preferred language or to seek the assistance of professional interpreters. Social workers need to communicate respectfully and effectively with clients from different cultural and linguistic backgrounds. It is advantageous if the worker speaks the client's preferred language with the proficiency required for specific interaction one is having (for example, the language skill is different for casual conversation as compared with psychotherapy). Professional interpreters (for example, certified or registered sign language interpreters) should be used. Interpreters should be treated as members of the services provision team and offered orientation and training for the type of setting and services that are being provided (for example, health, legal, mental health, child welfare).

Such orientation and training would include guidelines regarding specialized terms and concepts, confidentiality, interpreter–client relationships, and social work ethics that may reinforce the interpreters' own professional ethics.

Written communication should be provided in the language and at the literacy level appropriate for the intended audience. Priority should be given to legal documents (for example, consent for treatment), informational and educational materials, and public awareness campaigns. Materials should be created in the appropriate language or translated by people with the knowledge and skills relevant to the organizational context, understanding of variations within a language (for example, multiple variations of Spanish based on national origin and region) and literacy level. Literacy level in English is a factor that should be accounted for in the development of any correspondence or written materials (Goode & Jones, 2009).

Indicators
Culturally competent social workers will
1. demonstrate an understanding that language is part of the social identity of a person
2. advocate for rights of individuals and groups to receive resources in their preferred language
3. provide and advocate for written and oral information, referrals, and services in the person's preferred language
4. provide jargon-free, easy-to-read material
5. use descriptive and graphic representations (for example, pictures, symbol formats) for individuals with LEP or with limited literacy
6. advocate for the preservation and appreciation of linguistic diversity among clients
7. provide and advocate for reasonable accommodations of clients' linguistic needs, including professional interpreters, professionally translated materials, assistive devices, and alternate communication strategies
8. improve their own ability to speak, read, write, and understand the languages and dialects of their clients without attempting to engage in dialogue that is beyond their own skill level

9. check to ensure accurate communication, realizing that there can be significant variations of word usage and colloquialisms within the same language family based on nationality or region

10. prepare themselves to work effectively with professional interpreters and translators: attend workshops seek consultation from interpretation services become familiar with standards for professional interpretation and translation become familiar with techniques of translation develop or advocate for appropriate organizational policies that support the effective use of standards for professional interpretation and translation support the effective use of and orientation and training for interpreters and translators.

Standard 10. Leadership to Advance Cultural Competence

Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

Interpretation

Leadership has been described as an "activity" (Heifetz, 1994). Social workers should demonstrate responsibility to advance policies and practices related to cultural competence, with and without formal authority. Social workers should aspire to leadership in the service of helping organizations become diverse and inclusive. They should also help these organizations recognize and eradicate policies and practices that reflect structural and institutional oppression.

Social workers shall demonstrate the skill to facilitate difficult conversations that lead to understanding, growth, and organizational strength. They should be able to recognize, within themselves, the ways in which their own positions of power and privilege advance or impede progress relative to cultural competence in their own organizations. In areas such as recruitment, hiring, promotion, team building, and conflict management, social workers should be vigilant about colluding with forces that often reinforce a problematic status quo. Social workers should lead by example, demonstrating leadership, self-reflection, and advocacy within their own organizations, promoting culturally competent practice at all levels of the organization. Concurrently, they should lead by demonstrating advocacy and activism to confront community, local, and societal policies and practices that reinforce the marginalization of oppressed populations. Rank and Hutchison (2000) identified, through a survey of social workers, diversity skills including sensitivity to diversity, multicultural leadership, acceptance and tolerance, cultural competence, and tolerance of ambiguity, core skills for successful social work leadership.

Advocating for increasing knowledge development about culturally competent practice with diverse client groups is paramount to social work leadership, as is being a change agent to address injustices with colleagues and peers. The social worker's responsibility is to advance cultural competence and social justice with clients and within organizations, the profession, systems, and society.

Social work leaders will understand cultural humility and the dynamics of privilege, power, and social justice as manifested in their own places of work, taking responsibility to educate others and, ultimately, advance social change within systems, organizations, and society.

Indicators

Culturally competent social work leaders shall

1. advance and promote culturally competent practice with clients and within organizations, the social work profession, and communities

2. create effective multicultural work teams

3. incorporate and disseminate information on cultural competence in professional activities (for example, committee work, scholarship, research) and in other appropriate arenas

4. work in partnership with marginalized clients and communities to strengthen these communities, encouraging the use of power and facilitating client–community empowerment

5. advocate both within and beyond the profession for fair and equitable treatment of clients and colleagues, especially those from marginalized cultural groups

6. serve in roles in which they can make a difference in advancing multiculturalism inclusion and cultural competence

7. develop the skill and confidence to engage in and facilitate difficult conversations about cultural differences

8. recognize and respect the strengths and differences in professional and personal relationships with others

9. address resistance to the adoption of culturally competent practice

10. engage colleagues in the identification and implementation of strategies that strengthen and sustain inclusive multicultural organizations

11. mobilize colleagues, clients, and organizations to address injustice, bias, and isms on all levels

12. advocate for multicultural membership on state regulatory and licensing boards for the social work profession.

References

Barker, R. L. (2013). The social work dictionary (6th ed.). Washington, DC: NASW Press.

Bartlett, H. M. (1970). The common base of social work practice. New York: National Association of Social Workers.

Colby, S. L., & Ortman, J. M. (2015). Projections of the size and composition of the U.S. population: 2014 to 2060 (Report no. P25-1143). Washington, DC: U.S. Census Bureau.

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. University of Chicago Legal Forum, 140, 139–167.

Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989). Towards a culturally competent system of care, Vol. I. Washington, DC: Georgetown University Child Development Center, CASSP Technical Assistance Center. Retrieved from http://nccccurricula.info/culturalcompetence.html

Davis, P., & Donald, B. (1997). Multicultural counseling competencies: Assessment, evaluation, education and training, and supervision. Thousand Oaks, CA: Sage Publications.

Fong, R. (Ed.). (2004). Culturally competent practice with immigrant and refugee children and families. New York: Guilford Press.

Fong, R., & Furuto, S. (Eds.). (2001). Culturally competent practice: Skills, interventions, and evaluations. Needham Heights, MA: Pearson. Gallegos, J. S. (1982). The ethnic competence model for social work education. In B. W. White (Ed.), Color in a white society (pp. 1–9). Silver Spring, MD: National Association of Social Workers. 51

Gibelman, M. (2005). What social workers do (2nd ed.). Washington, DC: NASW Press.

Gilbert, J., Goode, T. D., & Dunne, C. (2007). Curricula enhancement module: Cultural awareness. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

Goode, T., & Jones, W. (2009). Linguistic competence. Retrieved from http://nccc.georgetown. edu/documents/Definition%20of%20Linguistic %20Competence.pdf

Gutiérrez, L. M. (1990). Working with women of color: An empowerment perspective. Social Work, 35, 149–153.

Gutiérrez, L. M., & Lewis, E. A. (Eds.). (1999). Empowering women of color. New York: Columbia University Press.

Hancock, A. M. (2007). When multiplication doesn't equal quick addition: Examining intersectionality as a research paradigm. Perspectives on Politics, 5(1), 63–79.

Hegar, R. L., & Hunzeker, J. M. (1988). Moving toward empowerment-based practice in public child welfare. Social Work, 33, 499–502.

Heifetz, R. A. (1994). Leadership without easy answers. Cambridge, MA: Harvard University Press. Hibbs, C. (2014). Cissexism. Encyclopedia of Critical Psychology, pp. 235–237. Retrieved from http://link.springer.com/referenceworkentry/10._1007/978-1-4614-5583-7_679

Hook, J. N., Davis, D. E., Owen, J., Worthington, E. L., Jr., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. Journal of Counseling Psychology, 60, 353–366. 52

Hunt, V., Zajicek, A. M., Norris, A. N., & Hamilton, L. (2009). Incorporating intersectionality in social work practice, research, policy, and education. Washington, DC: NASW Press.

Jackson, V., & López, L. (Eds.). (1999). Cultural competency in managed behavioral healthcare. Providence, RI: Manisses Communications Group.

Karls, J. M., & O'Keefe, M. E. (2008). Person-in-environment system manual (2nd ed.). Washington, DC: NASW Press.

LEP.gov. (2015). Executive order 13166. Retrieved from http://www.lep.gov/13166/eo13166.html Link, R. J., & Ramanathan, C. S. (2011). Human behavior in a just world: Reaching for common ground. New York: Rowman and Littlefield.

Lum, D. (Ed.). (2011). Culturally competent practice: A framework for understanding diverse groups and justice issues (4th ed.). Belmont, CA: Brooks/Cole.

McDermott, C. J. (1989). Empowering elderly nursing home residents: The resident's rights campaign [Briefly Stated]. Social Work, 34, 155–157.

National Association of Social Workers. (2001). Standards for cultural competence in social work practice. Washington, DC: NASW Press.

National Association of Social Workers. (2007). Indicators for the achievement of the NASW standards for cultural competence in social work practice. Washington, DC: Author. National Association of Social Workers. (2008). Code of ethics of the National Association of Social Workers. Retrieved from http://www.socialworkers.org/pubs/code/code.asp

National Association of Social Workers. (2015). Cultural and linguistic competence in the social work profession. In Social work speaks: National Association of Social Workers policy statements, 2015–2017 (10th ed., pp. 62–67). Washington, DC: NASW Press.

National Association of Social Workers, Center for Workforce Studies. (2006a). 2004 national study of licensed social workers: Demographic fact sheet—Female social workers. Washington, DC: National Association of Social Workers.

National Association of Social Workers, Center for Workforce Studies. (2006b). 2004 national study of licensed social workers: Demographic fact sheet—Male social workers. Washington, DC: National Association of Social Workers.

National Association Social Workers, Center for Workforce Studies & Social Work Practice. (2011). Social work salaries by race & ethnicity: Occupational profile. Retrieved from http://workforce.socialworkers.org/studies/ profiles/Race%20and%20Ethnicity.pdf

National Center for Cultural Competence. (n.d.). Definitions of cultural competence. Retrieved from http://www.nccccurricula.info/cultural competence.html

Ortega, R. M., & Faller, K. C. (2011). Training child welfare workers from an intersectional cultural humility perspective: A paradigm shift. Child Welfare, 90(5), 27–49.

Ortman, J. M., & Guarneri, C. E. (n.d.). United States population projections: 2000 to 2050. Retrieved from http://www.census.gov/population/ projections/files/analytical-document09.pdf

Pinderhughes, E. B. (1983). Empowerment for our clients and for ourselves. Social Casework, 64, 331–338. 54

Ramanathan, C. S. (2014, January). What does globalization got to do with cultural competence, social development, and ethics? [Plenary speech]. Speech presented at the International Conference on Bounds of Ethics, Christ University, Bangalore, India.

Rank, M. G., & Hutchison, W. S. (2000). An analysis of leadership within the social work profession. Journal of Social Work Education, 36, 487–502.

Reamer, F. G. (1998). Ethical standards in social work: A critical review of the NASW code of ethics. Washington, DC: NASW Press.

Reynolds, B. (1935). Rethinking social casework. Family, 16, 230–237. Richmond, M. E. (1922). What is social case work? An introductory description. New York: Russell Sage Foundation.

Simon, B. (1994). The empowerment tradition in American social work. New York: Columbia University Press.

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. Journal of Health Care for the Poor and Underserved, 9(2), 117–125.

U.S. Department of Health and Human Services, Health Resources and Services Administration, Bureau of Health Workforce National Center for Health Workforce

Analysis. (2015). Sex, race, and ethnic diversity of U.S. health occupations (2010–2012). Retrieved from http://bhpr.hrsa.gov/healthworkforce/supply demand/usworkforce/diversityushealth occupations.pdf

Viruell-Fuentes, E. A., Miranda, P. Y., & Abdulrahim, S. (2012). More than culture: Structural racism, intersectionality theory, and immigrant health. Social Science & Medicine, 75, 2099–2106.

Whitaker, T., Weismiller, T., Clark, E., & Wilson, M. (2006). Assuring the sufficiency of a frontline workforce: A national study of licensed social workers. Executive summary. Washington, DC: National Association of Social Workers.

GEORGIA COMPOSITE BOARD OF PROFESSIONAL COUNSELORS, SOCIAL

WORKERS, AND MARRIAGE AND FAMILY THERAPISTS
CODE OF ETHICS

http://rules.sos.ga.gov/gac/135-7

GEORGIA COMPOSITE BOARD OF PROFESSIONAL COUNSELORS, SOCIAL WORKERS, AND MARRIAGE AND FAMILY THERAPISTS
CODE OF ETHICS

135-7-.01   Responsibility to Clients

(1.) A licensee's primary professional responsibility is to the client. The licensee shall make every reasonable effort to promote the welfare, autonomy and best interests of families and individuals, including respecting the rights of those persons seeking assistance, obtaining informed consent, and making reasonable efforts to ensure that the licensee's services are used appropriately.

(2) Unprofessional conduct includes, but is not limited to, the following:

(a) exploiting relationships with clients for personal or financial advantages;

(b) using any confidence of a client to the client's disadvantage;

(c) participating in dual relationships with clients that create a conflict of interest which could impair the licensee's professional judgment, harm the client, or compromise the therapy;

(d) undertaking a course of treatment when the client, or the client's representative, does not understand and agree with the treatment goals;

(e) knowingly withholding information about accepted and prevailing treatment alternatives that differ from those provided by the licensee;

(f) failing to inform the client of any contractual obligations, limitations, or requirements resulting from an agreement between the licensee and a third party payer which could influence the course of the client's treatment;

(g) when there are clear and established risks to the client, failing to provide the client with a description of any foreseeable negative consequences of the proposed treatment;

(h) charging a fee for anything without having informed the client in advance of the fee;

(i) taking any action for nonpayment of fees without first advising the client of the intended action and providing the client with an opportunity to settle the debt;

(j) when termination or interruption of service to the client is anticipated, failing to notify the client promptly and failing to assist the client in seeking alternative services consistent with the client's needs and preferences;

(k) failing to terminate a client relationship when it is reasonably clear that the treatment no longer serves the client's needs or interest;

(l) delegating professional responsibilities to another person when the licensee delegating the responsibilities knows or has reason to know that such person is not qualified by training, by experience, or by licensure to perform them; and

(m) failing to provide information regarding a client's evaluation or treatment, in a timely fashion and to the extent deemed prudent and clinically appropriate by the licensee, when that information has been requested and released by the client.

Authority O.C.G.A. Secs. 43-7A-5(d). **History.** Original Rule entitled "Responsibility to Clients" was filed on Oct. 19, 1987; eff. Nov. 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000.

135-7-.02 Integrity

(1.) The licensee shall act in accordance with the highest standards of professional integrity and competence. The licensee is honest in dealing with clients, students, trainees, colleagues, and the public. The licensee seeks to eliminate incompetence or dishonesty from the profession.

(2) Unprofessional conduct includes, but is not limited to:
   (a) practicing inhumane or discriminatory treatment toward any person or group of persons;
   (b) engaging in dishonesty, fraud, deceit, or misrepresentation while performing professional activities;

(c) engaging in sexual activities or sexual advances with any client, trainee, or student;

(d) practicing while under the influence of alcohol or drugs not prescribed by a licensed physician;

(e) practicing in an area in which the licensee has not obtained university level graduate training or substantially equivalent supervised experience;

(f) failing either to obtain supervision or consultation, or to refer the client to a qualified practitioner, who faced with treatment, assessment or evaluation issues beyond the licensee's competence;

(g) accepting or giving a fee or anything of value for making or receiving a referral;

(h) using an institutional affiliation to solicit clients for the licensee's private practice; and

(i) allowing an individual or agency that is paying for the professional services to exert undue influence over the licensee's evaluation or treatment of a client.

Authority O.C.G.A. 43-7A-5(d). **History.** Original Rule entitled "Integrity" was filed on October 19, 1987; effective November 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000.

135-7-.03 Confidentiality

(1) The licensee holds in confidence all information obtained at any time during the course of a professional relationship, beginning with the first professional contact. The licensee safeguards clients' confidences as permitted by law.

(2) Unprofessional conduct includes but is not limited to the following:
   (a) revealing a confidence of a client, whether living or deceased, to anyone except:
      1. as required by law;
      2. after obtaining the consent of the client, when the client is a legally competent adult, or the legal custodian, when the client is a minor or a mentally incapacitated adult. The licensee shall provide a description of the information to be revealed and the persons to whom the information will be revealed prior to obtaining such consent. When more than one client has participated in the therapy, the licensee may reveal information regarding only those clients who have consented to the disclosure;
      3. where the licensee is a defendant in a civil, criminal, or disciplinary action arising from the therapy, in which case client confidences may be disclosed in the course of that action;
      4. where there is clear and imminent danger to the client or others, in which case the licensee shall take whatever reasonable steps are necessary to protect those at risk including, but not limited to, warning any identified victims and informing the responsible authorities; and
      5. when discussing case material with a professional colleague for the purpose of consultation or supervision;
   (b) failing to obtain written, informed consent from each client before electronically recording sessions with that client or before permitting third party observation of their sessions;
   (c) failing to store or dispose of client records in a way that maintains

confidentiality, and when providing any client with access to that client's records, failing to protect the confidences of other persons contained in that record;

(d) failing to protect the confidences of the client from disclosure by employees, associates, and others whose services are utilized by the licensee; and

(e) failing to disguise adequately the identity of a client when using material derived from a counseling relationship for purposes of training or research.

Authority O.C.G.A. 43-7A-5(d). **History.** Original Rule entitled "Confidentiality" was filed on October 19, 1987; effective November 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000.

135-7-.04   Responsibility to Colleagues

(1) The licensee respects the rights and responsibilities of professional colleagues and, as the employee of an organization, remains accountable as an individual to the ethical principles of the profession. The licensee treats colleagues with respect and good faith, and relates to the clients of colleagues with full professional consideration.

(2) Unprofessional conduct includes, but is not limited to:

(a) soliciting the clients of colleagues or assuming professional responsibility for clients of another agency or colleague without appropriate communication with that agency or colleague;

(b) failing to maintain the confidences shared by colleagues and supervisees in the course of professional relationships and transactions;

(c) when a supervisee is unlicensed, failing to inform the supervisee of the legal limitations on unlicensed practice;

(d) when a supervisor is aware that a supervisee is engaging in any unethical, unprofessional or deleterious conduct, failing to provide the supervisee with a forthright evaluation and appropriate recommendations regarding such practice; and

(e) taking credit for work not personally performed, whether by giving inaccurate information or failing to give accurate information.

Authority O.C.G.A. Sec. 43-7A-5(d). **History.** Original Rule entitled "Responsibility to Colleagues" was filed on Oct. 19, 1987; eff. Nov. 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000.

135-7-.05   Assessment Instruments

(1) When using assessment instruments or techniques, the licensee shall make every effort to promote the welfare and best interests of the client. The licensee guards against the misuse of assessment results, and respects the client's right to know the results, the interpretations and the basis for any conclusions or recommendations.

(2) Unprofessional conduct, includes but is not limited to the following:

(a) failing to provide the client with an orientation to the purpose of testing or the proposed use of the test results prior to administration of assessment instruments or techniques;

(b) failing to consider the specific validity, reliability, and appropriateness of test measures for use in a given situation or with a particular client;

(c) using unsupervised or inadequately supervised test-taking techniques with clients, such as testing through the mail, unless the test is specifically self-administered or self-scored;

(d) administering test instruments either beyond the licensee's competence for scoring and interpretation or outside of the licensee's scope of practice, as defined by law; and

(e) failing to make available to the client, upon request, copies of documents in the possession of the licensee which have been prepared for and paid for by the client.

Authority O.C.G.A. Sec. 43-7A-5(d). **History.** Original Rule entitled "Assessment Instruments" was filed on Oct. 19, 1987; eff. Nov. 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000.

135-7-.06   Research

(1) The licensee recognizes that research activities must be conducted with full respect for the rights and dignity of participants and with full concern for their welfare. Participation in research must be voluntary unless it can be demonstrated that involuntary participation will have no harmful effects on the subjects and is essential to the investigation.

(2) Unprofessional conduct includes, but is not limited to:
   (a) failing to consider carefully the possible consequences for human beings participating in the research;
   (b) failing to protect each research participant from unwarranted physical and mental harm;
   (c) failing to ascertain that the consent of the research participant is voluntary and informed;
   (d) failing to treat information obtained through research as confidential;
   (e) knowingly reporting distorted, erroneous, or misleading information.

Authority O.C.G.A. Sec. 43-7A-5(d). **History.** Original Rule entitled "Research" was filed on Oct. 19, 1987; eff. Nov. 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000

135-7-.07   Advertising and Professional Representation

(1) The licensee adheres to professional rather than commercial standards when making known their availability for professional services. The licensee may provide information that accurately informs the public of the professional services, expertise, and techniques available.

(2) Unprofessional conduct includes, but is not limited to:
   (a) intentionally misrepresenting the licensee's professional competence, education, training, and experience, or knowingly failing to correct any misrepresentations provided by others;

(b) using as a credential an academic degree in a manner which is intentionally misleading or deceiving to the public;

(c) intentionally providing information that contains false, inaccurate, misleading, partial, out-of-context, or otherwise deceptive statements about the licensee's professional services, or knowingly failing to correct inaccurate information provided by others; and

(d) making claims or guarantees which promise more than the licensee can realistically provide.

Authority O.C.G.A. Sec. 43-7A-5(d). **History.** Original Rule entitled "Advertising and Professional Representation" was filed on Oct. 19, 1987; eff. Nov. 8, 1987. **Repealed:** New Rule, same title, adopted. F. Feb. 28, 2000; eff. Mar. 19, 2000.

Contact:

Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists
237 Coliseum Drive
Macon, GA 31217-3858
(478) 207-2440

HELPFUL TELEPHONE NUMBERS

Name	Building and Office	Telephone Number	Email Address
Registrar's Office	West Campus- "C"	229/500-2959	registrar@asurams.edu
Bookstore	East Campus	229/500-2007	
Bookstore	West Campus	229/500-2008	
Counseling/Disabilities	ASU Student Center	229/500-3442	
Financial Aid	West Campus – "C"	229/500-2358	
Health Services	East Campus BCB138	229/500-3544	
Health Services	West Campus – "C"	229/500-3545	

Information Technology Help Desk	JPL 307	229/500-4357	helpdesk@asurams.edu
JPL Library	Library - East	229/500-3472	
HBW Library	Library - West	229/500-3613	
Police Department	ASU PD	229/500-3076	
Social Work Department	CMH Third Floor	229/500-2014	
Student Activities	Student Center - East	229/500-3555	
Testing Center	BCB 195 - East	229/500-2921	
Veteran Affairs	ASU Student Union	229/500-2070	
Ms. Marion Fedrick	President's Office	229/500-3500	president@asurams.edu
Dr. Angela Peters	Provost/VP/Academic Affairs; DBH 119	229/500-2003	angela.peters@asurams.edu
Dean Peter Ngwafu	Peace Hall – 2nd fl.	229/500-2279	Peter.ngwafu@asurams.edu
Dr. Jerry Daniel	CMH 337	229/500-2378	jerry.daniel@asurams.edu
Dr. Tonyesima Furro	CMH 321	229/500-2379	tonyesima.furro@asurams.edu
Ms. Annalease Gibson	CMH 317	229/500-2380	annalase.gibson@asurams.edu
Dr. Betty Morris-Mitchell	CMH 114	229/500-2382	Betty.morrismitchell@asurams.edu
Dr. Addie Mungen	CMH 318	229/500-	addie.campbellmungen@asuramsedu
Dr. Barbara Nowak	CMH 325	229/500-2118	barbara.nowak@asurams.edu
Dr. Ivan Page	CMH 101	229/500-2383	ivan.page@asurams.edu
Ms. Jamie Swain	CMH 115	229/500-2385	jamie.swain@asurams.edu

ASU EAST CAMPUS MAP

Albany State University — POTENTIAL. REALIZED.

NORTH SIDE ZONE (1)
SOUTH SIDE ZONE (2)
EAST SIDE ZONE (3)

FLINT RIVER

DOWNTOWN ALBANY

ASU CAMPUS MAP INDEX

1. Academic Building (ACAD) / Admissions
2. ASU Coliseum (Football Stadium)
3. Arthouse Hall / Early College
4. Caroline Hall (landmark)
5. Caroline Hall Chimney (landmark)
6. Catharine Hartnett Criminal Justice Building
7. Dining Hall
8. Early Learning Center
9. East Residence Hall
10. Facilities Management / Shipping & Receiving
11. Gibson Residence Hall
12. Holley Hall
13. HPER Gymnasium (Health, Phys. Ed. & Rec. Bldg.)
14. James Pendergrast Memorial Library
15. L. Orene Hall Building
16. Lovett Hall (central fields football stadium)
17. Military Science (ROTC)
18. North Residence Hall
19. Storage Shed & Office
20. Baseball Field House Office
21. Peace Hall (Business School)
22. Police Station (ASUPD) / Energy Plant
23. President's Office (Caby Brown Hall)
24. Reese Student Union
25. Residence Halls 1 & 2
26. Residence Halls 3 & 4 (Subway Restaurant in Hall 4)
27. Sanford Gymnasium
28. Simmons Hall
29. South Residence Hall
30. Valine Fudge Grant Honors Building
31. Wiley Residence Hall
32. Institutional Advancement (Foundation)
33. Ray Charles Center (future)
34. Residential Halls 5 & 6 (Open Fall 2011)
35. Student Center (Open Fall 2011)
36. Main Entrance Information Security Booth
37. South Information Security Booth
38. North Information Security Booth

MAP LEGEND
1 = ROADWAY
= BLDG. LABEL
= DEAD END
= UNPAVED PARKING