



MSW STUDENT MANUAL

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



Albany State- University recruits, admits and provides services, financial aid and instruction to all students

without regard to race, religion, sex, disability or national origin. The University is also an equal opportunity and equal rights employer in that all applicants for faculty, staff, and student employment positions are considered without regard to race, religion, sex, disability, or national origin.

TABLE OF CONTENTS

	Page
PREFACE	5
PROGRAM INFORMATION	
History of Albany State University	6
The Mission of Albany State University	7
The College of Arts and Humanities	10
The Department of Social Work	11
The Master of Social Work Program	11
MSW Program Goals	14
MSW Program Behavioral Competencies	15
Definitions of Measurable Social Work Practice Behaviors	21
MSW Foundation Curriculum	37
MSW Advanced Concentration Curriculum	37
Title IV-E Program	37
CSWE and Accreditation Status	40
MSW ADMINISTRATIVE STRUCTURE	
Chair of the Department of Social Work	41
MSW Program Director	41
MSW Field Coordinator	42
MSW Faculty	43
<i>NASW Code of Ethics</i>	44
<i>IFSW/IASSW Ethics in Social Work, Statement of Principles</i>	65
<i>U.N. Universal Declaration of Human Rights</i>	69
<i>American Association of Marriage & Family Therapists, Code of Ethics</i>	75
<i>NASW Standards for Clinical Social Work in Social Work Practice</i>	89
<i>NASW Standards for Cultural Competence in Social Work Practice</i>	99
Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists Code of Ethics	114
GRADUATE ADMISSION POLICY	
MSW Applicant Procedures	119
Admissions Requirements	119
A Note on the Required Criminal Background Check	120
Advanced Standing Policy	121
Provisional Status Admission	123
International Applicants	123
General Regulations for International Applicants	124
Deadlines for Admission to the MSW Program	124
The Review Process	124
Graduate Social Work Transfer Students	125
Non-Social Work Transfer Credit	126
MSW CURRICULUM	
MSW Degree Requirements	127
The MSW Curriculum	127
MSW Specialized Practice Concentration in Clinical Social Work Practice with Vulnerable Children, Families, and Adults	127
A Special Note about Graduate Field Experience	128
Advising and Degree Planning	129

Concerns about Course Scheduling	129
A Caution About Full-Time Employment	130
Tuition and Fees	130
Graduation Requirements	130
The Comprehensive Examination	131
MSW Course of Study (Eight Models)	132
MSW Program Course Matrix	140
Social Work Course Listings	
MSW Foundation Year Courses	141
MSW Specialized Practice Year Courses	142
MSW Elective Courses	143
CSWE Educational Policy and Accreditation Standards (2015 EPAS)	146
ACADEMIC POLICIES	
Academic Advising	161
Enrollment Status	161
Scholastic Performance	161
Incomplete Grades	161
Continuous Enrollment	162
Time Limitation	162
Accommodations for Disabilities	162
Classroom Attendance Policy	163
Online Course Attendance Policy	164
Education Academic Honesty	164
MSW Standards for Social Work	167
Policies and Procedures for Review of Academic Performance	171
Sources of Information for Academic Performance Criteria	172
Performance that May Result in a Review and/or Possible Dismissal From the MSW Program	172
The Three Levels of Review	172
Academic Grievance Policy and Procedure	175
STUDENT ORGANIZATIONS	
Student Social Work Association (SSWA)	190
Phi Alpha National Honor Society for Social Work	190
Other Social Work Organizations	190
Student Participation in Departmental Governance	190
STUDENT SERVICES	
Campus Technology, RAM ID Cards, Disability Services	191
ASU Writing Laboratory, Health Services	192
Counseling Services, Campus Parking, Military Supports	193
ASU Non-Discrimination Policy	194
ASU Policy for Accommodating Persons with Disabilities	195
ASU Sexual Harassment Policy	196
ASU Drug and Alcohol Policy Statement	197
A List of Peer-Reviewed Social Work and Related Journals	198
Helpful Campus Telephone Numbers	203
ASU Campus Map	204

ALBANY STATE UNIVERSITY
Albany, Georgia

UNIVERSITY ADMINISTRATION

President of Albany State University:	Dr. Arthur Dunning
Provost/VP for Academic Affairs:	Dr. Tau Kadhi
VP for Student Affairs	Dr. Michara Delaney
VP for Fiscal Affairs	Dr. Shawn McGee
Chief Legal Affairs Officer	Atty. Rowena Daniels
Dean, College of Arts & Humanities	Dr. Rani George

DEPARTMENT OF SOCIAL WORK ADMINISTRATION

Chair, Department of Social Work:	Dr. Marilyn Spearman
MSW Program Director:	Dr. Barbara Nowak
MSW Field Coordinator :	Ms. Jamie Swain
BSW Program Director:	Dr. Marilyn Spearman
BSW Field Coordinator:	Dr. Levetta Jefferson

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 bachelors, masters 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 entered Initial Accreditation status in February of 2014 from 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 Graduate Student Catalog.

PREFACE

Welcome to the 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've 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* is the student's guide to Albany State University's Master of Social Work Program. It can be found online and is reviewed with all new students at the MSW Student Orientation. It is intended to be a working document and 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 years 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. Should any changes in our policies or procedures occur, students will be informed of them in writing.

You will soon find that graduate education for specialized 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. 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 over the next few years.

The MSW Faculty and Staff

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.

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.

In November of 2015, the Georgia Board of Regents voted to continue their consolidation of the Georgia university system by consolidating Albany State University with Darton State College, a community college in Albany offering associate degrees and certificate programs. The consolidation was seen as a way to increase the educational attainment levels and success of students in the region. The consolidated institution retained the name of Albany State University, maintaining its commitment to serve the HBCU mission, while serving an increasingly diverse student population and community. Albany State University's Interim President, Dr. Arthur Dunning, was appointed to serve as the permanent President of the consolidated institution.

The Mission of Albany State University

A new mission statement and guiding principles were unanimously approved by the Board of Regents of the University System of Georgia on March 9, 2016, following the consolidation of Albany State University and Darton State College. The new ASU mission statement and Guiding Principles are as follows:

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 Guiding Principles of Albany State University

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

A leader in teacher education, nursing, criminal justice, business, public administration, social work, and the sciences, Albany State University provides a comprehensive educational experience with quality instruction as the hallmark of all its academic programs. The University embraces the concept of “student first” as a core institutional value. The University advocates the total development of students, especially the underserved, and provides a wholesome academic environment in which students can study, learn and develop through their interaction with fellow students, faculty, staff, administrators, visiting scholars and community leaders.

Consistent with the core mission of the University System of Georgia, Albany State University exhibits the following characteristics:

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;
- cultural, ethnic, racial and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic and global society;
- technology to advance educational purposes, including instructional technology, student support services and distance education; and

- collaborative relationships with other Georgia System institutions, state agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services to the citizens of Georgia.

With other state universities in the University System of Georgia, Albany State University shares:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;
- a high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate levels, with selected Master's and Education Specialist degrees, and selected Associate degree programs based on area need and/or inter-institutional collaborations;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the University's scope of influence; and
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength.

While Albany State University shares much in common with other state universities, it is dedicated to preparing leaders for under-served populations and is committed to the following distinctive purposes:

- providing quality educational experiences for under-served populations in the region, state and nation;
- promoting and preserving the historical and culturally distinctive traditions of Southwest Georgia, including those which define African American culture;
- offering of a comprehensive array of programs in health care services, community development, social services, human disabilities, cultural enhancement, business and economic development, international trade and entrepreneurship; and
- graduating marketable students, not only through technologically advanced academic programs, but also through undergraduate research, studies abroad, internships, service learning and developmental pre-professional experiences

An exemplary university, Albany State University is noted for its excellent curriculum, teaching, research and service. Committed to the educational, economic, cultural, physical and social development of the region and state in an increasingly technological society, the University welcomes the opportunity to expand its scope of leadership in the

University System of Georgia. The following seven desired outcomes for student growth are implicit in the general mission statement of the University:

1. *social consciousness* which will enable one to assume responsibility, to think critically about moral, economic, cultural and political problems, and to contribute to the improvement of society by becoming a catalyst for change, thereby fostering the growth and development of the Southwest Georgia region, the state and the nation through teaching, research, creative expression and community service;
2. the *ability to communicate effectively*, orally, in writing and technologically;
3. an understanding of *the nature of one's physical and social environment*, thereby strengthening human relationships through research and community service;
4. an understanding and acceptance of the maturing *personal and professional self*;
5. an appreciation of one's own ethnic and cultural heritage, along with a more positive understanding and appreciation of the similarities and differences inherent in a *global, diverse and multi-cultural society*;
6. the ability to *analyze, synthesize, and evaluate ideas and data* using logic and quantitative reasoning, thereby identifying and responding to the needs of all of its consumers and stakeholders and improving the quality of life in Southwest Georgia; and
7. *attainment of marketable skills* and the ability to demonstrate them successfully for the purpose of obtaining and maintaining rewarding employment while improving the quality of life for the consumers of the services provided, thereby becoming outstanding contributors to society.

The College of Arts and Humanities

Within the context of its three-fold mission of teaching, research and service, the College of Arts and Humanities 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 requisite for their programs of study. In addition to teaching nearly all of the courses leading to the completion of the general education requirements of the University's Core Curriculum, the College of Arts and Humanities offers six programs in: (1.) English Languages and Communication; (2.) Public Administration; (3.) Fine Arts; (4.) History and Political Science; (5.) Behavioral Sciences; and (6.) Social Work. The College of Arts and Humanities offers the master's degree program in both Public Administration and Social Work and cooperates with the College of Education in offering both undergraduate and graduate teacher education programs. The faculty of the College of Arts and Humanities 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.

The Department of Social Work

The Department of Social Work is housed in the College of Arts and Humanities. 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 and is fully accredited through the 2022-2023 academic year when it will go through its next required self-study review.

The BSW program is offered at the upper division level and is a major concentration within Albany State University. It is planned for undergraduates who will become generalist social workers. Some will immediately engage in practice upon graduation, while many others will go on to attend a Master of Social Work (MSW) program. Further, the BSW program is designed to enhance the on-the-job experiences and skills of practitioners' through its strong theoretical and practice bases. Since the Fall semester of 2003, the BSW program has attracted over 40 students to actively participate in its Title IV-E program. Over 25 of its BSW students have acquired employment in the Georgia Department of Family and Children Services (DFACS). The number of students in the program continues to grow each year.

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 MSW's 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 next reaccreditation review of the MSW program will occur in the 2017 – 2018 academic year and then every eight years thereafter, in compliance with CSWE accreditation standards. Please contact the MSW Program Director or refer to the CSWE website (<http://www.cswe.org/>) for further information about the accreditation process.

The Master of Social Work Program

The mission of the Master of Social Work program is to advance social and economic 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 MSW program evolves from its deeply-held core values:

1. We believe that our goal is to prepare 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 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 *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 clinical skills in working with children, families and vulnerable adults. Its specialized practice concentration focuses on the prevention, intervention and direct social work practice with children, families, and vulnerable adults (such as those with chronic mental illness, the frail elderly, individuals with substance use disorders, 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, family courts, family violence programs, adult protective services, child and family advocacy, mental health and family programs for veterans, as well as in major social service systems that include mental health, substance abuse, physical health, and corrections. In the classroom and field, students develop the specialized knowledge, values and skills needed to function as 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 complete their educational experience in approved field settings that specialize in working with the issues of children, families, and vulnerable adults throughout the life cycle. Field sites may include public or private agencies that specialize in working with individuals, families or vulnerable populations. Upon graduation, students will be prepared to assume roles in the provision of direct services within child welfare organizations, family- focused agencies, and organizations committed to the wellbeing of vulnerable adults.

The MSW program prepares students to respond to problems and advocate for laws, programs, 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.

The program, located in a historically Black university, is sufficiently broad enough to provide all students with the knowledge, values and skills necessary to work with diverse populations. Drawing from the painful history of the African-American experience, the program is particularly sensitive to the plight of all oppressed and under-served populations (e.g., women, the elderly, children, the poor, those with disabilities, individuals with intellectual developmental disorders, those with chronic mental illnesses, members of the gay, lesbian and transgendered communities, Latinos, Asians, Native Americans, refugees, immigrants, etc.). Accordingly, while attention is given to the various aspects of African-American life, the program is responsive to, and concerned with, *all* groups who share in the struggle for equality and freedom from oppression around the world.

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 in other countries. 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 and economic justice and social welfare for people of color 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 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 MSW program is designed to prepare students for responsible, professional social work practice with children, families, and vulnerable adults across the lifespan. The goals of the program are:

1. **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. **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. **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. **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. **POLICY PRACTICE**

Ensure that MSW students possess an understanding of how human rights, social 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, actively engaging in policy practice to effect change within those settings.

6. **ENGAGEMENT 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. **ASSESSMENT 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 in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities.
8. **INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**
Ensure that MSW students are knowledgeable about evidence-informed interventions 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. **EVALUATION OF 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.

The MSW Program’s Social Work Competencies

The MSW Program’s practice competencies are derived from the nine Social Work Competencies identified by the Council on Social Work Education that establish a shared view of competent professional social work practice. Thus, at the completion of the MSW Program, all students will be able to:

#	PROGRAM GOAL AREA	FOUNDATION PRACTICE COMPETENCIES	SPECIALIZED PRACTICE COMPETENCIES
1	ETHICAL AND PROFESSIONAL BEHAVIOR	(1a.) Demonstrate the ability to make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context (1b.) Demonstrate the ability to accurately use	(1aSP.) Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the NASW <i>Code of Ethics</i> , the NASW <i>Standards for Clinical Social Work in Social Work Practice</i> , the Georgia Composite Board of Professional Counselors, Social

		<p>reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p> <p>(1c.) Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication</p> <p>(1d.) Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes</p> <p>(1e.) Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior</p>	<p>Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, <i>Code of Ethics</i>, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics, as appropriate to the context.</p> <p>(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.</p>
2	DIVERSITY AND DIFFERENCE IN PRACTICE	<p>(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</p> <p>(2b.) Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences</p> <p>(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</p>	<p>(2aSP.) Demonstrate the ability to research and utilize culturally sensitive and effective services with children, families and/or vulnerable adults</p> <p>(2bSP.) Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations</p>

3	HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE	<p>(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</p> <p>(3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice</p>	<p>(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</p>
4	PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE	<p>(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research</p> <p>(4b.) Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</p> <p>(4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>(4aSP.) Demonstrate the ability to effectively translate research findings into effective practice with children, families, and/or vulnerable adults</p>
5	POLICY PRACTICE	<p>(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</p> <p>(5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services</p> <p>(5c.) Demonstrate the ability to apply critical</p>	<p>(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</p>

		thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	
6	ENGAGEMENT 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
7	ASSESSMENT WITH 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 (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	(7aSP.) Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families and/or vulnerable adult clients

		<p>of strengths, needs, and challenges within clients and constituencies</p> <p>(7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p>	
8	<p>INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</p>	<p>(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</p> <p>(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</p> <p>(8c.) Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes</p> <p>(8d.) Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies</p> <p>(8e.) Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals</p>	<p>(8aSP.) Demonstrate the ability to critically evaluate, select, and apply evidence-based interventions with children, families, and/or vulnerable adult clients</p> <p>(8bSP.) Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.</p>

9	EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	<p>(9a.) Demonstrate the ability to select and use appropriate methods for evaluation of outcomes</p> <p>(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</p> <p>(9c.) Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes</p> <p>(9d.) Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	(9aSP.) Demonstrate the ability to evaluate the processes and/or outcomes of clinical practice with children, families and/or vulnerable adult clients
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The MSW program further defines its measurable practice behaviors in the following way:

DEFINITION OF MEASURABLE SOCIAL WORK PRACTICE BEHAVIORS
FOUNDATION PRACTICE COMPETENCIES

#	Social Work Practice Competency Area	Foundation Practice Competency	Definition of Foundation Practice Competency
1	ETHICAL AND PROFESSIONAL BEHAVIOR	(1a.) Demonstrate the ability to make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context	<p style="text-align: center;"><i>The Social Worker will:</i></p> <ul style="list-style-type: none"> • Recognize one’s feelings of ambiguity in resolving ethical conflicts and dilemmas • Refer to the relevant codes of ethics, laws and/or regulations when faced with an ethical dilemma • Apply principles of critical thinking to frameworks of ethical decision-making in practice, research and policy arenas • Articulate the thought process used to arrive at one’s decisions • Acknowledge faulty reasoning and take steps to correct it • Evaluate the impact of one’s ethical decision making and transfer that learning to new practice situations
		(1b.) Demonstrate the ability to accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	<ul style="list-style-type: none"> • Regularly engage in the process of critical self-appraisal of one’s personal values • Identify areas of strength as well as areas that require improvement • Recognize one’s personal biases and value system on interactions with clients • Refrain from imposing one’s personal value system on clients • Engage in the ongoing self-assessment of one’s social work practice skills • Recognize ethical dilemmas involving conflicts between personal and professional values and address these in supervisory sessions • Modify any behaviors that impede professional relationships with clients

		<p>(1c.) Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication</p>	<ul style="list-style-type: none"> • Demonstrate punctuality for all appointments with clients, colleagues and constituents • Comply with all scheduled practice hours • Complete assigned tasks within the designated time frame • Treat clients, supervisors, colleagues, staff and constituents with dignity and respect • Dress appropriately for agency standards • Clearly and concisely document all services provided to clients in a timely and professional manner • Refrain from using unprofessional, demeaning or derogatory language in all written and verbal communication • Utilize the professional relationship with clients for the sole purpose of enhancing the wellbeing of the client • Practice within the limits of one's competence • Assume professional responsibilities compatible with the role of the generalist social worker • Collaborate effectively as a member of the multi-disciplinary team • Display an attitude of willingness to assist colleagues • 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 skills • Seek out the practice wisdom of seasoned practitioners within and outside of the agency • Participate in in-service opportunities within and outside one's agency • As a career-long learner, attend professional training sessions and workshops that will enhance one's knowledge and skills in social work practice
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			<ul style="list-style-type: none"> • Read and analyze journal articles relevant to one's practice setting • Formulate both short-term and long-term career goals and outline the steps required to achieve the goals
		<p>(1d.) Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes</p>	<ul style="list-style-type: none"> • Act in an ethical manner to ensure professional competence, protect clients and uphold the values of the profession when providing electronic means of service • Take responsibility for becoming proficient in the technological skills and tools required for competent and ethical practice and for seeking appropriate training and consultation to stay current with emerging technologies used in social work • Abide by all federal, state, local and/or agency regulations of professional practice when utilizing telephone or other electronic means in the provision of services • Make every effort to verify correct client identity and contact information when using electronic means in the provision of services • Protect client privacy when using technology in one's practice, documenting all services and taking special safeguards to protect client information in the electronic record • Have knowledge of, and will adhere to, the security standards of applicable laws such as the Health Insurance Portability and Accountability Act (HIPAA) and other laws when performing services electronically, including such issues as electronic transactions, patient rights and allowable disclosure to third party payers and others, data protection, firewalls, password protection, audit trails, etc. • Keep informed about technologies that will

			advance quality program operations and service delivery
		(1e.) Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior	<ul style="list-style-type: none"> • Develop a timely working <i>Field Learning Contract</i> for each semester in the field practicum • Establish a clear work schedule and adhere to it • Regularly attend all supervisory sessions • Actively participate in establishing the agenda for each supervisory session • Prepare for all supervisory sessions by organizing one's presentations and formulating pertinent questions • Identify specific clients, issues, or situations that create personal discomfort to discuss in supervisory sessions • Engage in a respectful and professional relationship with one's supervisor • Demonstrate enthusiasm for learning and mastering the social work competencies for practice at the generalist level • Develop an awareness of one's personal learning style and preferences • Seek consultation and support from one's supervisor, colleagues and/or peers regarding ethical dilemmas • Seek and act on corrective feedback on one's practice skills and self-awareness from one's supervisor • Act promptly to resolve identified conflicts or problems in one's professional judgment and/or professional behavior
2	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	<ul style="list-style-type: none"> • Identify the interactional effects of 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, tribal sovereign status, etc., in the lives of clients
		(2b.) Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences	<ul style="list-style-type: none"> • Demonstrate an awareness of one’s own cultural heritage and how it might impact interactions with clients from diverse backgrounds • Show a willingness to discuss one’s cultural differences with clients • Identify and discuss the strengths found in the client’s diverse background • Strive to develop culturally sensitive insights into problems faced by clients from diverse backgrounds through their own self reports • Recognize and articulate the impact of culture upon problem definition and the help-seeking behaviors of clients, actively seeking their input on needs, challenges, and goals • Seek feedback on the impact of social and institutional oppression on the client’s functioning • Attend activities that are meaningful to the clients served by one’s agency (e.g., cultural presentations, religious/spiritual ceremonies, etc.)
		(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	<ul style="list-style-type: none"> • Monitor ways in which one’s own position in society (as evidenced by such variables as race, class, gender, ethnicity, sexual orientation, national origin, etc.) impacts one’s professional work with various diverse groups • 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 attitude, beliefs, and feelings in practice situations • Actively engage in self-monitoring one’s own

			<p>practice for evidence of elements of oppression in regard 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, tribal sovereign status, etc.</p> <ul style="list-style-type: none"> • Commit to an ongoing, career-long process of striving toward cultural competence
3	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	<ul style="list-style-type: none"> • Use one’s power and authority in a manner consistent with social work values • Consider the impact of economic, political and/or social forces when assessing client problems • Demonstrate a commitment and persistence to serving all clients, even when faced with clients who are experiencing complex and/or multiple problems • Demonstrate a working knowledge of agencies and programs dedicated to the service of oppressed populations (e.g., domestic violence shelters, GLBT resource centers, programs for individuals with disabilities, Legal Aid, etc.)
		(3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice	<ul style="list-style-type: none"> • 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 client populations who are unable to speak for themselves in public forums • Maintain active membership in professional organizations that promote human rights and social, economic and environmental justice • Take actions to effect system level changes that ensure the rights of all clients to needed

			resources and services
4	PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE	(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research	<ul style="list-style-type: none"> Utilize practice experience to formulate pertinent research questions Actively seek information regarding intervention-related questions in the professional literature (e.g., peer-reviewed social work and related journals, best practice protocols, etc.)
		(4b.) Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	<ul style="list-style-type: none"> Critically examine the effects and relevance of specific practice interventions with diverse populations Design a systematic method for collecting, critically analyzing and using qualitative and quantitative research to answer questions about projects, policies and programs as it relates to their effectiveness and efficiency.
		(4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.	<ul style="list-style-type: none"> Demonstrate the ability to incorporate research evidence in practice with individuals, families, groups, communities and organizations Demonstrate the ability to apply research findings to create or enhance social, economic and environmental policies that enhance client wellbeing Demonstrate the ability to incorporate research findings to enhance service delivery systems
5	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	<ul style="list-style-type: none"> Conduct focus group interviews with clients to gain an in-depth understanding of the impact of a particular federal, state or local policy on client wellbeing
		(5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services	<ul style="list-style-type: none"> Analyze changes in a social policy that impacts the agency's target population Identify both the intended and unintended consequences of social and economic policies that impact client wellbeing Identify policies that impede client access to services and/or service delivery

		(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.	<ul style="list-style-type: none"> • Anticipate the development of barriers to service delivery (e.g., budget cuts, negative publicity regarding the agency’s client population, etc.) as a result of a policy change and propose strategies to prevent disruption of services • Communicate with policymakers at the local, state, and/or federal levels explicating the negative impact of a specific policy on clients and proposing changes that promote client wellbeing • Participate in an agency task force to develop or improve a particular agency policy that furthers client wellbeing • Organize a multi-agency meeting regarding a problematic policy issue within the community
6	ENGAGEMENT 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	<ul style="list-style-type: none"> • Demonstrate the ability to apply concepts and knowledge of human growth and development in order to accurately engage the client • Demonstrate the ability to apply theoretical frameworks to engage with clients from diverse backgrounds
		(6b.) Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<ul style="list-style-type: none"> • Demonstrate the skill of beginning where the client is at in the change process • Demonstrate an attitude of dignity and respect toward all clients and constituencies, particularly those from diverse backgrounds • Demonstrate the ability to accurately grasp the circumstances, perspective, and feelings of clients, particularly those from diverse backgrounds • Demonstrate the ability to respond accurately to the verbal and nonverbal communication of clients and constituencies from diverse backgrounds • Use communication responses to effectively

			<p>convey an understanding of the client's and constituency's thoughts, attitudes, feelings and behaviors</p> <ul style="list-style-type: none"> • Convey acceptance of clients and constituencies through verbal and nonverbal responses • Demonstrate proficiency in observing and interpreting client and constituency nonverbal behavior (e.g., eye contact, posture, tone of voice, affect, appearance, speech patterns, etc.)
7	ASSESSMENT WITH 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	<ul style="list-style-type: none"> • Demonstrate an understanding of assessment as a complex process • Demonstrate the ability to collect the data required for the assessment process • Demonstrate the ability to gather data on client strengths, needs, and challenges • Demonstrate the ability to identify family and community protective factors • Demonstrate the ability to gather data on strengths, resources and gaps in the environment in order to determine goodness-of-fit between the client and the environment • Demonstrate the ability to assess the clarity of roles and boundaries in the client system • Demonstrate proficiency in interviewing clients, family members, relevant professionals, etc., to gain multiple perspectives of the strengths and challenges • In supervision and in case staffings, demonstrate the ability to present relevant information in a clear and concise manner
		(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	<ul style="list-style-type: none"> • Demonstrate the ability to apply concepts and knowledges of human growth and development to accurately assess clients • Demonstrate the ability to organize collected data into a complete and accurate Bio-Psycho-Social-Spiritual assessment that incorporates the

			understanding of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks
		(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	<ul style="list-style-type: none"> • Demonstrate the ability to clearly define with clients the presenting problems, goals, objectives, tasks and target dates • Demonstrate the skill of engaging clients in the identification of desired goals and objectives based on client and constituency strengths, needs and challenges
		(7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	<ul style="list-style-type: none"> • Demonstrate the ability to review appropriate intervention methods based upon the thorough assessment of the assessment data • Demonstrate the ability to research empirically based and culturally sensitive best practices that address identified client needs • Demonstrate the ability to review appropriate intervention strategies based on the stated values and preferences of clients and constituencies
8	INTERVENTION 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	<ul style="list-style-type: none"> • Review scholarly publications in order to select interventions with demonstrated efficacy for clients • Demonstrate the ability to partner with clients to choose and implement interventions that are most likely to achieve the measurable objectives • Demonstrate the ability to choose and develop interventions that enhance the capacities of clients and constituents
		(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	<ul style="list-style-type: none"> • Demonstrate the ability to apply concepts and knowledge of human growth and development in order to accurately intervene with clients • Demonstrate the ability to apply theoretical frameworks to intervention with clients from diverse backgrounds

			<ul style="list-style-type: none"> • Demonstrate the ability to conceptualize the multiple levels of an existing problem (e.g., individual, family, organization, community) and intervene at all appropriate levels
		(8c.) Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes	<ul style="list-style-type: none"> • Demonstrate the ability to utilize collaborative relationships formed with other providers to achieve beneficial practice outcomes for clients
		(8d.) Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies	<ul style="list-style-type: none"> • Demonstrate an understanding of the parameters of service delivery (e.g., target populations, 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 elsewhere • Network with community resources to address identified problems • Demonstrate knowledge of community resources and make referrals when appropriate • Demonstrate the ability to negotiate behavioral contracts with clients • Demonstrate the ability to assist clients in resolving disputes with other systems (e.g., DFCS, Social Security Administration, Veteran’s Affairs, etc.)
		(8e.) Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals	<ul style="list-style-type: none"> • Demonstrate the ability to develop case plans with clients that have realistic and clearly-stated time frames for the achievement of measurable objectives • Demonstrate the ability to clearly explain the parameters of time-limited services to clients during initial contacts • Demonstrate the ability to actively plan for the termination process with clients, anticipating common client responses • In supervision, demonstrate the ability to

			<p>process one's own emotions concerning termination with clients</p> <ul style="list-style-type: none"> • Demonstrate the ability to consolidate the progress made through the interventions • Demonstrate the ability to assist clients in developing maintenance strategies following termination • Demonstrate the ability to recognize the continuing needs of clients and make referrals, as appropriate • Demonstrate the ability to transition clients to new providers in the event of an unplanned or premature termination from services
9	EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	(9a.) Demonstrate the ability to select and use appropriate methods for evaluation of outcomes	<ul style="list-style-type: none"> • Continuously monitor progress toward completion of measurable objectives • Implement single subject designs with clients and evaluate the effectiveness of interventions • Use the principles of validity, reliability and generalizability to select appropriate measures for client outcomes • Demonstrate the ability to select and use appropriate qualitative and quantitative methods for evaluating the outcomes of practice • Demonstrate the ability to select and use appropriate qualitative and quantitative methods for evaluating the effectiveness of a program
		(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	<ul style="list-style-type: none"> • Demonstrate the ability to apply concepts and knowledge of human growth and development in order to accurately evaluate practice and service delivery • Demonstrate the ability to apply theoretical frameworks to the evaluation of practice and program outcomes
		(9c.) Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes	<ul style="list-style-type: none"> • Demonstrate the ability to analyze quantitative data in the evaluation of practice (e.g., constructing categories, logical analysis,

			<p>hypotheses proposal, data validation, etc.)</p> <ul style="list-style-type: none"> • Demonstrate the ability to analyze qualitative data in the evaluation of practice (e.g., descriptive statistics, inferential statistics, etc.) • Demonstrate the ability to critically analyze, monitor and evaluate program processes and outcomes via formative and summative program evaluations • Demonstrate the ability to critically analyze, monitor and evaluate interventions via exploratory designs that establish baselines and causal relationships with intervention methods (e.g., AB Design, ABC Design, ABAB Design, etc.)
		<p>(9d.) Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<ul style="list-style-type: none"> • Demonstrate the ability to critically examine evaluation findings to improve practice effectiveness with individuals, families and groups • Use clinical evaluations of process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual issues • Demonstrate the ability to critically examine evaluation findings to improve practice and program effectiveness within organizations • Demonstrate the ability to critically examine evaluation findings to improve practice and program effectiveness within communities

SPECIALIZED PRACTICE COMPETENCIES

#	Social Work Practice Competency Area	Specialized Practice Competency	Definition of Specialized Practice Competency <i>The Social Worker will:</i>
1	ETHICAL AND PROFESSIONAL BEHAVIOR	(1aSP.) Demonstrate the ability to make ethical decisions in clinical social work practice by applying the standards of the <i>NASW Code of Ethics</i> , the <i>NASW Standards for Clinical Social Work in Social Work Practice</i> , the <i>NASW Standards for Cultural Competence in Social Work Practice</i> , the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapist, Rules and Regulations Chapter 135-7, <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics, as appropriate to the context.	<ul style="list-style-type: none"> Consistently apply ethical standards to one's professional practice Utilize models for ethical decision making in clinical social work practice Demonstrate an understanding the various ethical standards applicable to clinical social work practice
		(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.	<ul style="list-style-type: none"> Articulate how issues of transference and counter-transference impact one's clinical social work practice Demonstrate strategies implemented to effectively manage one's personal experiences and affective reactions in clinical social work practice
2	DIVERSITY AND DIFFERENCE IN PRACTICE	(2aSP.) Demonstrate the ability to research culturally sensitive and effective services and interventions with children, families and/or vulnerable adults	<ul style="list-style-type: none"> Demonstrate the ability to determine empirically-based best practices for interventions with children, families and/or vulnerable adults from diverse backgrounds
		(2bSP.) Demonstrate the ability to effectively work with children, families and/or vulnerable adults from diverse populations in clinical social work practice	<ul style="list-style-type: none"> Demonstrate the ability to honor and incorporate issues of diversity into one's clinical practice
3	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	<ul style="list-style-type: none"> Demonstrate the ability to accurately assess evidence of social, economic and/or environmental injustices in the lives of clients and their environments Demonstrate the ability to engage in clinical practice with children, families and vulnerable

			adults that addresses and attempts to resolve instances of social, economic and/or environmental injustice in their lives and their environments
4	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	<ul style="list-style-type: none"> • Utilize practice experience to formulate pertinent research questions regarding effective practice with children, families and vulnerable adults • Demonstrate the ability to use and translate research evidence to inform and improve clinical social work practice with children, families and/or vulnerable adults
5	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	<ul style="list-style-type: none"> • Demonstrate the ability to effectively research those social, economic and/or environmental policies that impact the wellbeing of children, families and/or vulnerable adults at the agency, local, state, federal and/or global levels • Demonstrate the ability to utilize empirically-based research findings to effectively advocate for social, economic and/or environmental policies that impact the wellbeing of children, families and/or vulnerable adults
6	ENGAGEMENT 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	<ul style="list-style-type: none"> • Demonstrate the ability to research effective methods of engaging in clinical social work practice with clients from diverse backgrounds • Demonstrate the ability to professionally engage with children, families and/or vulnerable adults in a manner that is culturally sensitive • Demonstrate the ability to maintain professional roles and boundaries in clinical social work practice
7	ASSESSMENT WITH INDIVIDUALS, FAMILIES,	(7aSP.) Demonstrate the ability to effectively use multi-dimensional assessment tools with children, families and/or vulnerable adult clients	<ul style="list-style-type: none"> • Demonstrate the ability to research effective empirically-based assessment tools used by clinical social workers in the assessment of children, families and/or vulnerable adults

	GROUPS, ORGANIZATIONS AND COMMUNITIES		<ul style="list-style-type: none"> • Demonstrate the ability to utilize multi-dimensional assessment tools in clinical practice with children, families and/or vulnerable adults
8	INTERVENTION 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	<ul style="list-style-type: none"> • Demonstrate the ability to research and evaluate effective empirically-based interventions used by clinical social workers in the assessment of children, families and/or vulnerable adults • Demonstrate the ability to utilize evidence-based best practices in clinical practice with children, families and/or vulnerable adults
		(8bSP.) Demonstrate the ability to effectively collaborate with other professionals to coordinate appropriate services for children, families, and/or vulnerable adult clients.	<ul style="list-style-type: none"> • Readily identify as a social work professional, particularly in multi-disciplinary settings • Demonstrate the ability to work as an effective member of a multi-disciplinary treatment team in clinical social work practice • Demonstrate professional leadership in advocating for children, families and/or vulnerable adults and coordinating appropriate services to enhance their wellbeing
9	EVALUATION OF 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	<ul style="list-style-type: none"> • Demonstrate the ability to effectively evaluate the outcomes of one's clinical practice with children, families and/or vulnerable adults • Use research methodologies to evaluate service programs for children, families and/or vulnerable adults • Demonstrate the ability to use evaluation results to improve clinical interventions and/or organizational practices

MSW Foundation Curriculum

The MSW Foundation Curriculum, which is built upon the liberal arts perspective, provides students with the generalist knowledge, values and skills required for competent social work practice and for progression into specialized practice with children, families, and vulnerable adults. In order to achieve its behavioral competencies, the foundation curriculum provides instruction in professional identity as a social worker, social work values and ethics, critical thinking, diversity in practice, the advancement of human rights and social and economic justice, research, human behavior and the social environment, social policies and services, practice contexts, engagement, assessment, intervention, and evaluation.

In the first year of the program (“the Foundation Year”), MSW students are placed in agencies and organizations under the supervision of an MSW social worker in order to learn generalist social work practice methods with multiple client systems. No less than sixteen face-to-face clock hours per week are spent in the field placement settings each semester.

MSW Specialized Practice Concentration Curriculum

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

Title IV-E Program

Albany State University completes a contract with Georgia Department of Human Services (DHS) annually through a grant written by the Chair of the Social Work Department. The program is a collaborative effort with the Georgia Department of Human Services to professionalize Child Welfare Services (<https://www.gadfcs.org/grant/cwg.jsp>).

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.

Because DHS has had an active role in the development of the Title IV-E curriculum at Albany State University, students completing the program are exempt from taking the required “New Worker Keys Training”. This exemption will provide graduating students an opportunity to enter the agency at a higher pay grade. It also affords students the opportunity to be certified by DFCS during an earlier stage of employment. Students successfully completing this program will receive a certificate of proficiency in Child Welfare from Albany State University upon graduation.

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 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 have been 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.

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.

The Title IV-E Application Process

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* by visiting <http://www.dhsjobsga.com/Main/Default.aspx>. 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 Forensic Interviewing, Family & Child Welfare Practice and Social Work with Families 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 Georgia 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 BEFORE OR AFTER BEING PLACED ON THE GRANT WILL RESULT IN IMMEDIATE DISMISSAL FROM THE TITLE IV-E PROGRAM.

For further information, policies and procedures for the Title IV-E Program, please contact Dr. Marilyn Spearman, Chair; Ms. Jamie Swain, MSW Field Coordinator, or Ms. Levetta Jefferson, BSW 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 actively engaging in the process of securing accreditation 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 will undergo a review of its program under the new accreditation standards with a site visit in the Fall of 2017 and approval from the CSWE Commission on Accreditation Committee in February of 2018. Further information on the accreditation process can be obtained from the MSW Program Director or from the CSWE website (<http://www.cswe.org/Accreditation.aspx>).

MSW ADMINISTRATIVE STRUCTURE OF THE DEPARTMENT OF SOCIAL WORK

Chair of the Department of Social Work

The Chief Administrator of a social work program must give 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 Arts and Humanities;
6. act as the liaison between the Department and the University, as well as with the larger community.

Dr. Marilyn Spearman currently acts as the Chair of the Department of Social Work and the Director of the BSW program as well as 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. in conjunction with the Department Chair, coordinate the offerings of the MSW program;
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. coordinating student exit surveys and outcome assessments;
6. ensuring adequate library holdings to support the MSW curriculum;
7. represent the MSW program to the Department Chair, the faculty, external Chairs, the Deans, the University, the community, and the program's stakeholders;
8. answer inquiries regarding the MSW program to prospective students;
9. develop and provide oversight of the MSW admissions process;
10. assign MSW students to MSW faculty advisors based on expertise and interests;
11. review and approve all student degree outlines;
12. 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;
13. advise the Department Chair on programmatic budget needs and strategic plans.

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. It engages the graduate student in supervised social work practice and provides opportunities to apply classroom learning in the field setting. A faculty member who coordinates the graduate field program must hold credentials that include a master's degree in social work from an accredited program, with no less than two years of full-time post-master's 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;
6. provide timely, ethical, and educationally-sound 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 courses.
11. maintain statistical data in order to evaluate outcome assessments in the field.

Ms. Jamie Swain, MSW, currently acts as the MSW Field Coordinator in the Master of Social Work program.

MSW Faculty, 2012-2013 Academic Year

1. Dr. Jerry Daniel, Associate Professor, MSW Faculty
2. Dr. Annalease Gibson, Assistant Professor, MSW Faculty
3. Dr. Irma Gibson, Associate Professor, MSW Faculty
4. Dr. Barbara Nowak, Associate Professor, MSW Program Director
5. Dr. Ivan Page, Associate Professor, MSW Faculty
6. Ms. Jamie Swain, LCSW, MSW Field Coordinator

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 United Nation's *Universal Declaration of Human Rights*, the NASW *Standards for Clinical Social Work in Social Work Practice*, the NASW *Standards for Cultural Competence in Social Work Practice*, and the Georgia Composite Board of Professional Counselors, Social Workers, and American Association of Marriage and Family Therapy *Code of Ethics*. All of these documents are provided here:

NASW Code of Ethics

<https://www.socialworkers.org/pubs/code/code.asp>

Code of Ethics of the National Association of Social Workers. Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly.

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and

deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

(f) Social workers should obtain clients' informed consent before audio-taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others.

Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

3.02 Education and Training

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible.

Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or

results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and

practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

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

Ethics in Social Work, Statement of Principles
International Federation of Social Workers (IFSW)
International Association of Schools of Social Work (IASSW)
<http://ifsw.org/policies/statement-of-ethical-principles/>

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organizations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organizations of IFSW and IASSW.

2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognize rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles

4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination - Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation - Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognize all aspects of a person's life.
4. Identifying and developing strengths - Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination* - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

**In some countries the term "discrimination" would be used instead of "negative discrimination". The word negative is used here because in some countries the term "positive discrimination" is also used. Positive discrimination is also known as "affirmative action". Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.*

2. Recognizing diversity - Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.
3. Distributing resources equitably - Social workers should ensure that resources at their disposal are distributed fairly, according to need.
4. Challenging unjust policies and practices - Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
5. Working in solidarity - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society.

5. Professional Conduct

It is the responsibility of the national organizations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organizations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge

10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document "Ethics in Social Work, Statement of Principles" was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004.

**THE UNITED NATION'S
UNIVERSAL DECLARATION OF HUMAN RIGHTS**

<http://www.un.org/en/universal-declaration-human-rights/>

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.[^]

Article 15.

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21.

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious

groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

American Association of Marriage and Family Therapy
Code of Ethics

PREAMBLE

The Board of Directors of the American Association for Marriage and Family Therapy (AAMFT) hereby promulgates, pursuant to Article 2, Section 2.01.3 of the Association's Bylaws, the Revised AAMFT Code of Ethics, effective January 1, 2015.

Honoring Public Trust

The AAMFT strives to honor the public trust in marriage and family therapists by setting standards for ethical practice as described in this Code. The ethical standards define professional expectations and are enforced by the AAMFT Ethics Committee.

Commitment to Service, Advocacy and Public Participation

Marriage and family therapists are defined by an enduring dedication to professional and ethical excellence, as well as the commitment to service, advocacy, and public participation. The areas of service, advocacy, and public participation are recognized as responsibilities to the profession equal in importance to all other aspects. Marriage and family therapists embody these aspirations by participating in activities that contribute to a better community and society, including devoting a portion of their professional activity to services for which there is little or no financial return. Additionally, marriage and family therapists are concerned with developing laws and regulations pertaining to marriage and family therapy that serve the public interest, and with altering such laws and regulations that are not in the public interest. Marriage and family therapists also encourage public participation in the design and delivery of professional services and in the regulation of practitioners. Professional competence in these areas is essential to the character of the field, and to the well-being of clients and their communities.

Seeking Consultation

The absence of an explicit reference to a specific behavior or situation in the Code does not mean that the behavior is ethical or unethical. The standards are not exhaustive. Marriage and family therapists who are uncertain about the ethics of a particular course of action are encouraged to seek counsel from consultants, attorneys, supervisors, colleagues, or other appropriate authorities.

Ethical Decision-Making

Both law and ethics govern the practice of marriage and family therapy. When making decisions regarding professional behavior, marriage and family therapists must consider the AAMFT Code of Ethics and applicable laws and regulations. If the AAMFT Code of Ethics prescribes a standard higher than that required by law, marriage and family therapists must meet the higher standard of the AAMFT Code of Ethics. Marriage and family therapists comply with the mandates of law, but make known their commitment to the AAMFT Code of Ethics and take steps to resolve the conflict in a responsible manner. The AAMFT supports legal mandates for reporting of alleged unethical conduct.

Marriage and family therapists remain accountable to the AAMFT Code of Ethics when acting as members or employees of organizations. If the mandates of an organization with which a marriage and family therapist is affiliated, through employment, contract or otherwise, conflict with the AAMFT Code of Ethics, marriage and family therapists make known to the organization their commitment to the AAMFT Code of Ethics and take reasonable steps to resolve the conflict in a way that allows the fullest adherence to the Code of Ethics.

Binding Expectations

The AAMFT Code of Ethics is binding on members of AAMFT in all membership categories, all AAMFT Approved Supervisors and all applicants for membership or the Approved Supervisor designation. AAMFT members have an obligation to be familiar with the AAMFT Code of Ethics and its application to their professional services. Lack of awareness or misunderstanding of an ethical standard is not a defense to a charge of unethical conduct.

Resolving Complaints

The process for filing, investigating, and resolving complaints of unethical conduct is described in the current AAMFT Procedures for Handling Ethical Matters. Persons accused are considered innocent by the Ethics Committee until proven guilty, except as otherwise provided, and are entitled to due process. If an AAMFT member resigns in anticipation of, or during the course of, an ethics investigation, the Ethics Committee will complete its investigation. Any publication of action taken by the Association will include the fact that the member attempted to resign during the investigation.

Aspirational Core Values

The following core values speak generally to the membership of AAMFT as a professional association, yet they also inform all the varieties of practice and service in which marriage and family therapists engage. These core values are aspirational in nature, and are distinct from ethical standards. These values are intended to provide an aspirational framework within which marriage and family therapists may pursue the highest goals of practice.

The core values of AAMFT embody:

1. Acceptance, appreciation, and inclusion of a diverse membership.
2. Distinctiveness and excellence in training of marriage and family therapists and those desiring to advance their skills, knowledge and expertise in systemic and relational therapies.
3. Responsiveness and excellence in service to members.
4. Diversity, equity and excellence in clinical practice, research, education and administration.
5. Integrity evidenced by a high threshold of ethical and honest behavior within Association governance and by members.
6. Innovation and the advancement of knowledge of systemic and relational therapies.

Ethical Standards

Ethical standards, by contrast, are rules of practice upon which the marriage and family therapist is obliged and judged. The introductory paragraph to each standard in the AAMFT Code of Ethics is an aspirational/explanatory orientation to the enforceable standards that follow.

STANDARD I RESPONSIBILITY TO CLIENTS

Marriage and family therapists advance the welfare of families and individuals and make reasonable efforts to find the appropriate balance between conflicting goals within the family system.

1.1 Non-Discrimination.

Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.

1.2 Informed Consent.

Marriage and family therapists obtain appropriate informed consent to therapy or related procedures and use language that is reasonably understandable to clients. When persons, due to age or mental status, are legally incapable of giving informed consent, marriage and family therapists obtain informed permission from a legally authorized person, if such substitute consent is legally permissible. The content of informed consent may vary depending upon the client and treatment plan; however, informed consent generally necessitates that the client: (a) has the capacity to consent; (b) has been adequately informed of significant information concerning treatment processes and procedures; (c) has been adequately informed of potential risks and benefits of treatments for which generally recognized standards do not yet exist; (d) has freely and without undue influence expressed consent; and (e) has provided consent that is appropriately documented.

1.3 Multiple Relationships.

Marriage and family therapists are aware of their influential positions with respect to clients, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships with clients that could impair professional judgment or increase the risk of exploitation. Such relationships include, but are not limited to, business or close personal relationships with a client or the client's immediate family. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists document the appropriate precautions taken.

1.4 Sexual Intimacy with Current Clients and Others.

Sexual intimacy with current clients or with known members of the client's family system is prohibited.

1.5 Sexual Intimacy with Former Clients and Others.

Sexual intimacy with former clients or with known members of the client’s family system is prohibited.

1.6 Reports of Unethical Conduct.

Marriage and family therapists comply with applicable laws regarding the reporting of alleged unethical conduct.

1.7 Abuse of the Therapeutic Relationship.

Marriage and family therapists do not abuse their power in therapeutic relationships.

1.8 Client Autonomy in Decision Making.

Marriage and family therapists respect the rights of clients to make decisions and help them to understand the consequences of these decisions. Therapists clearly advise clients that clients have the responsibility to make decisions regarding relationships such as cohabitation, marriage, divorce, separation, reconciliation, custody, and visitation.

1.9 Relationship Beneficial to Client.

Marriage and family therapists continue therapeutic relationships only so long as it is reasonably clear that clients are benefiting from the relationship.

1.10 Referrals.

Marriage and family therapists respectfully assist persons in obtaining appropriate therapeutic services if the therapist is unable or unwilling to provide professional help.

1.11 Non-Abandonment.

Marriage and family therapists do not abandon or neglect clients in treatment without making reasonable arrangements for the continuation of treatment.

1.12 Written Consent to Record.

Marriage and family therapists obtain written informed consent from clients before recording any images or audio or permitting third-party observation.

1.13 Relationships with Third Parties.

Marriage and family therapists, upon agreeing to provide services to a person or entity at the request of a third party, clarify, to the extent feasible and at the outset of the service, the nature of the relationship with each party and the limits of confidentiality.

**STANDARD II
CONFIDENTIALITY**

Marriage and family therapists have unique confidentiality concerns because the client in a therapeutic relationship may be more than one person. Therapists respect and guard the confidences of each individual client.

2.1 Disclosing Limits of Confidentiality.

Marriage and family therapists disclose to clients and other interested parties at the outset of services the nature of confidentiality and possible limitations of the clients' right to confidentiality. Therapists review with clients the circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. Circumstances may necessitate repeated disclosures.

2.2 Written Authorization to Release Client Information.

Marriage and family therapists do not disclose client confidences except by written authorization or waiver, or where mandated or permitted by law. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. When providing couple, family or group treatment, the therapist does not disclose information outside the treatment context without a written authorization from each individual competent to execute a waiver. In the context of couple, family or group treatment, the therapist may not reveal any individual's confidences to others in the client unit without the prior written permission of that individual.

2.3 Client Access to Records.

Marriage and family therapists provide clients with reasonable access to records concerning the clients. When providing couple, family, or group treatment, the therapist does not provide access to records without a written authorization from each individual competent to execute a waiver. Marriage and family therapists limit client's access to their records only in exceptional circumstances when they are concerned, based on compelling evidence, that such access could cause serious harm to the client. The client's request and the rationale for withholding some or all of the record should be documented in the client's file. Marriage and family therapists take steps to protect the confidentiality of other individuals identified in client records.

2.4 Confidentiality in Non-Clinical Activities.

Marriage and family therapists use client and/or clinical materials in teaching, writing, consulting, research, and public presentations only if a written waiver has been obtained in accordance with Standard 2.2, or when appropriate steps have been taken to protect client identity and confidentiality.

2.5 Protection of Records.

Marriage and family therapists store, safeguard, and dispose of client records in ways that maintain confidentiality and in accord with applicable laws and professional standards.

2.6 Preparation for Practice Changes.

In preparation for moving a practice, closing a practice, or death, marriage and family therapists arrange for the storage, transfer, or disposal of client records in conformance with applicable laws and in ways that maintain confidentiality and safeguard the welfare of clients.

2.7 Confidentiality in Consultations.

Marriage and family therapists, when consulting with colleagues or referral sources, do not share confidential information that could reasonably lead to the identification of a client, research participant, supervisee, or other person with whom they have a confidential relationship unless they have obtained the prior written consent of the client, research participant, supervisee, or other person with whom they have a confidential relationship. Information may be shared only to the extent necessary to achieve the purposes of the consultation.

STANDARD III PROFESSIONAL COMPETENCE AND INTEGRITY

Marriage and family therapists maintain high standards of professional competence and integrity.

3.1 Maintenance of Competency.

Marriage and family therapists pursue knowledge of new developments and maintain their competence in marriage and family therapy through education, training, and/or supervised experience.

3.2 Knowledge of Regulatory Standards.

Marriage and family therapists pursue appropriate consultation and training to ensure adequate knowledge of and adherence to applicable laws, ethics, and professional standards.

3.3 Seek Assistance.

Marriage and family therapists seek appropriate professional assistance for issues that may impair work performance or clinical judgment.

3.4 Conflicts of Interest.

Marriage and family therapists do not provide services that create a conflict of interest that may impair work performance or clinical judgment.

3.5 Maintenance of Records.

Marriage and family therapists maintain accurate and adequate clinical and financial records in accordance with applicable law.

3.6 Development of New Skills.

While developing new skills in specialty areas, marriage and family therapists take steps to ensure the competence of their work and to protect clients from possible harm. Marriage and family therapists practice in specialty areas new to them only after appropriate education, training, and/or supervised experience.

3.7 Harassment.

Marriage and family therapists do not engage in sexual or other forms of harassment of clients, students, trainees, supervisees, employees, colleagues, or research subjects.

3.8 Exploitation.

Marriage and family therapists do not engage in the exploitation of clients, students, trainees, supervisees, employees, colleagues, or research subjects.

3.9 Gifts.

Marriage and family therapists attend to cultural norms when considering whether to accept gifts from or give gifts to clients. Marriage and family therapists consider the potential effects that receiving or giving gifts may have on clients and on the integrity and efficacy of the therapeutic relationship.

3.10 Scope of Competence.

Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies.

3.11 Public Statements.

Marriage and family therapists, because of their ability to influence and alter the lives of others, exercise special care when making public their professional recommendations and opinions through testimony or other public statements.

3.12 Professional Misconduct.

Marriage and family therapists may be in violation of this Code and subject to termination of membership or other appropriate action if they: (a) are convicted of any felony; (b) are convicted of a misdemeanor related to their qualifications or functions; (c) engage in conduct which could lead to conviction of a felony, or a misdemeanor related to their qualifications or functions; (d) are expelled from or disciplined by other professional organizations; (e) have their licenses or certificates suspended or revoked or are otherwise disciplined by regulatory bodies; (f) continue to practice marriage and family therapy while no longer competent to do so because they are impaired by physical or mental causes or the abuse of alcohol or other substances; or (g) fail to cooperate with the Association at any point from the inception of an ethical complaint through the completion of all proceedings regarding that complaint.

STANDARD IV

RESPONSIBILITY TO STUDENTS AND SUPERVISEES

Marriage and family therapists do not exploit the trust and dependency of students and supervisees.

4.1 Exploitation.

Marriage and family therapists who are in a supervisory role are aware of their influential positions with respect to students and supervisees, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid conditions and multiple relationships that could impair professional objectivity or increase the risk of exploitation. When the risk of impairment or exploitation exists due to conditions or multiple roles, therapists take appropriate precautions.

4.2 Therapy with Students or Supervisees.

Marriage and family therapists do not provide therapy to current students or supervisees.

4.3 Sexual Intimacy with Students or Supervisees.

Marriage and family therapists do not engage in sexual intimacy with students or supervisees during the evaluative or training relationship between the therapist and student or supervisee.

4.4 Oversight of Supervisee Competence.

Marriage and family therapists do not permit students or supervisees to perform or to hold themselves out as competent to perform professional services beyond their training, level of experience, and competence.

4.5 Oversight of Supervisee Professionalism.

Marriage and family therapists take reasonable measures to ensure that services provided by supervisees are professional.

4.6 Existing Relationship with Students or Supervisees

Marriage and family therapists are aware of their influential positions with respect to supervisees, and they avoid exploiting the trust and dependency of such persons. Supervisors, therefore, make every effort to avoid conditions and multiple relationships with supervisees that could impair professional judgment or increase the risk of exploitation. Examples of such relationships include, but are not limited to, business or close personal relationships with supervisees or the supervisee's immediate family. When the risk of impairment or exploitation exists due to conditions or multiple roles, supervisors document the appropriate precautions taken.

4.7 Confidentiality with Supervisees.

Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law.

4.8 Payment for Supervision.

Marriage and family therapists providing clinical supervision shall not enter into financial arrangements with supervisees through deceptive or exploitative practices, nor shall marriage and family therapists providing clinical supervision exert undue influence over supervisees when establishing supervision fees. Marriage and family therapists shall also not engage in other exploitative practices of supervisees.

STANDARD V

RESEARCH AND PUBLICATION

Marriage and family therapists respect the dignity and protect the welfare of research participants, and are aware of applicable laws, regulations, and professional standards governing the conduct of research.

5.1 Institutional Approval.

When institutional approval is required, marriage and family therapists submit accurate information about their research proposals and obtain appropriate approval prior to conducting the research.

5.2 Protection of Research Participants.

Marriage and family therapists are responsible for making careful examinations of ethical acceptability in planning research. To the extent that services to research participants may be compromised by participation in research, marriage and family therapists seek the ethical advice of qualified professionals not directly involved in the investigation and observe safeguards to protect the rights of research participants.

5.3 Informed Consent to Research.

Marriage and family therapists inform participants about the purpose of the research, expected length, and research procedures. They also inform participants of the aspects of the research that might reasonably be expected to influence willingness to participate such as potential risks, discomforts, or adverse effects. Marriage and family therapists are especially sensitive to the possibility of diminished consent when participants are also receiving clinical services, or have impairments which limit understanding and/or communication, or when participants are children. Marriage and family therapists inform participants about any potential research benefits, the limits of confidentiality, and whom to contact concerning questions about the research and their rights as research participants.

5.4 Right to Decline or Withdraw Participation.

Marriage and family therapists respect each participant's freedom to decline participation in or to withdraw from a research study at any time. This obligation requires special thought and consideration when investigators or other members of the research team are in positions of authority or influence over participants. Marriage and family therapists, therefore, make every effort to avoid multiple relationships with research participants that could impair professional judgment or increase the risk of exploitation. When offering inducements for research participation, marriage and family therapists make reasonable efforts to avoid offering inappropriate or excessive inducements when such inducements are likely to coerce participation.

5.5 Confidentiality of Research Data.

Information obtained about a research participant during the course of an investigation is confidential unless there is a waiver previously obtained in writing. When the possibility exists that others, including family members, may obtain access to such information, this possibility, together with the plan for protecting confidentiality, is explained as part of the procedure for obtaining informed consent.

5.6 Publication.

Marriage and family therapists do not fabricate research results. Marriage and family therapists disclose potential conflicts of interest and take authorship credit only for work

they have performed or to which they have contributed. Publication credits accurately reflect the relative contributions of the individual involved.

5.7 Authorship of Student Work.

Marriage and family therapists do not accept or require authorship credit for a publication based from student's research, unless the marriage and family therapist made a substantial contribution beyond being a faculty advisor or research committee member. Co-authorship on student research should be determined in accordance with principles of fairness and justice.

5.8 Plagiarism.

Marriage and family therapists who are the authors of books or other materials that are published or distributed do not plagiarize or fail to cite persons to whom credit for original ideas or work is due.

5.9 Accuracy in Publication.

Marriage and family therapists who are authors of books or other materials published or distributed by an organization take reasonable precautions to ensure that the published materials are accurate and factual.

STANDARD VI

TECHNOLOGY-ASSISTED PROFESSIONAL SERVICES

Therapy, supervision, and other professional services engaged in by marriage and family therapists take place over an increasing number of technological platforms. There are great benefits and responsibilities inherent in both the traditional therapeutic and supervision contexts, as well as in the utilization of technologically-assisted professional services. This standard addresses basic ethical requirements of offering therapy, supervision, and related professional services using electronic means.

6.1 Technology Assisted Services.

Prior to commencing therapy or supervision services through electronic means (including but not limited to phone and Internet), marriage and family therapists ensure that they are compliant with all relevant laws for the delivery of such services. Additionally, marriage and family therapists must: (a) determine that technologically-assisted services or supervision are appropriate for clients or supervisees, considering professional, intellectual, emotional, and physical needs; (b) inform clients or supervisees of the potential risks and benefits associated with technologically-assisted services; (c) ensure the security of their communication medium; and (d) only commence electronic therapy or supervision after appropriate education, training, or supervised experience using the relevant technology.

6.2 Consent to Treat or Supervise.

Clients and supervisees, whether contracting for services as individuals, dyads, families, or groups, must be made aware of the risks and responsibilities associated with

technology-assisted services. Therapists are to advise clients and supervisees in writing of these risks, and of both the therapist's and clients'/supervisees' responsibilities for minimizing such risks.

6.3 Confidentiality and Professional Responsibilities.

It is the therapist's or supervisor's responsibility to choose technological platforms that adhere to standards of best practices related to confidentiality and quality of services, and that meet applicable laws. Clients and supervisees are to be made aware in writing of the limitations and protections offered by the therapist's or supervisor's technology.

6.4 Technology and Documentation.

Therapists and supervisors are to ensure that all documentation containing identifying or otherwise sensitive information which is electronically stored and/or transferred is done using technology that adhere to standards of best practices related to confidentiality and quality of services, and that meet applicable laws. Clients and supervisees are to be made aware in writing of the limitations and protections offered by the therapist's or supervisor's technology.

6.5 Location of Services and Practice.

Therapists and supervisors follow all applicable laws regarding location of practice and services, and do not use technologically-assisted means for practicing outside of their allowed jurisdictions.

6.6 Training and Use of Current Technology.

Marriage and family therapists ensure that they are well trained and competent in the use of all chosen technology-assisted professional services. Careful choices of audio, video, and other options are made in order to optimize quality and security of services, and to adhere to standards of best practices for technology-assisted services. Furthermore, such choices of technology are to be suitably advanced and current so as to best serve the professional needs of clients and supervisees.

STANDARD VII PROFESSIONAL EVALUATIONS

Marriage and family therapists aspire to the highest of standards in providing testimony in various contexts within the legal system.

7.1 Performance of Forensic Services.

Marriage and family therapists may perform forensic services which may include interviews, consultations, evaluations, reports, and assessments both formal and informal, in keeping with applicable laws and competencies.

7.2 Testimony in Legal Proceedings

Marriage and family therapists who provide expert or fact witness testimony in legal proceedings avoid misleading judgments, base conclusions and opinions on appropriate

data, and avoid inaccuracies insofar as possible. When offering testimony, as marriage and family therapy experts, they shall strive to be accurate, objective, fair, and independent.

7.3 Competence.

Marriage and family therapists demonstrate competence via education and experience in providing testimony in legal systems.

7.4 Informed Consent.

Marriage and family therapists provide written notice and make reasonable efforts to obtain written consents of persons who are the subject(s) of evaluations and inform clients about the evaluation process, use of information and recommendations, financial arrangements, and the role of the therapist within the legal system.

7.5 Avoiding Conflicts.

Clear distinctions are made between therapy and evaluations. Marriage and family therapists avoid conflict in roles in legal proceedings wherever possible and disclose potential conflicts. As therapy begins, marriage and family therapists clarify roles and the extent of confidentiality when legal systems are involved.

7.6 Avoiding Dual Roles.

Marriage and family therapists avoid providing therapy to clients for whom the therapist has provided a forensic evaluation and avoid providing evaluations for those who are clients, unless otherwise mandated by legal systems.

7.7 Separation of Custody Evaluation from Therapy.

Marriage and family therapists avoid conflicts of interest in treating minors or adults involved in custody or visitation actions by not performing evaluations for custody, residence, or visitation of the minor. Marriage and family therapists who treat minors may provide the court or mental health professional performing the evaluation with information about the minor from the marriage and family therapist's perspective as a treating marriage and family therapist, so long as the marriage and family therapist obtains appropriate consents to release information.

7.8 Professional Opinions.

Marriage and family therapists who provide forensic evaluations avoid offering professional opinions about persons they have not directly interviewed. Marriage and family therapists declare the limits of their competencies and information.

7.9 Changes in Service.

Clients are informed if changes in the role of provision of services of marriage and family therapy occur and/or are mandated by a legal system.

7.10 Familiarity with Rules.

Marriage and family therapists who provide forensic evaluations are familiar with judicial and/or administrative rules prescribing their roles.

STANDARD VIII FINANCIAL ARRANGEMENTS

Marriage and family therapists make financial arrangements with clients, third-party payors, and supervisees that are reasonably understandable and conform to accepted professional practices.

8.1 Financial Integrity.

Marriage and family therapists do not offer or accept kickbacks, rebates, bonuses, or other remuneration for referrals. Fee-for-service arrangements are not prohibited.

8.2 Disclosure of Financial Policies.

Prior to entering into the therapeutic or supervisory relationship, marriage and family therapists clearly disclose and explain to clients and supervisees: (a) all financial arrangements and fees related to professional services, including charges for canceled or missed appointments; (b) the use of collection agencies or legal measures for nonpayment; and (c) the procedure for obtaining payment from the client, to the extent allowed by law, if payment is denied by the third-party payor. Once services have begun, therapists provide reasonable notice of any changes in fees or other charges.

8.3 Notice of Payment Recovery Procedures.

Marriage and family therapists give reasonable notice to clients with unpaid balances of their intent to seek collection by agency or legal recourse. When such action is taken, therapists will not disclose clinical information.

8.4 Truthful Representation of Services.

Marriage and family therapists represent facts truthfully to clients, third-party payors, and supervisees regarding services rendered.

8.5 Bartering.

Marriage and family therapists ordinarily refrain from accepting goods and services from clients in return for services rendered. Bartering for professional services may be conducted only if: (a) the supervisee or client requests it; (b) the relationship is not exploitative; (c) the professional relationship is not distorted; and (d) a clear written contract is established.

8.6 Withholding Records for Non-Payment.

Marriage and family therapists may not withhold records under their immediate control that are requested and needed for a client's treatment solely because payment has not been received for past services, except as otherwise provided by law.

STANDARD IX ADVERTISING

Marriage and family therapists engage in appropriate informational activities, including those that enable the public, referral sources, or others to choose professional services on an informed basis.

9.1 Accurate Professional Representation.

Marriage and family therapists accurately represent their competencies, education, training, and experience relevant to their practice of marriage and family therapy in accordance with applicable law.

9.2 Promotional Materials.

Marriage and family therapists ensure that advertisements and publications in any media are true, accurate, and in accordance with applicable law.

9.3 Professional Affiliations.

Marriage and family therapists do not hold themselves out as being partners or associates of a firm if they are not.

9.4 Professional Identification.

Marriage and family therapists do not use any professional identification (such as a business card, office sign, letterhead, Internet, or telephone or association directory listing) if it includes a statement or claim that is false, fraudulent, misleading, or deceptive.

9.5 Educational Credentials.

Marriage and family therapists claim degrees for their clinical services only if those degrees demonstrate training and education in marriage and family therapy or related fields.

9.6 Employee or Supervisee Qualifications.

Marriage and family therapists make certain that the qualifications of their employees and supervisees are represented in a manner that is true, accurate, and in accordance with applicable law.

9.7 Specialization.

Marriage and family therapists represent themselves as providing specialized services only after taking reasonable steps to ensure the competence of their work and to protect clients, supervisees, and others from harm.

9.8 Correction of Misinformation.

Marriage and family therapists correct, wherever possible, false, misleading, or inaccurate information and representations made by others concerning the therapist's qualifications, services, or products.

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

<https://www.socialworkers.org/practice/standards/naswclinicalstandards.pdf>

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 NASW Standards for Continuing Professional Education 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.

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NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)
STANDARDS FOR CULTURAL COMPETENCE IN SOCIAL WORK PRACTICE
<https://www.socialworkers.org/practice/standards/naswculturalstandards.pdf>

Standard 1. Ethics and Values

Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness

Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge

Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills

Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.

Standard 5. Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Introduction

The *Standards for Cultural Competence in Social Work Practice* are based on the policy statement "Cultural Competence in the Social Work Profession" published in *Social Work Speaks: NASW Policy Statements* (2000b) and the *NASW Code of Ethics* (2000a), which charges social workers with the ethical responsibility to be culturally competent. Both were originally adopted by the 1996 NASW Delegate Assembly. NASW "supports and encourages the development of standards for culturally competent social work practice, a definition of expertise, and the advancement of practice models that have relevance for the range of needs and services represented by diverse client populations" (NASW, 2000b, p. 61).

The material that follows is the first attempt by the profession to delineate standards for culturally competent social work practice. The United States is constantly undergoing major demographic changes. The 1990 to 2000 population growth was the largest in American history with a dramatic increase in people of color from 20 percent to 25 percent (Perry & Mackum, 2001). Those changes alter and increase the diversity confronting social workers daily in their agencies. The complexities associated with cultural diversity in the United States affect all aspects of professional social work

practice, requiring social workers to strive to deliver culturally competent services to an ever-increasing broad range of clients. The social work profession traditionally has emphasized the importance of the person-in-environment and the dual perspective, the concept that all people are part of two systems: the larger societal system and their immediate environments (Norton, 1978).

Social workers using a person-in-environment framework for assessment need to include to varying degrees important cultural factors that have meaning for clients and reflect the culture of the world around them. In the United States, cultural diversity in social work has primarily been associated with race and ethnicity, but diversity is taking on a broader meaning to include the sociocultural experiences of people of different genders, social classes, religious and spiritual beliefs, sexual orientations, ages, and physical and mental abilities.

A brief review of the social work literature in the past few years points to the range of potential content areas that require culturally sensitive 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 stresses; biculturalism; working with people with disabilities; empowerment skills; community building; reaching out to new populations of color; and how to train for culturally competent models of practice.

Therefore, cultural competence in social work practice implies a heightened consciousness of how clients experience their uniqueness and deal with their differences and similarities within a larger social context.

Definitions

The NASW Board of Directors, at its June 2001 meeting, accepted the following definitions of *culture*, *competence*, and *cultural competence* in the practice of social work. These definitions are drawn from the NASW *Code of Ethics* and *Social Work Speaks*.

Culture

“The word ‘culture’ is used because it 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” (NASW, 2000b, p. 61). 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.

The Preamble to the NASW *Code of Ethics* begins by stating: 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. And goes on to say, “Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice” (NASW, 2000a, p. 1).

Second, culture is mentioned in two ethical standards:

Value: *Social Justice* and the Ethical Principle:

Social workers challenge social injustice.

This means that social workers’ social change efforts seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity.

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

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.

Competence

The word competence is used because it implies having the capacity to function effectively within the context of culturally integrated patterns of human behavior defined by the group.

In the *Code of Ethics* competence is discussed in several ways. First as a value of the profession:

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

This value encourages social workers to 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.

Second, competence is discussed as an ethical standard:

1.04 Competence

- 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.
- 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.
- 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.

Cultural competence is never fully realized, achieved, or completed, but rather cultural competence is a lifelong process for social workers who will always encounter diverse clients and new situations in their practice.

Supervisors and workers should have the expectation that cultural competence is an ongoing learning process integral and central to daily supervision.

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, 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.

“Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or among professionals and enable the system, agency, or professionals to work effectively in cross-cultural situations” (NASW, 2000b, p. 61).

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.

There are five essential elements that contribute to a system’s ability to become more culturally competent. 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. 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, age, marital status, political belief, religion, and mental or physical disability.

Finally, the Code reemphasizes the importance of cultural competence in the last section of the Code, *Section 6. Social Workers Ethical Responsibilities to the Broader Society*.

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

Goals and Objectives of the Standards

These standards address the need for definition, support, and encouragement for the development of a high level of social work practice that encourages cultural competence among all social workers so that they can respond effectively, knowledgeably, sensitively, and skillfully to the diversity inherent in the agencies in which they work and with the clients and communities they serve.

These standards intend to move the discussion of cultural competence within social work practice toward the development of clearer guidelines, goals, and objectives for the future of social work practice.

The specific goals of the standards are

- to maintain and improve the quality of culturally competent services provided by social workers and programs delivered by social service agencies
- to establish professional expectations so that social workers can monitor and evaluate their culturally competent practice
- to provide a framework for social workers to assess culturally competent practice
- to inform consumers, governmental regulatory bodies, and others, such as insurance carriers, about the profession's standards for culturally competent practice

- to establish specific ethical guidelines for culturally competent social work practice in agency or private practice settings
- to provide documentation of professional expectations for agencies, peer review committees, state regulatory bodies, insurance carriers, and others.
-

Standards 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 profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

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). Social work has developed a comprehensive set of ethical standards embodied in the *NASW Code of Ethics* that “address a wide range of issues, including, for example, social workers’ handling of confidential information, sexual contact between social workers and their clients, conflicts of interest, supervision, education and training, and social and political action” (Reamer, 1998, p. 2).

The Code 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 practitioners.

The Code recognizes that culture and ethnicity may influence how individuals cope with problems and interact with each other. What is behaviorally appropriate in one culture may seem abnormal 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 as well. The ways in which social services are planned and implemented need to be culturally sensitive to be culturally effective. Cultural competence builds on the profession’s valued stance on self-determination and individual dignity and worth, adding inclusion, tolerance, and respect for diversity in all its forms.

It requires social workers to struggle with ethical dilemmas arising from value conflicts or special needs of diverse 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. This does not imply a universal nor automatic acceptance of all practices of all cultures. For example, some cultures subjugate women, oppress persons based on sexual orientation, and 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.

Standard 2. Self-Awareness

Social workers shall develop an understanding of their own personal and cultural values and beliefs as a first step in appreciating the importance of multicultural identities in the lives of people.

Interpretation

Cultural competence requires social workers to examine their own cultural backgrounds and identities to increase awareness of personal assumptions, values, and biases. The workers' self-awareness of their own cultural identities is as fundamental to practice as the informed assumptions about clients' cultural backgrounds and experiences in the United States. This awareness of personal values, beliefs, and biases inform their practice and influence relationships with clients. Cultural competence includes knowing and acknowledging how fears, ignorance, and the "isms" (racism, sexism, ethnocentrism, heterosexism, ageism, classism) have influenced their attitudes, beliefs, and feelings.

Social workers need to be able to move from being culturally aware of their own heritage to becoming culturally aware of the heritage of others. They can value and celebrate differences in others rather than maintain an ethnocentric stance and can demonstrate comfort with differences between themselves and others. They have an awareness of personal and professional limitations that may warrant the referral of a client to another social worker or agency that can best meet the clients' needs. Self-awareness also helps in understanding the process of cultural identity formation and helps guard against stereotyping. As one develops the diversity within one's own group, one can be more open to the diversity within other groups.

Cultural competence also requires social workers to appreciate how workers need to move from cultural awareness to cultural sensitivity before achieving cultural competence 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 supervision and agency administration. Agency administrators and public policy advocates also need to develop strategies to reduce their own biases and expand their self-awareness.

Standard 3. Cross-Cultural Knowledge

Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups served.

Interpretation

Cultural competence is not static and requires frequent relearning and unlearning about diversity. Social workers need to take every opportunity to expand their cultural 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, 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, pp. 7–8).

Social workers need to possess specific knowledge about the particular providers and client groups they work with, including the range of historical experiences, resettlement patterns, individual and group oppression, adjustment styles, socioeconomic backgrounds, life processes, learning styles, cognitive skills, worldviews and specific cultural customs and practices, their definition of and beliefs about the causation of wellness and illness or normality and abnormality, and how care and services should be delivered. They also must seek specialized knowledge about U.S. social, cultural, and political systems, how they operate, and how they serve or fail to serve specific client groups. This includes knowledge of institutional, class, culture, and language barriers that prevent diverse client group members from using services.

Cultural competence requires explicit knowledge of traditional theories and principles concerning such areas as human behavior, life cycle development, problem-solving skills, prevention, and rehabilitation. Social workers need the critical skill of asking the right questions, being comfortable with discussing cultural differences, and asking clients about what works for them and what is comfortable for them in these discussions.

Furthermore, 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 diverse client groups.

Standard 4. Cross-Cultural Skills

Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers’ understanding of the role of culture in the helping process.

Interpretation

The personal attributes of a culturally competent social worker include qualities that reflect genuineness, empathy, and warmth; the capacity to respond flexibly to a range of possible solutions; an acceptance of and openness to differences among people; a willingness to learn to work with clients of different backgrounds; an articulation and clarification of stereotypes and biases and how these may accommodate or conflict with the needs of diverse client groups; and personal commitment to alleviate racism, sexism, homophobia, ageism, and poverty. These attributes are important to the direct practitioner and to the agency administrator.

More specifically, social workers should have the skills to

- work with a wide range of people who are culturally different or similar to themselves, and establish avenues for learning about the cultures of these clients
- assess the meaning of culture for individual clients and client groups, encourage open discussion of differences, and respond to culturally biased cues
- master interviewing techniques that reflect an understanding of the role of language in the client's culture
- conduct a comprehensive assessment of client systems in which cultural norms and behaviors are evaluated as strengths and differentiated from problematic or symptomatic behaviors
- integrate the information gained from a culturally competent assessment into culturally appropriate intervention plans and involve clients and respect their choices in developing goals for service
- select and develop appropriate methods, skills, and techniques that are attuned to their clients' cultural, bicultural, or marginal experiences in their environments
- generate a wide variety of verbal and nonverbal communication skills in response to direct and indirect communication styles of diverse clients
- understand the interaction of the cultural systems of the social worker, the client, the particular agency setting, and the broader immediate community
- effectively use the clients' natural support system in resolving problems—for example, folk healers, storefronts, religious and spiritual leaders, families of creation, 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 targeted client population and make appropriate referrals when indicated
- consult with supervisors and colleagues for feedback and monitoring of performance and identify features of their own professional style that impede or enhance their culturally competent practice
- evaluate the validity and applicability of new techniques, research, and knowledge for work with diverse client groups.

Standard 5. Service Delivery

Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Interpretation

Agencies and professional social work organizations need to promote cultural competence by supporting the evaluation of culturally competent service delivery models and setting standards for cultural competence within these settings. Culturally competent social workers need to be aware of and 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 diverse clients from service opportunities and seek to create opportunities for clients, matching their needs with culturally competent 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 that accommodates varying cultural beliefs.

For direct practitioners, policymakers, or administrators, this specifically involves

- actively recruiting multiethnic staff and including cultural competence requirements in job descriptions and performance and promotion measures
- reviewing the current and emergent demographic trends for the geographic area served by the agency to determine service needs for the provision of interpretation and translation services
- creating service delivery systems or models that are more appropriate to the targeted client populations or advocating for the creation of such services
- including participation by clients as major stakeholders in the development of service delivery systems
- ensuring that program decor and design is reflective of the cultural heritage of clients and families using the service
- attending to social issues (for example, housing, education, police, and social justice) that concern clients of diverse backgrounds
- not accepting 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 organization and the targeted client population (for example, hiring, position descriptions, performance evaluations, training)
- developing performance measures to assess culturally competent practice
- including participation of client groups in the development of research and treatment protocols.

Standard 6. Empowerment and Advocacy

Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Interpretation

Culturally competent social workers are keenly aware of the deleterious effects of racism, sexism, ageism, heterosexism or homophobia, anti-Semitism, ethnocentrism, classism, and xenophobia on clients' lives and the need for social advocacy and social action to better empower diverse clients and communities.

As first defined by Solomon (1976), *empowerment* involves facilitating the clients' connection with their own power and, in turn, being empowered by the very act of reaching across cultural barriers. Empowerment refers to the person's ability to do for

themselves while advocacy implies doing for the client. Even in the act of 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 a range of skills and abilities to advocate for and with clients against the underlying devaluation of cultural experiences related to difference and oppression and power and privilege in the United States. The empowerment tradition in social work practice suggests a promotion of the combined goals of consciousness raising and developing 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. This means that workers consider client situations as they describe needs in terms of 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. The expectation is that culturally competent social workers reflect these values in their practice.

Standard 7. Diverse Workforce

Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Interpretation

Increasing cultural competence within the profession requires demonstrated efforts to recruit and retain a diverse 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. Diversity should be represented at all levels of the organization, 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 (88.5 percent) and female (78.0 percent). The proportion of people of color has remained relatively stable in the social work membership of the National Association of Social Workers over a period of several years: 5.3 percent identify themselves as African American; Hispanics, including Mexican Americans, Puerto Ricans, and other Hispanic groups constitute about 2.8 percent of the membership; Asians and Pacific Islanders 1.7 percent; and American Indians/First Nations People 0.5 percent (Gibelman & Schervish, 1997).

Social work client populations are more diverse than the social work profession itself. In many instances, service to clients is targeted to marginalized communities and special populations, groups that typically include disproportionately high numbers of people of color, elderly people, people with disabilities, and clients of lower socioeconomic status.

Matching workforce to client populations can be an effective strategy for bridging cultural differences between social worker and client, 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 a special skill or knowledge to the profession, like bicultural and bilingual skills, or American Sign Language (ASL) 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.

Standard 8. Professional Education

Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

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 keep up with and stay ahead of changes in professional practice, which includes the changing needs of diverse client populations. Diversity needs to be addressed in social work curricula and needs to be viewed as central to faculty and staff appointments and research agendas.

The social work profession should be encouraged to take steps to ensure cultural competence as an integral part of social work education, training and practice, and to increase research and scholarship on culturally competent practice among social work professionals. 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.

Social agencies should be encouraged to provide culturally competent in-service training and opportunities for continuing education for agency-based workers. NASW should contribute to the ongoing education and training needs for all social workers, with particular emphasis on promoting culturally competent practice in continuing education offerings in terms of content, faculty, and auspice.

In addition, the *NASW 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.

Standard 9. Language Diversity

Social workers shall seek to provide and advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include the use of interpreters.

Interpretation

Social workers should accept the individual person in his or her totality and ensure access to needed services. Language is a source and an extension of personal identity and culture and therefore, is one way individuals interact with others in their families and communities and across different cultural groups. Individuals and groups have a right to use their language in their individual and communal life.

Language diversity is a resource for society, and linguistic diversity 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 clarifies the obligation of agencies and service providers to not discriminate or have methods of administering services that may subject individuals to discrimination.

Agencies and providers of services are expected to take reasonable steps to provide services and information in appropriate language other than English to ensure that people with limited English proficiency are effectively informed and can effectively participate in and benefit from its programs.

It is the responsibility of social services agencies and social workers to provide clients services in the language of their choice or to seek the assistance of qualified language interpreters. Social workers need to communicate respectfully and effectively with clients from different ethnic, cultural, and linguistic backgrounds; this might include knowing the client's language. The use of language translation should be done by trained professional interpreters (for example, certified or registered sign language interpreters). Interpreters generally need proficiency in both English and the other language, as well as orientation and training.

Social agencies and social workers have a responsibility to use language interpreters when necessary, and to make certain that interpreters do not breach confidentiality, create barriers to clients when revealing personal information that is critical to their situation, are properly trained and oriented to the ethics of interpreting in a helping situation, and have fundamental knowledge of specialized terms and concepts specific to the agency's programs or activities.

Standard 10. Cross-Cultural Leadership

Social workers shall be able to communicate information about diverse client groups to other professionals.

Interpretation

Social work is the appropriate profession to take a leadership role not only in disseminating knowledge about diverse client groups, but also in actively advocating for fair and equitable treatment of all clients served. This role should extend within and outside the profession. Guided by the *NASW Code of Ethics*, social work leadership is the communication of vision to create proactive processes that empower individuals, families, groups, organizations, and communities.

Diversity skills, defined as sensitivity to diversity, multicultural leadership, acceptance and tolerance, cultural competence, and tolerance of ambiguity, constitute one of the core leadership skills for successful leadership (Rank & Hutchison, 2000). Social workers should come forth to assume leadership in empowering diverse client populations, to share information about diverse populations to the general public, and to advocate for their clients' concerns at interpersonal and institutional levels, locally, nationally, and internationally.

With the establishment of standards for cultural competence in social work practice, there is an equally important need for the profession to provide ongoing training in cultural competence and to establish mechanisms for the evaluation of competence-based practice. As the social work profession develops cultural competencies, then the profession must have the ability to measure those competencies. The development of outcome measures needs to go hand in hand with the development of these standards.

Note: These standards build on and adhere to other standards of social work practice established by NASW, including, but not limited to, NASW Standards for the Classification of Social Work Practice, Standards for the Practice of Clinical Social Work, Standards for Social Work Case Management, Standards for Social Work Practice in Child Protection, Standards for School Social Work Services, Standards for Social Work in Health Care Settings, Standards for Social Work Personnel Practices, and Standards for Social Work Services in Long-Term Care Facilities.

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.

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**GEORGIA COMPOSITE BOARD OF PROFESSIONAL COUNSELORS,
SOCIAL WORKERS, AND MARRIAGE AND FAMILY THERAPISTS
CODE OF ETHICS**

<http://rules.sos.ga.gov/gac/135-7>

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

MASTER OF SOCIAL WORK ADMISSIONS POLICY

MSW Application Procedure

Applicant materials can be downloaded from the Department of Social Work website or can be sent to individuals requesting information regarding the MSW Program at Albany State University. Applicants **apply to both the Albany State University “Office of Recruitment, Admission and Financial Aid” 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,” and (2.) the Master of Social Work Application packet. The Admissions Application for the Master of Social Work Program contains several forms that must be completed **prior** to the evaluation for admission.

Admission Requirements

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

I. Application Materials Sent to the ASU Office of Recruitment, Admissions and Financial Aid:

- 1. An “Application for Admission to the Graduate program at Albany State University.”**
- 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 from ALL institutions attended,** including transcripts from Albany State University).
- 4. A score on the Miller Analogy Test [MAT] of 374 or better for regular admission and 390 or above for Advanced Standing admission.** The MAT scores must have been earned within the past five [5] years. DO NOT submit the test scores to the Department of Social Work or the Master of Social Work Program.
- 5. Two current letters of reference.**
- 6. Pre-Entrance Medical Records and Certification of Immunization.** The Health Services Student Clinic ensures that all students entering Albany State University are current on all required immunizations. A copy of that record must be included in the ASU Application package sent directly to the Office of Recruitment, Admissions and Financial Aid. Failure to comply with this requirement will result in a “hold” being placed on the Student’s registration, preventing the Student from completing the registration process.

Once you submit your ASU Graduate Application, ALL of the aforementioned materials must be submitted prior to the document deadline in order to process your file. Incomplete files will NOT be processed and considered for admissions. Admission decisions will only be made on complete files.

Mail all materials to:

Albany State University Graduate School
Billy C. Black Building 389, 504 College Drive
Albany, Georgia 31705

II. **Application Materials Sent to the Department of Social Work's MSW Admissions Committee:**

1. **An official transcript from every regionally-accredited college or university attended.** 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 grade point average of 3.0 or better (on a 4.0 scale) for the last 60 credits of academic course work. [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.]
2. **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, such as 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.* These letters are *in addition* to the reference letters required by the University's Office of Recruitment, Admissions and Financial Aid.
3. **Completion of the Personal Narrative Statement.** This section must *carefully follow the outline* in the MSW application packet.
4. **Successful completion of a criminal background check.** This may be completed at any law enforcement agency within the State of Georgia.
5. **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.
6. **Personal Interview.** A personal 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 and appropriateness for clinical social work practice.

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 health care facilities who 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 (http://gbi.georgia.gov/00/channel_modifieddate/0,2096,67862954_67866875,00.html). This procedure is known as a "Personal Review for Criminal History." 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.gip.org/programs/criminal-records/faqs/faqs-expungements/> or consult with your attorney.

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 foundation social work courses).

A. To qualify for advanced standing, you must:

1. Possess a Bachelor of Social Work (BSW) degree from a CSWE-accredited social work program;
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 overall in all undergraduate work attempted
6. Earned a minimum grade of 3.0 [B] or better in **all** undergraduate social work courses;
7. Earned a score of 390 or better on the Miller Analogy Test [MAT];
8. At least one of your three references for your application **must** be from your undergraduate Faculty Advisor, the BSW Field Director or from the Chair of the Social Work Department at your college or university.

B. How to apply for advanced standing:

1. Access the “Application for Advanced Standing” online or request the form from the Department of Social Work and mail it in with your Graduate Admission Application. All documents are to be returned to the Department of Social Work to the attention of the Graduate Admissions Committee.
2. Upon acceptance into the MSW program, you may be asked to supply copies of your undergraduate research papers, field education contracts/plans, field evaluations, college catalog, and course syllabi, unless the Department of Social Work at Albany State University has them on file for your BSW degree.
3. *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 foundation courses – up to 26 credit hours –which repeat content that you already mastered in your undergraduate social work program with a grade of “B” or better. The materials from each applicant are evaluated individually. *Waivers are not automatic.*
2. An individualized plan of study will be developed to guide you in completing any required prerequisite courses and beginning your specialized concentration courses. Your course work will then begin in the Summer Session.

Due to the limited acceptance of Advanced Standing students in the MSW program, enrollment is extremely competitive and will be awarded only to outstanding applicants that clearly demonstrate the social work knowledge, experience, and skills required for direct admission into the specialized practice year of the MSW program. Students admitted into the Advanced Standing program who fail to earn a grade of “B” or better in their specialized coursework 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.

Those students who are admitted to the Advanced Standing program must submit their application by the deadline established by Albany State University for all graduate students beginning their graduate programs in the Summer session. Once admitted, Advanced Standing students **must** enroll for the Summer session, completing the following 9 credits:

- SOWK 6011: Social Welfare: Policies and Programs;

- SOWK 6020: Achieving Justice in a Diverse World; and
- SOWK 7010: Ethical Decision-Making in Social Work Practice.

Upon successful completion of these three summer courses, the Advanced Standing student then enters the Specialized Practice Year of the MSW program. Failure to complete these three courses in the Summer Session will place the student out of academic sequence and will result in the student completing the MSW program in no less than two [2] years of fulltime graduate studies in social work rather than one [1] year of fulltime social work graduate studies.

Provisional Student Status 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 grade point average of at least 2.5 in the last 60 semester (or 90 quarter) hours of academic work; (2.) meets all other admission requirements; **and** (3.) submits a written request to be considered for Provisional Student Status Admission based on having met at least one of the following criteria:

- (a.) Completion of six hours of graduate level course work taken **outside of the Department of Social Work** with a grade point average of 3.0 or above [4.0 = A], with documentation on an official transcript from a regionally-accredited college or university; **or**
- (b.) Submission of an *official Miller Analogy Test [MAT] score* of 374 to 389 taken no more than **five** [5] years prior to application to the Department of Social Work; **and**
- (c.) Evidence of *outstanding* paid or volunteer experience in social work agencies or related human service organizations. Documentation by **additional** Letters of Recommendation is required. To be considered “outstanding,” the experience must:
 - (1.) Clearly demonstrate a *social work* focus,
 - (2.) Be no less than the equivalent of *two years of full-time experience*, and
 - (3.) Entail performance that *far exceeds the norm*, convincingly documented in support letters from the social workers who supervised the Applicant.

Students who are admitted under “Provisional Student Status” may take only **nine [9]** credits of graduate social work courses in the first semester of admission. Once admitted, provisional students **must** enroll for the Summer Session, completing the following 9 credits:

- SOWK 6011: Social Welfare: Policies and Programs;
- SOWK 6020: Achieving Justice in a Diverse World; and
- SOWK 6***: [6000-level elective in graduate social work]

If the Student is able to achieve a grade point of average of 3.0 or above in *each* of these graduate social work courses, the Student will be readmitted to the MSW Program under “Regular Admission” status. If the Student under “Provisional Status” is unable to earn a grade of “B” or better in each of the three 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.

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 in the *Albany*

State University's Graduate Catalog. While some of these regulations are listed below, persons in this category should contact the Office of Recruitment, Admissions and Financial Aid for more detailed information regarding admission forms and requirements.

General Regulations for International Applicants

The United States Bureau of Citizenship and Immigration Services [USCIS] mandates that students holding a "F" or "J" visa carry a full program of study. A "full program of study" is at least nine [9] semester hours. Applicants from countries where English is not the usual means of communication must submit a TOEFL score of no less than 550. Test scores may not be more than two years old. International students on non-immigrant visas must carry hospitalization and medical insurance. Applicants must furnish evidence of adequate financial support on the "Affidavit of Support" form. The Applicant must provide an official statement from an authorized bank certifying sufficient funds are available to the Student to cover costs of University fees and general living expenses for one academic year of study in the United States. Immigration and Naturalization Form I-20 will not be issued until the international Applicant has submitted the required evidence of financial support. Non-immigrant international students are prohibited from participation in employment, unless authorized by the United States Bureau of Citizenship and Immigration Services.

Deadlines for Admission to the MSW Program

Please contact the ASU "Office of Graduate Studies" for deadline dates for graduate applications. 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 academic year and are not guaranteed automatic admission in any future year.

The Review Process

Applicants will receive postcard updates on 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 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 course work in relation to a strong liberal arts base and past academic performance, as reflected in the cumulative grade point average (last 60 credit hours of academic work). Consideration is also given to employment or volunteer efforts in social work, strong letters of recommendation, 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. Upon receiving a completed graduate application packet, the MSW Faculty then

interviews the candidate to further determine suitability for both the MSW program and graduate-level social work practice.

After carefully reviewing the student's entire application package, the MSW Admissions Committee votes on whether to admit, deny or defer the application. This decision is then forwarded to the Chair of the Department of Social Work on the "Graduate Student Status Form" for official departmental signature and approval. This form then requires the review and approval of the Dean of College of Arts and Humanities as well as the Provost/Vice-President of Academic Affairs. The final decision is sent to the ASU "Office of Recruitment, Admissions and Financial Aid" and the Applicant is notified via mail of her/his acceptance or denial into the MSW program. The MSW program is also then notified by the University regarding the final status of the application. All accepted students are contacted by the MSW Program via a letter 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. Information regarding appeal procedures may be secured from the Office of Recruitment, Admissions and Financial Aid. Such appeals and their associated documentation are referred to the Appeals Committee of the Graduate Council for consideration. The applicant has the right to further appeal to the Provost/Vice President for Academic Affairs and then to the President of the University, who will make the final Institutional decision.

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 nine (9) credits may be transferred from a CSWE-accredited school of social work, with only three (3) credits used to satisfy the 6000-level elective requirement in the Foundation Year. Students may use these nine transfer credits for such Foundation Year courses as human behavior and the social environment, social welfare policy, and social work research. Transfer credits are **not** accepted for practice courses (e.g., Direct Practice, Theory and Practice with Families and Groups, or Theory and Practice with Communities and Organizations).

In addition to the usual application materials, transfer students must also submit an evaluation of first year field performance, a course syllabi for each transfer course, a "Statement of Good Standing" from the Dean or Chairperson of their previous social work program, and a catalog from the institution in which s/he has been enrolled. 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:

(1.) A maximum of three [3] semester hours of graduate credit earned within five years of the student's enrollment at Albany State University's Department of Social Work, with grades of "B" (3.0) or better, *may* be transferred as credit toward the MSW degree's elective credits, providing they meet 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 three graduate credit hours *may* be applied toward the MSW.

(2.) A maximum of three [3] 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 and adherence to CSWE accreditation standards.

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. It is the responsibility of the admitted student to request transfer credit. The Transfer Credit Form must be submitted to the MSW Program Director no later than the Friday of the first week of classes of the term in which the student matriculates. 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, grades earned, date of course completion, adherence to CSWE accreditation standards, and academic soundness. The student's request, accompanied by supporting information and the MSW Program Director's written recommendation, will be submitted to the Department Chair for final approval. *In all cases, graduate credit from other disciplines must be consistent with the goals and objectives of the MSW program at Albany State University, as well as with our accrediting body, the Council on Social Work Education (CSWE).*

As mandated by 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.

M.S.W. CURRICULUM

MSW Degree Requirements

The general requirements for the 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; 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 Comprehensive Examination; and
- MSW faculty recommendation for award of the Master of Social Work degree.

The M.S.W. Curriculum

The 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.) social work practice; 2.) human behavior and the social environment (HBSE); 3.) social welfare policies and programs (SWPP); 4.) social work research; and 5.) 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 (<http://www.cswe.org/Accreditation.aspx>).

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

MSW Specialized Practice in Clinical Social Work Practice with Children, Families and Vulnerable Adults

In the second year of the MSW Program, students are provided the knowledge, values and skills necessary to further the well-being of children, families and adults over the lifespan while promoting social and economic justice in diverse populations. The specialized practice in clinical social work prepares students to work effectively in with children, 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, families and vulnerable adults.

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

The MSW Program works closely with social work practitioners, clinicians, community groups, and organizations that promote, provide, and seek to influence social development policies and services to oppressed populations, particularly those located in the communities of people of color. The specialized practice curriculum in clinical social work is sensitive and responsive to the needs of all disenfranchised groups who share in the struggle for equality and freedom from oppression.

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 MSW-level 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. The first field experience placement takes place in the Fall of the foundation 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 16 hours per week. The third and fourth field placements occur in the specialized practice year, with each requiring a minimum of 225 clock hours of MSW-supervised instruction per semester, or 16 clock hours of MSW-supervised instruction per week. In addition, 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 MSW faculty member in order to integrate the knowledge, values and skills learned in the classroom with their field experiences within the agency.

There are professional liability insurance 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.

Advising and Degree Planning

Incoming students are provided with the *MSW Degree Plan* 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 (CSWE).

When students are admitted to the MSW program, they are appointed an MSW Faculty Advisor who assists them in degree planning, career planning and other academic and professional concerns. All new MSW Students are carefully matched with their MSW Faculty Advisors at the New Student Orientation. 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 MSW Faculty Advisor 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.

The MSW Student is responsible for seeking advice, for knowing and meeting the requirements of the MSW program, for enrolling in the appropriate courses, and for 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 child care 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 Program of Study” models contained in this handbook, it may be necessary for that student to take a leave of absence from the Program in order to return in sequence at a later date. *We strongly recommend that applicants carefully plan 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 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 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 requested to think about choosing part-time employment for the two year Program of graduate study or full-time employment along with the four year part-time MSW program.

Tuition and Fees

You will find information regarding tuition and fees online at the ASU web page or you may call the Registrar's Office at 229/430-4638 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 special services (e.g., building fees, state financial aid fee, 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 Admissions or view online information 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.

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;
3. Have no incomplete grades;
4. Have submitted any transfer course transcripts to the MSW Faculty Advisor prior to beginning MSW coursework;
5. File the *MSW Student Course of Study* signed by the MSW Faculty Advisor along with the graduation application for the graduation audit. The *MSW Student Course of Study* must demonstrate that the MSW Student has achieved a 3.0 cumulative GPA for all required courses in the MSW program;
6. Successfully passed the MSW Comprehensive Examination; and

7. Receive the faculty recommendation for the award of the Master of Social Work degree.

Application for graduation must be completed one semester in advance of the anticipated date of graduation from the MSW program. The required forms and associated fees for the Graduation/Degree may be completed in the Registrar's Office. Failure to properly file will cause a delay in graduation. Students are reminded to adhere to the deadlines listed in the Office of Academic Services and Registrar's Academic Calendar. If the candidate's graduation is postponed for any reason, the graduation forms must be resubmitted.

The Comprehensive Examination

Successful completion of a Comprehensive Examination is required of all graduate programs in the Georgia University System.

The Comprehensive Examination is comprised of 9 essay questions addressing the nine goal areas of the MSW Program and their foundation and specialized practice competencies. Through the essay questions, the student demonstrates her/his ability to critically apply the knowledge, values and skills learned in the MSW Program to a simulated case study. The examination is completed on ASU computers made available to the student on the day of testing. The Comprehensive Examination is constructed and administered by the MSW Faculty each year.

A student must be registered during the semester in which the Comprehensive Examination is taken. If the student is unsuccessful in passing the Comprehensive Examination, she or he will not be eligible to graduate in that semester. The student may take the Comprehensive Examination the next time it is offered. According to University policy, a maximum of three attempts is permitted.

MSW STUDENT COURSE OF STUDY
[STANDARD 2 YEAR PROGRAM]
(64 CREDITS*)

MSW Student Name: _____

ASU #: _____

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
FOUNDATION YEAR				
<i>Fall Semester (16 Credits)</i>				
SOWK 6020	Achieving Justice in a Diverse World	3		
SOWK 6021	Human Behavior/Social Environment	3		
SOWK 6031	Direct Practice Methods	3		
SOWK 6011	Social Welfare Policies and Programs	3		
SOWK 6055	Foundation Field Experience I	3		
SOWK 6051	Foundation Field Seminar I	1		
<i>Spring Semester (16 Credits)</i>				
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		
SOWK 6___		3		
SPECIALIZED PRACTICE YEAR				
<i>Fall Semester (16 Credits)</i>				
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	Specialized Practice Field Experience I	3		
SOWK 7051	Specialized Practice Field Seminar I	1		
SOWK 7___		3		
<i>Spring Semester (16 Credits)</i>				
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	Specialized Practice Field Experience II	3		
SOWK 7052	Specialized Practice Field Seminar II	1		
SOWK 7___		3		

MSW Student Signature

Date

MSW Faculty Advisor Signature

Date

***All coursework must be completed in no more than 4 years as required by CSWE.**

**MSW STUDENT COURSE OF STUDY [ADVANCED STANDING PROGRAM]
(41 CREDITS*)**

MSW Student Name: _____

ASU #: _____

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
Summer Session (9 Credits)				
SOWK 6020	Achieving Justice in a Diverse World	3		
SOWK 6011	Social Welfare Policies and Programs	3		
SOWK 7010	Ethical Decision-Making in SW Practice	3		
SPECIALIZED 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	Specialized Practice Field Experience I	3		
SOWK 7051	Specialized Practice Field Seminar I	1		
SOWK 7____		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	Specialized Practice Field Experience II	3		
SOWK 7052	Specialized Practice Field Seminar II	1		
SOWK 7____		3		

MSW Student Signature

Date

MSW Faculty Advisor Signature

Date

***All coursework must be completed in no more than 4 years as required by CSWE.**

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

MSW Student Name: _____

ASU #: _____

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
FOUNDATION YEAR				
Summer Semester (9 Credits)				
SOWK 6020	Achieving Justice in a Diverse World	3		
SOWK 6011	Social Welfare Policies & Programs	3		
SOWK 6xxx		3		
Fall Semester (10 Credits)				
SOWK 6021	Human Behavior/Social Environment	3		
SOWK 6031	Direct Practice Methods	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		
SPECIALIZED 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	Specialized Practice Field Experience I	3		
SOWK 7051	Specialized Practice Field Seminar I	1		
SOWK 7____		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	Specialized Practice Field Experience II	3		
SOWK 7052	Specialized Practice Field Seminar II	1		
SOWK 7____		3		

MSW Student Signature

Date

MSW Faculty Advisor Signature

Date

***All coursework must be completed in no more than 4 years as required by CSWE.**

**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
FOUNDATION YEAR				
<i>Fall Semester – 1st Year (9 Credits)</i>				
SOWK 6020	Achieving Justice in a Diverse World	3		
SOWK 6021	Human Behavior/Social Environment	3		
SOWK 6031	Direct Practice Methods	3		
<i>Spring Semester – 1st Year (9 Credits)</i>				
SOWK 6032	Theory/Practice w/Families & Groups	3		
SOWK 6033	Theory/Practice w/Communities & Org.	3		
SOWK 6041	Research in Social Work	3		
<i>Fall Semester – 2nd Year (7 Credits)</i>				
SOWK 6011	Social Welfare Policies and Programs	3		
SOWK 6055	Foundation Field Experience I	3		
SOWK 6051	Foundation Field Seminar I	1		
<i>Spring Semester – 2nd Year (7 Credits)</i>				
SOWK 6056	Foundation Field Experience II	3		
SOWK 6052	Foundation Field Seminar II	1		
SOWK 6___		3		
SPECIALIZED PRACTICE YEAR				
<i>Fall Semester – 3rd Year (9 Credits)</i>				
SOWK 7021	Family Dynamics Through the Life Cycle	3		
SOWK 7041	Evaluation of Practice	3		
SOWK 7031	Assess/ Practice w/Children & Adolescents	3		
<i>Spring Semester – 3rd Year (9 Credits)</i>				
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		
<i>Fall Semester – 4th Year (7 Credits)</i>				
SOWK 7055	Specialized Practice Field Experience I	3		
SOWK 7051	Specialized Practice Field Seminar I	1		
SOWK 7___		3		
<i>Spring Semester – 4th Year (7 Credits)</i>				
SOWK 7056	Specialized Practice Field Experience II	3		
SOWK 7052	Specialized Practice Field Seminar II	1		
SOWK 7___		3		

MSW Student Signature _____

_____ Date

MSW Faculty Advisor Signature _____

_____ Date

***All coursework must be completed in no more than 4 years as required by CSWE.**

MSW STUDENT COURSE OF STUDY
[2 YEAR PROGRAM – BLOCK PLACEMENT MODEL]
(64 CREDITS*)

MSW Student Name: _____

ASU #: _____

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
FOUNDATION YEAR				
<i>Fall Semester (12 Credits)</i>				
SOWK 6020	Achieving Justice in a Diverse World	3		
SOWK 6021	Human Behavior/Social Environment	3		
SOWK 6031	Direct Practice Methods	3		
SOWK 6011	Social Welfare Policies and Programs	3		
<i>Spring Semester (12 Credits)</i>				
SOWK 6032	Theory/Practice w/Families & Groups	3		
SOWK 6033	Theory/Practice w/Communities & Org.	3		
SOWK 6041	Research in Social Work	3		
SOWK 6___		3		
<i>Summer Session (8 Credits)</i>				
SOWK 6057	Foundation Field Block Experience	6		
SOWK 6053	Foundation Field Block Seminar	2		
SPECIALIZED PRACTICE YEAR				
<i>Fall Semester (12 Credits)</i>				
SOWK 7021	Family Dynamics Through the Life Cycle	3		
SOWK 7041	Evaluation of Practice	3		
SOWK 7031	Assess/ Practice w/Children & Adolescents	3		
SOWK 7___		3		
<i>Spring Semester (12 Credits)</i>				
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 7___		3		
<i>Summer Session (5 Credits)</i>				
SOWK 7057	Specialized Practice Field Block Experience	6		
SOWK 7053	Specialized Practice Field Block Seminar	2		

MSW Student Signature

Date

MSW Faculty Advisor Signature

Date

***All coursework must be completed in no more than 4 years as required by CSWE.**

MSW STUDENT COURSE OF STUDY
[3 YEAR PROVISIONAL STATUS PROGRAM]
(64 CREDITS*)

MSW Student Name: _____

ASU #: _____

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
FOUNDATION YEAR				
<i>Fall Semester (9 Credits)</i>				
SOWK 6021	Human Behavior/Social Environment	3		
SOWK 6031	Direct Practice Methods	3		
SOWK 6011	Social Welfare Policies and Programs	3		
<i>Spring Semester (9 Credits)</i>				
SOWK 6032	Theory/Practice w/Families & Groups	3		
SOWK 6033	Theory/Practice w/Communities & Org.	3		
SOWK 6041	Research in Social Work	3		
<i>Fall Semester (7 Credits)</i>				
SOWK 6020	Achieving Justice in a Diverse World	3		
SOWK 6055	Foundation Field Experience I	3		
SOWK 6051	Foundation Field Seminar I	1		
<i>Spring Semester (7 Credits)</i>				
SOWK 6056	Foundation Field Experience II	3		
SOWK 6052	Foundation Field Seminar II	1		
SOWK 6____		3		
SPECIALIZED PRACTICE YEAR				
<i>Fall Semester (16 Credits)</i>				
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	Specialized Practice Field Experience I	3		
SOWK 7051	Specialized Practice Field Seminar I	1		
SOWK 7____		3		
<i>Spring Semester (16 Credits)</i>				
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	Specialized Practice Field Experience II	3		
SOWK 7052	Specialized Practice Field Seminar II	1		
SOWK 7____		3		

MSW Student Signature

Date

MSW Faculty Advisor Signature

Date

***All coursework must be completed in no more than 4 years as required by CSWE.**

MSW STUDENT COURSE OF STUDY
[2 YEAR PROGRAM – TITLE IV-E PROGRAM]
(64 CREDITS*)

MSW Student Name: _____

ASU #: _____

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
FOUNDATION YEAR				
<i>Fall Semester (16 Credits)</i>				
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	
<i>Spring Semester (16 Credits)</i>				
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---		3	Spring	
SPECIALIZED PRACTICE YEAR				
<i>Fall Semester (16 Credits)</i>				
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	Specialized Practice Field Experience I	3	Fall	
SOWK 7051	Specialized Practice Field Seminar I	1	Fall	
SOWK 7130	SW Practice w/Abusing/Neglecting Families	3	Fall	
<i>Spring Semester (16 Credits)</i>				
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	Specialized Practice Field Experience II	3	Spring	
SOWK 7052	Specialized Practice Field Seminar II	1	Spring	
SOWK 7137	Crisis Intervention & Traumatology	3	Spring	

MSW Student Signature

Date

MSW Faculty Advisor Signature

Date

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MSW STUDENT COURSE OF STUDY
[ADVANCED STANDING PROGRAM – TITLE IV-E PROGRAM]
(41 CREDITS*)

MSW Student Name: _____

ASU #: _____

Course Number	Course Title	Credit Hours	Course Completed (Semester/Year)	Grade
Summer Session (9 Credits)				
SOWK 6020	Achieving Justice in a Diverse World	3		
SOWK 6011	Social Welfare Policies and Programs	3		
SOWK 7010	Ethical Decision-Making in SW Practice	3		
SPECIALIZED 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	Specialized Practice Field Experience I	3		
SOWK 7051	Specialized Practitce Field Seminar I	1		
SOWK 7130	SW Practice w/Abusing/Neglecting Families	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	Specialized Practice Field Experience II	3		
SOWK 7052	Specialized Practice Field Seminar II	1		
SOWK 7137	Crisis Intervention & Traumatology	3		

MSW Student Signature

Date

MSW Faculty Advisor Signature

Date

****All coursework must be completed in no more than 4 years as required by CSWE.***

ALBANY STATE UNIVERSITY
MSW PROGRAM COURSE MATRIX
64 CREDITS

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

SOCIAL WORK COURSE LISTINGS

Graduate Course Descriptions: MSW Foundation 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 6053: Foundation Field Seminar I and II**..... 2
Connects the theoretical and conceptual contribution of the classroom with the practical world of the field practice setting. *Prerequisites: Successful completion of all first and second semester foundation coursework; concurrent enrollment in SOWK 6057:*

Foundation Field Experience I and II, and written consent of the MSW Field Coordinator.

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.*

SOWK 6057: Foundation Field Experience I and II.....6

MSW-supervised field experience of 450 clock hours. *Prerequisites: Admission to the MSW program, successful completion of all first and second semester foundation coursework; concurrent enrollment in SOWK 6053: Foundation Field Seminar I and II, and written consent of the MSW Field Coordinator.*

Graduate Course Descriptions: MSW Specialized Practice Year

SOWK 7010: Ethical Decision Making in Social Work Practice3

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 foundation 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 foundation 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 foundation year coursework and completion of, or concurrent enrollment in, SOWK 7021. Offered only in the Fall semester.*

SOWK 7032: Assessment and Practice with Families3

Focuses on engagement, assessment, planning, and service provision to families. *Prerequisites: Successful completion of all foundation 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 foundation 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 foundation year coursework or consent of instructor. Offered only in the Spring semester.*

SOWK 7051: Advanced Field Seminar I..... 1
Opportunity to connect specialized practice year coursework to clinical social work practice with vulnerable children, families and adults in the field. *Prerequisites: Concurrent enrollment in SOWK 7055: Advanced Field Experience I; and written consent of MSW Field Coordinator. Offered only in the Fall semester.*

SOWK 7052: Advanced Field Seminar II 1
Continued opportunities to connect specialized practice year coursework to clinical social work practice with vulnerable children, families and adults in the field. *Prerequisites: Concurrent enrollment in SOWK 7056: Advanced Field Experience II; and written consent of MSW Field Coordinator. Offered only in the Spring semester.*

SOWK 7053: Advanced Field Seminar I and II2
Opportunity to connect specialized practice coursework to clinical social work practice with vulnerable children, families and adults in the field setting. *Prerequisites: Successful completion of all first and second semester coursework in specialized practice; Concurrent enrollment in SOWK 7057: Advanced Field Experience I and II, and written consent of MSW Field Coordinator.*

SOWK 7055: Advanced Field Experience I3
Clinical 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
Clinical MSW-supervised placement of 225 clock hours. *Prerequisites: 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.*

SOWK 7057: Advanced Field Experience I and II..... 6
Clinical MSW-supervised placement of 450 clock hours. *Prerequisites: Successful completion of all foundation year and specialized practice year coursework; concurrent enrollment in SOWK 7053; and written consent of MSW Field Coordinator.*

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 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: Admission to the MSW program or consent of instructor.*

SOWK 7132: Social Work with Groups3

Knowledge, values and empirically-supported practice skills for competent group work with diverse children, adolescents and families. *Prerequisites: Successful completion of all MSW foundation 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 foundation 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 foundation year course work.*

SOWK 7135: Social Work Practice with Military Families3

Evidence-based theories and methods in the assessment, prevention, intervention and rehabilitation with military veterans and their families. *Prerequisites: Successful completion of all MSW foundation 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 foundation 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 foundation 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 foundation 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. *Prerequisites: 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 II3**
 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.*

Council on Social Work Education
Educational Policy and Accreditation Standards [2015 EPAS]
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.

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.

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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

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

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

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

PROGRAM MISSION AND GOALS

Educational Policy 1.0—Program Mission and Goals

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

Values

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

Program Context

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

Accreditation Standard 1.0—Program Mission and Goals

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

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

THE EXPLICIT CURRICULUM

Educational Policy 2.0—Generalist Practice

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

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

Accreditation Standard B2.0—Generalist Practice

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

- M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice

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

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

Accreditation Standard M2.1—Specialized Practice

- M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

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

Educational Policy 2.2—Signature Pedagogy: Field Education

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

Accreditation Standard 2.2—Field Education

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

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

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

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

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

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

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

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

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

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social

work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

THE IMPLICIT CURRICULUM

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.

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.

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.

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.

Educational Policy 3.2—Faculty

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

Accreditation Standard 3.2—Faculty

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- 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. 18 2015 Educational Policy and Accreditation Standards

Educational Policy 4.0—Assessment of Student Learning Outcomes

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

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

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

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

Accreditation Standard 4.0—Assessment

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

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

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

- 4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
- 4.0.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.0.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

ACADEMIC POLICIES

Academic Advising

Upon admission to the MSW program, students are assigned a MSW Faculty Advisor. Professional social work advisement orients 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. Students must meet with their academic advisor at least once per semester to discuss their academic and professional needs. The list of all MSW students and their assigned faculty member is distributed to students at MSW Student Orientation and may be obtained from the MSW Program Director. All faculty office hours are posted on the office door of each faculty member. Students unable to meet with their faculty advisor during specified 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. **Please work closely with 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, etc.), students may change their status *only* with the written approval of the MSW Program Director.

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.

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 conformance 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. Students are still required to meet the four year time limitation required by the Council of Social Work Education.

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 in the MSW program**, as mandated by the Council on Social Work Education (CSWE).

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Master of Social Work Program. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the rigorous academic criteria related to professional behavior and scholastic performance. Albany State University policies regarding students with learning disabilities and physical disabilities meet all State and Federal legislation, including the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (Title II).

The Regents Center for Learning Disorders at Georgia Southern is one of three centers in Georgia established by the Board of Regents to provide standardized assessment, resources, and research related to students within the University system suspected of having learning disorders. The Center identifies students with suspected specific learning

disabilities, Attention Deficit/Hyperactivity Disorders (ADHD) or Acquired Brain Impairment. The professional staff reviews documentation supplied by the student or may provide a new evaluation. A student who is interested in having an evaluation may contact the Office of Counseling and Student Disability Services for information concerning the availability of this service.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Disability Student Services Program and provide documentation as needed. An initial assessment, subsequent plan, use of outside experts (including the Disability Student Services Program), and periodic checks between the MSW Program and the student are appropriate courses of action in making accommodations. If you currently have an identified learning disability, it is your responsibility to inform the Office of Counseling and Student Disability Services (CSDS) of your disability and educational needs. The Office of Counseling and Student Disability Services is located in room 2-140 in the New Student Center. The Coordinator of the Office of Counseling and Student Disability Services, Ms. LaHura Larkin, may be reached at (229) 903-3611, (229) 903-3610 or (229) 430-1711. The Instructor will, upon receipt of a letter from the Office of Counseling and Disability Services, make the recommended academic accommodations for you. If you are an individual with a disability who requires such accommodations, please discuss this with the Instructor during the first week of class.

Classroom Attendance Policy

All MSW students are expected to attend all of their scheduled classes. Graduate-level work requires regular attendance as well as careful classroom preparation. Because three-credit graduate social work courses are offered once per week for two hours and thirty minutes, the MSW student is allowed **one excused absence** per semester. Specific policies regarding class attendance are the prerogative of the individual faculty member. Instructors shall determine the policy regarding grading which they believe is best for the course. Faculty shall inform each class via the course syllabus the impact of absences on the final grade. The MSW student is expected to carry out all assigned work and to take examinations at the class period designated by the Instructor. Failure to attend each class, successfully complete all assignments, or take examinations at the designated time is likely to result in an appropriate reduction in grade or a failing grade for the course.

Arrangements to make up missed examinations due to properly-authorized excused absences shall be initiated by the MSW student within one week from the end of the period of the excused absence. Normally, if the MSW student is given the opportunity to complete a make-up exam, the exam shall occur within two weeks from the time that the MSW student initiates arrangements for it. *The format for any make-up exam and the opportunity for the MSW student to make up work are at the discretion of the Instructor.* Instructors may allow an excused absence for:

1. Illness of the MSW Student or the serious illness of a member of the MSW Student's immediate family. The Instructor may request appropriate verification.

2. The death of a member of the MSW Student's immediate family. The Instructor may request appropriate verification.
3. An academic trip sponsored by the Department of Social Work (e.g., Lobby Day in Atlanta, CSWE Conference, NASW Conference, etc.). Instructors may request formal notification from appropriate university personnel to document the MSW Student's participation in such trips.
4. Religious holidays. The MSW Student is responsible for notifying the Instructor in writing of anticipated absences due to their observance of a religious holiday.
5. Subpoena for court appearance.
6. Any other reason the Instructor deems appropriate.

Online Course Attendance Policy

Students enrolled in hybrid or online graduate social work courses are required to "attend" an online course through communication or submission of work, as defined by the Instructor on the D2L ("Desire to Learn") webpage. The course syllabus clearly identifies the weekly submissions required for the course which may include online quizzes, discussion board postings, submission of homework assignments, substantive email exchanges, etc. Students who do not communicate or submit work at a minimal level as determined by the Instructor for one full week (a 7-day period) will be counted as having an unexcused absence for that week. As in the actual classroom, online courses allow for a maximum of one excused absence. Failure to meet the individual course attendance requirements as outlined in the online course syllabus, successfully complete all assignments in a timely manner, or take examinations at the designated time is likely to result in an appropriate reduction in grade or a failing grade for the course.

Academic Dishonesty Policy

The Masters of Social Work Program is an academic and professional community committed to furthering intellectual inquiry in its faculty and students in an atmosphere of honesty, integrity, respect for the rights of others and academic freedom. Learning to think and work independently is an important part of the educational process. A student who engages in any form of academic dishonesty or personal misconduct in the classroom or in the field will face disciplinary procedures. The following are some examples of **academic dishonesty** in the classroom or in the field:

- a.) Plagiarism – the failure to appropriately acknowledge ideas, language, or the research of others in one's papers, essays, or other works.
- b.) Cheating – obtaining or attempting to obtain, or aiding another to obtain, credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means such as lying; copying from another's test or examination; discussion of answers or questions on an examination or test at any time, unless the discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially

- enrolled student to represent the same work; etc.
- c.) Fabrication and/or falsification of data, research or resources
 - d.) Deliberate falsification with the intent to deceive as it applies to an academic submission (e.g., submitting another person's paper or work product, or parts of it, as one's own, etc.)
 - e.) Providing or offering rewards in exchange for a grade, an assignment, or the aid of academic dishonesty
 - f.) Intentionally facilitating any act of academic dishonesty or misconduct including, but not limited to, knowingly assisting others in plagiarism by making one's papers, essays, or other written work available for such use.*

The MSW faculty often requires students to submit their papers through *Turnitin* (<http://turnitin.com/>), a web-based learning tool that assists professors in detecting plagiarism. *Turnitin* compares your submitted paper with:

1. Current and extensively-researched archived content publicly accessible on the Internet;
2. Commercial papers from books, newspapers, magazines and journals; and
3. Any other student paper previously submitted to *Turnitin*

Turnitin then provides the professor with an "Originality Report" that includes an analysis of the percent of the paper that has matched content from another source. Students may also use *Turnitin* prior to submitting their papers to view the "Originality Report."

Plagiarism is a serious violation of the ethics of the social work profession and the rules of the Department of Social Work and Albany State University. Violation of the policy on plagiarism will lead to review and action by the Department and University, which may include sanctions ranging from a grade of "F" in the course up to and including expulsion from the MSW Program and the University.

The following are some examples of personal misconduct in the classroom or in the field:

- a.) Any violation of the NASW *Code of Ethics*
- b.) Harassing, coercing, or intimidating any member of the academic community in the classroom or during activities directly related to classroom instruction, within the administrative offices of the Department or University, or at field placement on the basis of a protected category (e.g., race, class, gender, ethnicity, disability, age, national origin, sexual orientation, etc.)
- c.) Improper disclosure through electronic or other means (e.g., email, internet, websites, postings, social media, etc.) of confidential information, including but not limited to, confidential information pertaining to clients or field placements.
- d.) Improper use of the library and its resources (e.g., theft or purposely hoarding or hiding books or materials).
- e.) Misuse, alteration or fabrication of documents, including university records or other documents or records related to the student's field placement.

- f.) Unauthorized or improper use of University services, equipment, library or laboratory facilities, including computers, ASU email or web addresses, telephones, etc.
- g.) Failure to comply with an order of a legitimate University authority acting in the line of duty, including campus police, security officer, faculty member, or other officials.*

*The Department of Social Work wishes to thank Columbia University's School of Social Work for permission to model its Academic Honesty Policy on their Ethics Policy.

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 at all times. 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*, the International Federation of Social Workers/International Association of Schools of Social Work *Ethics in Social Work, Statement of Principles*, the NASW *Standards for Clinical Social Work in Social Work Practice*, the NASW *Standards for Cultural Competence in Social Work Practice*, the American Association of Marriage and Family Therapy *Code of Ethics*, and the Georgia Composite Board of Professional Counselors, Social Workers. These documents may be found in the *MSW Student Manual* and the *MSW Field Manual*. Students will then be required to sign an acknowledgment that they have read, are aware of the contents of, and will abide by these 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 and 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 Therapy *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 American Association of Marriage and Family Therapy *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 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 history of charges and/or convictions of 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.

Academic Honesty

All members of, and participants in, the academic life of the University are to be governed by academic honesty in all of 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.

Examples of 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, etc.

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 Performance

Three levels of review can occur within the Department of Social Work in reviewing the MSW student's academic 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 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 Performance Criteria

Information about students' meeting academic 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 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

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 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 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, 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 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 classroom or 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 a 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.

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.

When the “Notice of Intent to File a Grievance” is submitted, the MSW Student will receive a copy of this Policy, along with a “Formal Grievance Cover Sheet” from the Chair of the Department of Social Work. Written acknowledgement of receipt of these items is required for documentation purposes.

Upon completion and return 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 Grievor.

Level 1

Within five [5] days of receipt of the grievance, the Grievor will contact the Grievor to set up a meeting to discuss the details of the grievance and search for a mutually agreeable outcome, if possible. Following the meeting, the Grievor 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 Grievor 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 a meeting with the Grievor 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 a meeting with the Grievor, the Grievor (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 a

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.

4.05 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.

4.06 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 Arts and Humanities 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 Arts and Humanities 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 Arts and Humanities, 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 Vice-President for Academic Affairs within thirty (30) *calendar* days of the final disposition in the College of Arts and Humanities.

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 Grievor. The Grievor will contact the Grievor about scheduling a formal grievance review.

Grievor's Name	
Date	

I made an attempt, <i>as required</i>, to resolve the grievance matter informally.	
	I met with the individual against whom I have the grievance [Grievor] 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)	
Grievor (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 Grievor: 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 LEVEL ONE OF THE GRIEVANCE PROCEDURE:

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

[Signature of Grievor]

[Date]

[Signature of Grievor]

[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 Grievor (if appropriate) regarding:**

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

OUTCOME OF LEVEL TWO 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 Grievor, 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 LEVEL THREE 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 Grievor [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 LEVEL FOUR 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 Arts and Humanities for further processing of the Grievance, if desired.

STUDENT ORGANIZATIONS

Student Social Work Association (SSWA)

The Department of Social Work encourages and provides opportunities for social work students to organize on behalf of their interests as students. The Student Social Work Association (SSWA) actively promotes professional and social activities among all social work students at Albany State University. Membership is open to all currently enrolled BSW and MSW students in the Department of Social Work at Albany State University. The group meets 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 and fundraising events to fund its projects (including a party for family and friends of social work graduates in April of each year). Additionally, the organization serves as a link to the social work administration and faculty. MSW students are encouraged to become involved in serving as a graduate student representative on the various 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 (<http://www.phialpha.org/>) is a 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 SWAGS, MSW students are encouraged to participate in other social work organizations, such as the National Association of Social Workers (NASW) (<https://www.socialworkers.org/>), the National Association of Black Social Workers (NABSW) (<http://nabsw.org/>), Latino Social Worker's Organization (<http://lsw.org/>), National Association of Puerto Rican and Hispanic Social Workers (<http://www.naprhsw.org/>), the Indian Society of Professional Social Workers (<https://ispsw.wordpress.com/>), the International Federation of Social Workers (IFSW) (<http://ifsw.org/>), the National Rural Social Work Caucus (<http://www.ruralsocialwork.org/>), the Social Welfare Action Alliance (<http://socialwelfareactionalliance.org/>), the Society for Spirituality and Social Work (<http://societyforspiritualityandsocialwork.com/>), 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 (SWAGS) 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 SWAGS officers for information on becoming an official Graduate Student Representative. Even if you are not an official Graduate Student Representative, 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, times and places or see the posted times on the MSW bulletin board located in the Department of Social Work.

STUDENT SERVICES

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 <http://www.asurams.edu> and click on myASU Menu. Log in 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 (229) 430- 4909 or visit in person on the first floor of the James Pendergrast Memorial Library. Albany State uses email as the official source for communication. Access your e-mail account right away to make sure you are on track. You can sign-in to your student email account using your Network ID@students.asurams.edu username and password. 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.

RAM Identification Card

The **Ram Card** is an essential part of life at Albany State University. The Ram Card 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 229/430-2905 or 229/430-2904 and at RamCard@asurams.edu.

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. The 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 clicking [here](#) or by calling our office at (229) 903-3610. If you would like to speak with someone prior to registering for services, please complete a [Contact Request](#) 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 Request for Services Form and documentation are 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. Velsenna King at (229) 903-3611 or Velsenna.King@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. ***ALL SOCIAL WORK STUDENTS ARE REQUIRED TO COMPLETE ALL PAPERS IN A.P.A. (American Psychological Association) STYLE. STUDENTS ARE REQUIRED TO PURCHASE “Writing with style: APA style for social work” (4th Ed.), 2010, by Lenore T. Szuchman and Barbara Thomlison AND CAREFULLY FOLLOW APA GUIDELINES IN ALL PAPERS AND CORRESPONDENCE.***

If you believe that you need to strengthen your writing skills or a faculty member has suggested that you work to improve your writing to meet graduate level standards, please contact the ASU Writing Laboratory. There are four Writing Laboratories locations on the ASU campus: ACAD 270 (contact porsha.addison@asurams.edu), Hartnett 103 (contact mary.scott@asurams.edu), Peace 230 (contact stanley.mccormick@asurams.edu), and Simmons 328 (contact daphnie.miller@asurams.edu). Please call the Quality Enhancement Plan (QEP) Office at 229/430-0515 for further assistance or to answer any questions you have about the ASU Writing Laboratory.

Health Services

The Albany State University Student Health Services (ASU-SHS) provides a quality, cost-effective episodic health care delivery system to meet basic holistic health care needs to students presently enrolled. 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 229/430-4766.

Counseling Services

The Counseling Center offers several options for counseling including individual, couple, family, and group therapy. The Center can assist students 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. Counseling services are available to currently enrolled students and are provided by licensed professional counselors. All services are free and confidential. The Department of Counseling and Student Disability Services is located in the new Student Center Office on the second floor Suite 2-140 (The Green Scene). Office hours are from 8:00 a.m. until 7:00 p.m. Monday through Thursday and 8:00 a.m. to 5:00 p.m. on Fridays. The Center's telephone number is (229) 903-3610.

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 (<http://www.asurams.edu/wp-content/uploads/2014/03/ASU-Parking-Guide-2013-2014-RECEIVED-FROM-MS.-ULA-PETERSON-7-12-13-AND-POSTED-TO-ASUPD-WEB-SITE-PER-CHIEF-FIELDS-7-15-13-APPROVAL.pdf>) for further information.

Military Support

The Military Outreach Center (MOC) of Albany State University is located on the first floor of Wiley Hall and was opened in the Spring of 2014. The MOC provides a designated space for military, veteran and family member students to network, study and relax on the Albany State campus from 8am to 5pm Monday through Friday. The MOC includes computers and a printer, a kitchenette, as well as meeting and social space. The telephone number for the Center is 229/430-3955.

The Veterans Affairs Certifying Official is located in the Billy C. Black Building, Room 283 in the Office of Academic Services & Registrar and is available to assist veteran-students process their applications for VA Educational Benefits and secure Certification of Enrollments. Please contact Ms. Jean Reliford at 229/430-4639 (FAX: 229/430-2953) or at Irma.reliford@asurams.edu for further information or assistance.

**ALBANY STATE UNIVERSITY
NON-DISCRIMINATION POLICY STATEMENT**

Albany State University recruits, admits and provides services, financial aid and instruction to all students without regard to racial identification, religion, gender, disability, or national origin. The University is also an equal opportunity and equal rights employer in that all applicants for faculty, staff and student employment positions are considered without regard to racial identification, religion, gender, disability or national origin. Albany State University has always opened its doors to all applicants and continues to value diversity in its student body, faculty, staff and administration. It actively recruits to ensure a broad representation of students and faculty and promotes a campus culture that respects and appreciates the individuality of every student, faculty member, staff person and administrator. 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.

Inquiries concerning this policy and procedures for filing complaints under this policy are to be directed to the University's Equal Employment Officer.

**ALBANY STATE UNIVERSITY
POLICY FOR ACCOMMODATING
PERSONS WITH DISABILITIES**

Albany State University is supportive of the Americans with Disabilities Act of 1990 and is willing and able to provide reasonable accommodations to students and employees with disabilities, as defined under the Act.

Students who have special needs because of a physical or mental disability should contact the Counseling, Testing and Disabled Student Services Program as soon as they arrive on campus. This office has been established to assist students with handicaps attending Albany State University. The staff of the Counseling, Testing and Disabled Student Services Program has close contact with federal and state agencies which provide services to individuals with disabilities. In dealing with students, the office staff will work with each student individually in order to develop solutions to meet her or his needs.

ALBANY STATE UNIVERSITY SEXUAL HARASSMENT POLICY

Albany State University is committed to providing a professional working and learning environment free from sexual harassment. Sexual harassment is a form of sex discrimination and is illegal. Sexual harassment most often exploits a relationship between individuals of unequal power and authority (e.g., between an employee and a supervisor, between a student and a teacher, etc.), but may also occur between student peers or employees of equal rank. At a university, sexual harassment also constitutes unprofessional conduct which compromises the university's commitment to the pursuit of learning. Albany State University will not tolerate any form of sexual harassment. Furthermore, this institution is committed to providing the training necessary to educate the staff, faculty, and students about sexual harassment policies.

Definition and Statutory References

Harassment on the basis of sex is discrimination in violation of Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e and Title IX of the Educational Amendments of 1972, 20 U.S.C. 1981. In addition, sexual harassment by a public servant is a criminal offense under the Georgia Penal Code and sexual harassment by any individual may constitute assault, sexual assault, public lewdness, or indecent exposure.

Unwelcome sexual advances, request for sexual favors, verbal and written comments, or physical conduct of a sexual nature may constitute sexual harassment when such conduct:

1. Is made, either explicitly or implicitly, a term or condition of instruction, employment, or participation in a university activity; or
2. Is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
3. Creates an intimidating, hostile, or offensive university environment.

In relation to the foregoing statements, sexual harassing behaviors may include, but are not limited to, the following: unwelcome sexual flirtations, advances, or propositions; verbal remarks of a sexual nature (whether to an individual or directed toward a group), including sexually explicit or offensive jokes; graphic or degrading verbal or written comments of a sexual nature about an individual or the individual's appearance; any suggestive or unwelcome physical contact; or physical assault. Sexual harassment is not limited by gender of either party, nor by superior-subordinate relationships.

Failure to investigate allegations of sexual harassment or failure to take timely corrective action is considered a violation of the University's Sexual Harassment Policy. The University is prepared to take preventative and corrective action in cases of sexual harassment. Individuals who engage in such misconduct are subject to appropriate disciplinary action. The right to confidentiality of all parties involved in a sexual harassment charge shall be strictly adhered to during the course of the investigation.

For more information, contact the Chair of the Social Work Department or the ASU Affirmative Action Office.

**ALBANY STATE UNIVERSITY
UNIVERSITY DRUG AND ALCOHOL
POLICY STATEMENT**

Albany State University will not tolerate the sale, possession, or use of controlled substances, with the exception of medication prescribed by a physician and taken in accordance with the prescribed usage. The use, sale, possession, manufacturing, and bartering of narcotic drugs, central nervous system stimulants, hallucinogenic drugs, or barbiturates, as defined by Federal, State or University regulations, shall be prohibited in all Albany State University facilities, about the campus, or in any public gathering or recreational areas, or facilities. Those found in violation of this policy could be subject to dismissal in accordance with the procedures of the Student Conduct Code. In addition, legal sanctions by a court of competent jurisdiction may include specific term imprisonment with an appropriate fine. The court may also decree the forfeiture of property, suspend or cancel a license, remove a person from office, or impose any other civil penalty.

**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 Oncology
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

HELPFUL TELEPHONE NUMBERS

Name	Building and Office	Telephone Number	Email Address
Registrar's Office	BCB 287	430-4638	
Bookstore	ASU Student Center	430-4746	
Counseling & Testing	ASU Student Center	430-4667	
Financial Aid	BCB 283	430-4650	
Health Services	BCB 134	430-4766	
Information Technology Help Desk	JPL 307	430-4909	
Library	Library Building	430-4799	
Media Center		430-4858	
Police Department	ASU PD	430-4711	
Social Work Department	CMH Third Floor	430-4694	
Sports Information	HPER 206	430-4673	edythe.bradley@asurams.edu
Student Activities	ASU Student Union	430-4739	
Testing Center	ASU Student Union	430-1631	
Veteran Affairs	ASU Student Union	430-1636	
Dr. Arthur Dunning	President's Office	430-2799	arthur.dunning@asurams.edu
Dr. Tau Kadhi	VP/Academic Affairs	430-4635	tau.kadhi@asurams.edu
Dean Rani George	BCB 228A	430-4832	rani.george@asurams.edu
Chair Marilyn Spearman	CMH 325	430-4694	marilyn.spearman@asurams.edu
Dr. Jerry Daniel	CMH 337	430-4915	Jerry.daniel@asurams.edu
Dr. Tonyesima Furro	CMH 321	430-4897	tonyesima.furro@asurams.edu
Ms. Annalase Gibson	CMH 304	430-4916	Annalase.gibson@asurams.edu
Dr. Irma Gibson	CMH 316	430-4916	Irma.gibson@asurams.edu
Ms. Levetta Jefferson	CMH 114	430-6489	levetta.jefferson@asurams.edu
Dr. Barbara Nowak	CMH 317	430-4022	barbara.nowak@asurams.edu
Dr. Ivan Page	CMH 101	430-7003	ivan.page@asurams.edu
Ms. Jamie Swain	CMH 304	420-7024	Jamie.swain@asurams.edu

ASU CAMPUS MAP

