

SOCIAL WORK PROGRAM

STUDENT HANDBOOK

MANSFIELD UNIVERSITY
Mansfield, Pennsylvania 16933

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PREFACE

This *Student Handbook* serves as a guide for the Social Work major to assist in completing the Bachelor of Social Work (BSW) degree at Mansfield University. It contains policies and procedures that are designed to guide the student in planning and progressing through the Program.

Policies and procedures found in the *Handbook* have been established by various bodies, including the Pennsylvania State System of Higher Education, Mansfield University, the Department of Social Work, Anthropology and Sociology, the Social Work Program, and the Program's accrediting body, the Council on Social Work Education. Additional guidelines and requirements may be found in Mansfield University academic publications such as the *Mountie Manual* (<http://reslife.mnsfld.edu/MountieManual0607.pdf>) and the current Mansfield University *Undergraduate Catalog* (<http://www.mansfield.edu/catalog>).

Social Work academic advisors are prepared to assist the student in understanding any of the policies and procedures discussed in this manual. However, it is the student's responsibility to learn and meet the requirements outlined in the *Student Handbook*.

**Mansfield University's Social Work Program
Student Handbook
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AN OVERVIEW OF THE SOCIAL WORK PROGRAM

PROGRAM MISSION

The mission of the Mansfield University Social Work Program is to provide comprehensive preparation for competent entry-level social work practice and/or graduate study. This program is dedicated to providing an academically challenging curriculum infused with optimum learning opportunities that are grounded in the liberal arts education. The generalist social work model is used to integrate and apply the knowledge, values, and skills of the social work profession and to engage in ethical practice with diverse client systems, including social and economic justice, in a variety of service settings. Within a global context, the Social Work Program is focused on providing a rural perspective, based on the location of Mansfield University.

PROGRAM GOALS

Mansfield University's Social Work Program goals are to:

1. Prepare baccalaureate social work graduates with the knowledge, values, and skills for competent, ethical generalist practice with diverse client systems.
2. Provide an academically challenging curriculum that addresses and models the tenets, values and ethics that serve as a foundation for all social work practice.
3. Prepare graduates who are committed to alleviating social and economic injustice.
4. Prepare graduates who have a commitment to continued personal and professional development and to provide leadership to the profession, particularly in rural settings.
5. Contribute to the social work profession through professional development and leadership activities that promote competent social work practice.

PROGRAM OBJECTIVES

Graduates of Mansfield University's Social Work Program will demonstrate ability to:

1. Apply critical thinking skills within the context of professional social work practice (Education Policy, EP 3.0.1).
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly (EP 3.0.2).
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation (EP 3.0.3).
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice (EP 3.0.4).
5. Understand and interpret the history of the social work profession and its contemporary structures and issues (EP 3.0.5).

6. Apply the knowledge and skills of generalist social work practice with systems of all sizes in both rural and urban settings (EP 3.0.6).
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities (EP 3.0.7).
8. Analyze, formulate, and influence social policies (EP 3.0.8).
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions (EP 3.0.9).
10. Use communication skills differentially across client populations, colleagues, and communities (EP 3.0.10).
11. Understand the appropriate use of supervision and consultation in social work practice (EP 3.0.11).
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change (EP 3.0.12).
13. Evaluate their commitment to social work practice and continued personal and professional development to advance the profession (EP 3.2).

Faculty of Mansfield University's Social Work Program will:

14. Engage in scholarly work disseminated through professional publications and presentations (EP 3.2).
15. Accept leadership roles in professional organizations and in the community (EP 3.2).

GENERALIST PRACTICE

The Social Work Program has defined its conception of generalist practice as:

Generalist Social Work practice refers to a social worker practitioner, who has a broad range of knowledge and skills, draws on several theories, models, and perspectives, understands multiple fields or disciplines and can work within those fields. Generalist Social Work practice includes: a professional value and ethical base; the use of a problem solving process within the context of a strengths perspective; an understanding of human behavior and the interaction that occurs within the social environment; the ability to analyze the effect policy has on practice; applying practice skills with clients systems of all sizes in both urban and rural settings; and is able to recognize and promote social and economic justice while maintaining the dignity and respect of the individual.

SUMMARY OF PROGRAM

The Social Work Program is organized in a thoughtful, coherent manner that begins with an orientation sequence, followed by foundational content delivered through a variety of instructional techniques. Both orientation and foundation sequences are relevant to the mission, goals, and objectives of the Program and to the purposes, values, and ethics of the Social Work profession.

Orientation:

The student is oriented to the Program and to the profession of Social Work during his or her first three semesters at Mansfield University. This is accomplished by requiring three one-credit courses: *SWK 2247 (Social Work Program Orientation)*; *SWK 2248 (Social Work Values and Ethics)*; and *SWK 2249 (Professional Communication Skills)*. Each course makes a strong connection to practice, as the student is required to conduct a social service agency tour, to interview a Social Work practitioner, and to complete a 30-hour shadow placement with a practicing BSW or MSW (Master's in Social Work). These experiences early in the Program allow for adjustments in the student's career development.

Foundation Content:

The Social Work Program provides foundation content building upon the orientation sequence. The foundation content grounds the student within the Social Work profession by covering: (1) Values and Ethics; (2) Diversity; (3) Populations-at-Risk and Social and Economic Justice; (4) Human Behavior and the Social Environment; (5) Social Welfare Policy and Services; (6) Social Work Practice; (7) Research; and (8) Field Education. Each of the foundation content areas is delivered in many courses; those listed below are courses that particularly emphasize each foundation content area. A graphic depiction is presented on page 11.

(1) Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients (EPAS, Educational Policy & Accreditation Standards).

The student is first introduced to Social Work values and ethics in each of the three one-hour introductory courses required in the Program. *SWK 2247 (Social Work Program Orientation)* provides an introduction to the National Association of Social Worker's Code of Ethics. In *SWK 2248 (Social Work Values and Ethics)* an in-depth analysis is provided of each section of the Code of Ethics, as well as an opportunity to learn about the importance of the Code from a practicing social worker. An ethics exemplar assignment and a self-analysis are required in *SWK 2249 (Professional Communication Skills)*. Following the orientation sequence, professional values and ethics are infused throughout the curriculum in every required Social Work course.

(2) Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds (EPAS).

The student is exposed to issues relevant to understanding and exploring diversity in ANH 1101 (*Cultural Anthropology*) and SOC 1101 (*Introduction to Sociology*). These courses expose the student to diversity from both a cultural and a societal perspective. Each interdisciplinary course is taught from the unique perspective of that discipline, thus exposing the student to additional principles and concepts. Both courses focus on global issues from a perspective larger than that of the United States. ANH 1101 (*Cultural Anthropology*) specifically emphasizes connections between culture and personal identity in a diverse world. SOC 2232 (*American Family Systems*) narrows the focus from global to the United States and the changing structure of the family system. It examines the diversity of marriage and family life in American society. SWK 2251 (*Introduction to Social Work*) offers an overview of the Social Work profession and includes issues of diversity and the importance of valuing differences of attitudes and opinions. Each of the four practice courses (SWK 3350, 3351, 3352 and 3353) further emphasizes the importance of diversity in Social Work practice. The intention is to address best practice principles concerning issues relevant to diverse populations.

(3) Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources and present content on the dynamics of such risk factors and responsible and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems (EPAS).

The student gains exposure to populations-at-risk throughout the curriculum. Beginning with ANH 1101 (*Cultural Anthropology*) and SOC 1101 (*Introduction to Sociology*), the student receives information on group membership and its influence on access to resources. Continuing through SWK 2251 (*Introduction to Social Work*), the student is further exposed to factors that contribute and constitute being at-risk, and strategies for addressing social and economic justice. Additionally, SOC 1121 (*Contemporary Social Problems*) focuses on social and economic justice and populations at risk. Practice courses (SWK 3350, 3351, 3352 and 3353) continue to address strategies that the Social Work profession employs in combating discrimination, oppression and economic deprivation to populations-at-risk.

(4) Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways in which social systems promote or deter people in maintaining or achieving health and well-being (EPAS).

Concepts and consequences of how people organize themselves are acquired in SOC 1101 (*Introduction to Sociology*). ANH 1101 (*Cultural Anthropology*) introduces students to culture as a conceptual model with variations in behavioral systems found among human societies. BSC 1104 (*Human Biology*) provides an understanding of human biological processes including disease and dysfunction of body systems. PSY 1101 (*Introduction to General Psychology*) provides content on genetic determinants and

individual thought processes and dysfunction. *SWK 3300 (Human Behavior in the Social Environment)* expands the students' knowledge and conceptual understanding of social systems of all sizes (individual, family, group, organizational, and community), their influence on human behavior in the social environment and how social workers address related problems.

(5) Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services (EPAS).

Social policy issues and social service systems are presented in *SWK 2251 (Introduction to Social Work)*. *SWK 3330 (Social Policy)* provides a base for understanding public policy development and prepares the student to examine social policy within the context of a variety of local, state, national and international systems. A more in-depth analysis and evaluation of social welfare policy in America is provided in *SWK 3315 (Evolution of Social Welfare in America)* and the application of the knowledge gained is taught primarily in *SWK 3351 (Social Work Practice with Communities and Organizations)*. The student obtains knowledge and skills in policy and community interventions to implement broad changes in programs, agencies, organizations and communities.

(6) Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice (EPAS).

The practice sequence applies critical thinking skills with the understanding gained from values and ethics, diversity, populations at risk and social and economic justice, social welfare policy and services, and research. These concepts are integrated into Social Work practice beginning with *SWK 3350 (Social Work Practice with Small Groups)* and continuing through *SWK 3351 (Social Work Practice with Communities and Organizations)*, *SWK 3352 (Social Work Practice with Families)* and *SWK 3353 (Social Work Practice with Individuals)*. All practice experiences culminate in the Field Education experience in *SWK 4452 (Field Education)* and *SWK 4453 (Field Seminar)*.

(7) Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice (EPAS).

Research Methods are introduced in SOC 1101 (*Introduction to Sociology*), ANH 1101 (*Cultural Anthropology*) and PSY 1101 (*Introduction to Psychology*). SOC 3307 (*Social Research I*) expands the student's knowledge of research methods with an emphasis on survey research. SWK 3308 (*Evaluation Research*) broadens the scope and use of research methods to support constructive changes in social service delivery systems. The student learns the knowledge and skills of single system research, qualitative and quantitative research techniques and critical thinking skills.

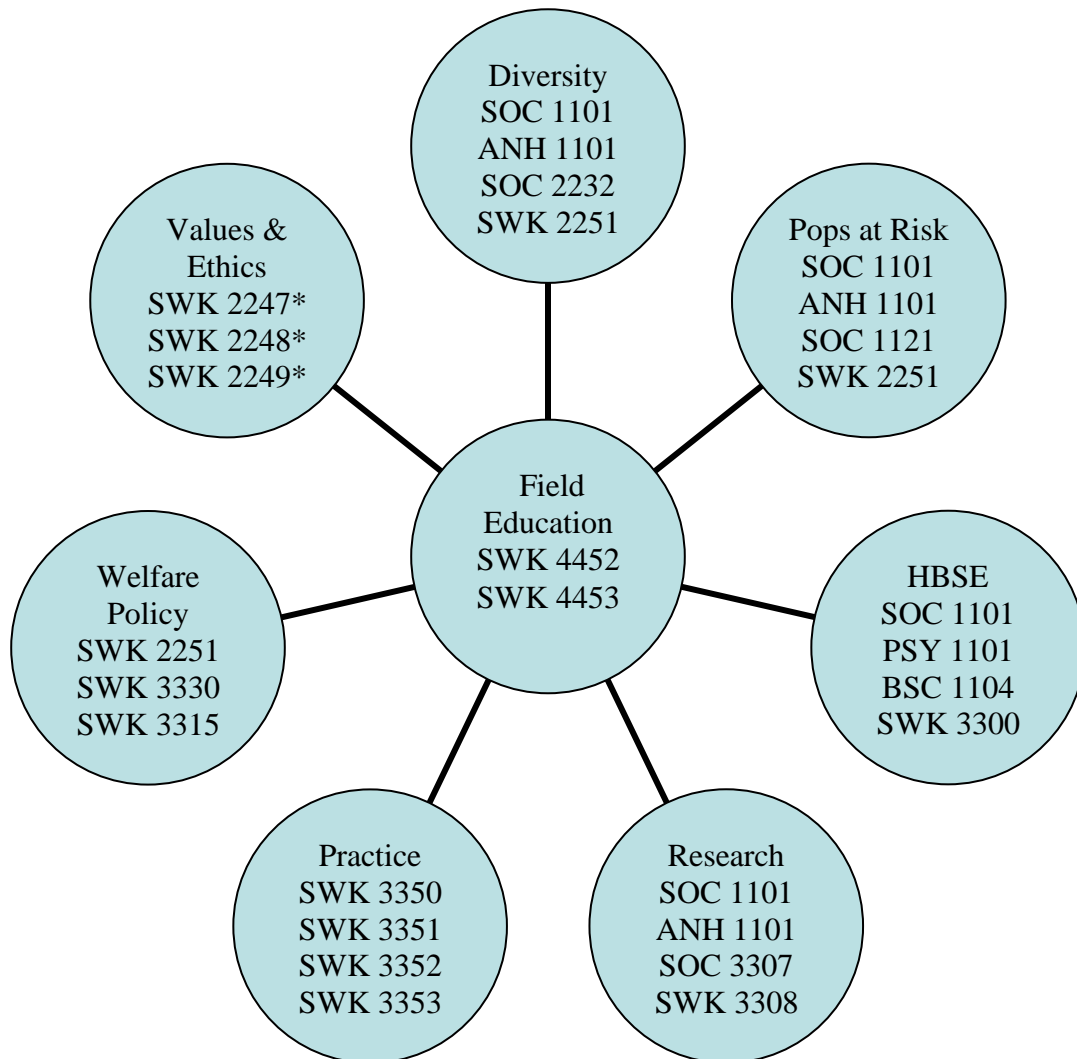
(8) Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession, and fosters the integration of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives (EPAS).

Knowledge from all content areas covered in the curriculum (values and ethics; diversity; populations-at-risk and social and economic justice; human behavior and the social environment; social welfare policy and services; social work practice; and research) are demonstrated by the successful completion of SWK 4452 (*Field Education*) and SWK 4453 (*Field Seminar*). Each student completes a capstone project and presentation that covers the content areas and addresses each program objective. The Field Education Director carefully selects field agencies and supervisors. A faculty liaison guides the educational process through coordination with the student and agency field instructor(s). Field Education is considered a critical component of each student's Social Work education.

RELATIONSHIP OF COURSES TO PRIMARY CONTENT AREAS

While content areas are, in many cases, infused throughout the curriculum, this diagram reflects courses that emphasize each content area.



* One of the major functions of this course is to orient the student to the Mansfield University Social Work Program and to the Social Work profession.

GENERAL INFORMATION

NON-DISCRIMINATION STATEMENT

It is the policy of Mansfield University to assure a working, educational, and residential environment free of unlawful discrimination because of race, color, religion, disability, ancestry, national origin, age, or sex (including sexual harassment). The entire policy is available in the Affirmative Action Office in 112 Alumni Hall. The Social Work Program follows all Mansfield University policies regarding non-discrimination.

GRIEVANCES AND APPEALS

The student has the ability to grieve or appeal complaints related to academic standards. Procedures for due process and appeals can be found in the *Mountie Manual*. The student may appeal any academic standard decision by petitioning the Office of the Provost.

PLAGIARISM AND ACADEMIC INTEGRITY

Each student is expected to complete his or her own academic work. Dishonesty in any of its forms, including cheating, academic misconduct, fabrication and plagiarism, is unacceptable. Plagiarism includes copying other's work without crediting the source, submitting the work of another under one's own name, or using ideas from classes or readings in papers or presentations without referencing the source of the ideas. Any ideas, even when paraphrased, must be credited by citing the source. Faculty are responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost.

If a faculty member suspects that a student has engaged in some form of academic dishonesty, an Academic Dishonesty Form is completed and shared with the student. The student signs the form and indicates whether he/she is guilty or not guilty of the charge. The student has three options: to indicate academic dishonesty and accept the sanctions as determined by the faculty member; to indicate academic dishonesty for an especially serious violation and face possible suspension or academic dismissal through the Administrative Hearing Board; or to indicate innocence of the charge or to indicate that the sanction by the faculty member is too severe. In this last situation, the Hearing Board will review the case. Both the student and the faculty member will be invited to the meeting, and both will be able to present evidence. Procedures used to initiate disciplinary action in cases of academic dishonesty are outlined in the *Mountie Manual*.

STATEMENT OF DIVERSITY

Graduates of Mansfield University are expected to participate in a world that has been enriched by knowledge and insights that require diverse peoples to live and work together. An academic community that values diversity by words and actions provides the best environment in which the student can learn the social skills necessary to participate in today's multi-cultural environment.

The Mansfield University Council of Trustees reaffirms the purposes of the founders of M. U. to "strive to make education universal; that the rich and the poor, the child of those who have power and place, and those who tread the lowly paths of life, shall receive alike the blessings of education... and invite equally and alike, without distinction of sex, or color, or race, or creed, or party, the children of all who may desire to participate of the opportunities here offered. That is the highest purpose for which Mansfield may be praised" (Simon B. Elliot, 1912).

STUDENT RIGHTS AND RESPONSIBILITIES

Each Social Work student is subject to the student rights and responsibilities outlined in the *Password* and in the *Social Work Program Student Handbook*. It is the student's responsibility to know the policies and procedures currently in place.

The student has a right to organize for the purpose of advocating in his or her own interests. The Social Work Program encourages each student to become involved in the policies and programs that influence academic life. Active membership in the Social Work Club allows the student to be involved and to contribute to the operation and organization of the Program. Usually, the Social Work Club serves in this role; however, students can also meet with or without an advisor as deemed appropriate.

Each student is entitled to all rights and privileges described in the *Mountie Manual* that the student receives on admission. Copies of the *Password* may be obtained online (<http://reslife.mnsfld.edu/MountieManual0607.pdf>) or by contacting the Office of Student Affairs in 516 North Hall.

STUDENT RECORDS

Mansfield University collects and maintains data and information about each student for designated periods of time and for the express purpose of facilitating educational development. The university recognizes the privacy rights of individuals, as guaranteed by the Family Rights and Privacy Act of 1974 and the Pennsylvania Right-to-Know Law of 1957, yet attempts to balance those rights with the institution's need for information relevant to the fulfillment of its educational missions. As such, the university has an approved policy on the confidentiality of student records which outlines all procedures that apply to the collection, maintenance and release of such records. A copy of this policy may be obtained at the Student Affairs Office, 516 North Hall. Student records, including information about academic progress in the program, will not be released without express written permission. Academic records housed within the Social Work Program are available for inspection and review by the student, except for materials where the student has specifically signed away right of access to those materials.

ADMISSION TO THE MAJOR

ACADEMIC ADVISING

Upon declaring Social Work as a major, each student is assigned an academic advisor from among faculty members associated with the Program. The student must consult with the assigned academic advisor prior to registering for the following semester's courses. Additional consultations with an advisor are encouraged as needed, to discuss areas of interest, to explore student strengths and challenges, and to plan for career choices. The student may request an alternate academic advisor assignment at any time. While academic advising is an invaluable tool, it is ultimately the student's responsibility to track progress in meeting graduation requirements.

In addition to discussing academic advising, the student is encouraged to discuss future plans with his or her advisor. Field Education sites, future employment plans and graduate study possibilities are all appropriate topics for exploration. Additionally, there may be special issues, such as the existence of a criminal record, that may limit a student's Field Education and employment sites. It is important for the student to acknowledge any potential problems and discuss these issues with his or her academic advisor or the program director.

IS SOCIAL WORK THE RIGHT CHOICE?

A student choosing to major in Social Work is expected to enroll in three one-credit courses: *SWK 2247, 2248 and 2249*. These courses provide an orientation over three semesters to the Social Work Program. The student in *SWK 2247 (Social Work Program Orientation)* completes an education plan illustrating how Social Work and General Education required courses will be attained, as well as the process to complete a total of 120 semester hours to graduate. The student in *SWK 2248 (Social Work Values and Ethics)* is exposed to professional values and ethics, with concentration given to the National Association of Social Workers *Code of Ethics*. *SWK 2249 (Professional Communication Skills)* focuses on basic professional communication skills used by the Social Work profession. In each of these three courses, the student will spend time in the field, interviewing or shadowing practicing social workers in a setting of interest. The experiences provided in these three courses will assist the student in determining if Social Work is the appropriate career choice.

Social Work is a challenging and exciting career if one is motivated to help others and if one is mature and emotionally stable. Social workers frequently encounter people who are severely disturbed, psychotic, or suicidal. To provide objective assistance in these circumstances, social workers must possess good judgment, a capacity for rapid decision making and a high degree of emotional stability. The profession of Social Work is demanding and often typified by tension, frustration and anxiety. Nonetheless, the rewards for helping others are great, especially for those with personal strength and humanistic values.

It sometimes becomes necessary to advise a student to reconsider his or her preferences for the Social Work profession and subsequently to change majors, or to dismiss a student from the Program. This decision, while difficult to make, best serves the individual student, the integrity of the Social Work Program, and the profession.

TRANSFER STUDENTS

The transfer student frequently has special needs for academic advising, which require adjustments to his or her course schedule sequencing. Along with all students in *SWK 2247*, each transfer student will complete a proposed educational plan, which must be approved by the course instructor. The transfer student should consult closely with his or her academic advisor at the time of registration to insure proper course sequencing. Additional consultations with an advisor are encouraged as needed.

CREDIT FOR PREVIOUS EXPERIENCE

No student admitted to the Program may receive credit toward the BSW degree for life experience or previous work experience. Internship credits received in associate degree programs will not be applied towards the BSW Field Education requirements.

SOCIAL WORK PROGRAM ADMISSION AND RETENTION STANDARDS

The process by which the student will advance in the Social Work Program is as follows:

1. The student declares Social Work as his or her major and makes plans to complete the three one-hour orientation courses (*SWK 2247, 2248, 2249*).

2. Prior to enrolling in *SWK 3300* or *SWK 3315*, the Social Work major obtains and completes an "Intent to Continue" form that must be signed by his or her Social Work major advisor (Appendix E). This must be approved before either course may be undertaken.
3. Prior to enrolling in the first practice class (*SWK 3350, 3351, 3352, 3353*), the student applies for candidacy into the Social Work program (Appendix F). The complete application will be reviewed by the Faculty Evaluation Committee. The candidacy application must be approved by the Faculty Evaluation Committee before the student enrolls in any practice course. The student will be evaluated on the basis of:
 - completion of the application form;
 - record of grade achievement (a minimum cumulative QPA of 2.50);
 - evidence of professional commitment and participation (e.g., sustained activity in the Social Work Club, participation in other professional, community, and/or campus-based organizations which demonstrate interest in the profession through volunteer agency experiences and other experience; and participation in prior courses); and
 - evidence of acceptance of and commitment to the National Association of Social Workers *Code of Ethics*.

These four components, each worth 10 points, will be reviewed and rated by the Faculty Evaluation Committee. A minimum score of 30/40 is required for acceptance.

4. The student will apply for Field Education (Appendix G). The completed application is reviewed and must be approved by the Faculty Evaluation Committee. The application packet is completed at the beginning of the semester prior to entering Field Education. The applicant is evaluated on:
 - an application form;
 - record of grade achievement in practice courses (a minimum grade of C+ in each practice course);
 - evidence of continued professional commitment and participation; and
 - evidence of continued commitment to the National Association of Social Workers *Code of Ethics*.

These four components, each worth 10 points, will be reviewed and rated by the Faculty Evaluation Committee. A minimum score of 30/40 is required for acceptance.

FAILURE TO ADVANCE IN THE SOCIAL WORK PROGRAM

A student may be dismissed from the Social Work Program based on determination by the Faculty Evaluation Committee for reasons such as:

- failure to adhere to professional behavior or actions consistent with the National Association of Social Workers *Code of Ethics*;
- failure in Field Education; or
- failure to meet Social Work Program admission and retention standards.

A student may appeal any advancement decision by petitioning the Office of the Provost.

CHANGE OF CONTACT INFORMATION

The student is responsible to inform both the Office of the Registrar and the Social Work Program of a change in name, address, telephone number or e-mail address. Current contact information is important for efficient communication between the Program and the student. Changes of contact information may be directed to the Program Secretary or Program Director.

SOCIAL WORK CURRICULUM

CURRICULUM PLAN

The Social Work Program's curriculum is based on the Program objectives and is established by the faculty in consultation with the Professional Advisory Committee, a committee of practicing social workers in the region. The following two pages outline the Program requirements and sequencing.

EVALUATION RECORD (Effective FA 05)

SOCIAL WORK MAJOR

B.S.W.

COURSE	S H	G R A D E	DATE
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COURSE	S H	G R A D E	DATE
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ENG 0090 Basic Writing	3		
MA 0090 Basic Algebra	3		
GENERAL EDUCATION			
CORE COURSES – 15 SH			
COMMUNICATION SKILLS (total 9 SH)			
ENG 1112 Composition I	3		
ENG 3313 Comp. II (Min. C-)	3		
COM 1101i Oral Comm	3		
WELLNESS (total 3 SH)			
FINE ARTS (total 3 SH)			
ARH 1101 Intro to Art	3		
MU 1101 Intro to Music	3		
THT 1110 Intro to Theatre	3		
GROUP DISTRIBUTION – 39 SH			
GROUP 1 HUMANITIES (Min. 6 SH)			
GROUP 2 LANGUAGE & LIT. (Min. 6 SH)			
GROUP 3 NATURAL SCIENCE (Min. 6 SH)			
BSC 1104 Human Biology	4		
GROUP 4 MATHEMATICS (Min. 3 SH)			
GROUP 5 SOCIAL SCIENCE (Min. 9 SH)			
ANH 1101g Anthropology	3		
PSY 1101i Intro to Psych	3		
SOC 1101g Intro to Sociology	3		
GENERAL EDUCATION ELECTIVES (Min.9 SH)			

W I G REQUIREMENTS

- 1) w = SWK 3308, 3353; SOC 2232
- 2) i = COM 1101, SWK 3308, SOC 3307
- 3) g = ANH 1101, SOC 1101, & _____

DEGREE–SPECIFIC - 54 SH			
SOCIAL WORK ORIENTATION			
SWK 2247 SWK Prog Orient	1		
SWK 2248 SWK Values/Ethics	1		
SWK 2249 SWK Prof Comm	1		
PROFESSIONAL FOUNDATION			
SOC 1121 Cont Soc Problems	3		
SOC 2232w Am Fam Systems	3		
SWK 2251 Intro to Soc Work	3		
SWK 3300 Hum Beh & S Env	3		
SWK 3315 Evol of S Welfare	3		
SWK 3330 Social Policy	3		
RESEARCH & PRACTICE			
SOC 3307i Social Research 1	3		
SWK 3308wi Eval Research	3		
SWK 3350 Practice w/Groups	3		
SWK 3351 Practice w/Orgs	3		
SWK 3352 Practice w/Families	3		
SWK 3353w Practice w/Indiv	3		
SWK 4452w Field Education	12		
SWK 4453 Field Seminar	3		
FREE ELECTIVES (Min. 12 SH)			

SPECIAL RULES

- 1) 0090 courses do not count toward graduation
- 2) Max. 12 SH with same prefix in Group Distribution area
- 3) One non-major professional elective allowed
- 4) QPA of 2.0 in any minor required

B.S.W. SOCIAL WORK DEGREE STANDARDS

- 1) 120 SH required
- 2) 54 SH devoted to major
- 3) Min. 54 SH required in G.E.
- 4) 48 SH total required at 3000 or above

**EDUCATIONAL PLAN
BACHELOR OF SOCIAL WORK DEGREE REQUIREMENTS
MANSFIELD UNIVERSITY**

FIRST SEMESTER	SH
*SWK 2247 SWK Prog Orientation	1
SOC 1101 Intro to Sociology	3
PSY 1101 Intro to Gen Psych	3

SECOND SEMESTER	SH
+SWK 2248 SWK Values & Ethics	1
+SOC 1121 Cont Social Problems	3
ANH 1101 Cultural Anthropology	3
+BSC 1104 Human Biology	4

THIRD SEMESTER	SH
*SWK 2249 Prof Communication Skills	1
SOC 2232 Family Systems	3
<i>It is important that students complete the above courses before continuing beyond this point. Special needs and exceptions must be approved by the Program Director</i>	

FOURTH SEMESTER	SH
SWK 2251 Intro to Social Work	3
SWK 3330 Social Policy	3

FIFTH SEMESTER	SH
*SWK 3300 Human Behav Soc Environ	3
*SOC 3307 Social Research I	3
*SWK 3315 Social Welfare in America	3

SIXTH SEMESTER	SH
+SWK 3350 SWK Practice w/Groups	3
+SWK 3351 SWK Practice w/Com/Orgs	3
+SWK 3308 Evaluation Research	3

SEVENTH SEMESTER	SH
*SWK 3352 SWK Practice w/Families	3
*SWK 3353 SWK Practice w/Individuals	3

EIGHTH SEMESTER	SH
<i>ALL social work course requirements must be completed before entering the field.</i>	
SWK 4452 Field Education	12
SWK 4453 Field Seminar	3

- * Indicates courses taught only in the fall semester.
- + Indicates courses taught only in the spring semester.

SWK 3350, 3351, 3352, 3353, 4452, 4453 enrollments are restricted to Social Work candidates only. Candidacy applications are due the semester prior to enrollment in the student's first practice course (SWK 3350, 3351, 3352 or 3353).

GENERAL EDUCATION DISTRIBUTION REQUIREMENTS

In addition to Social Work Program requirements, the student must complete General Education requirements. To graduate, the student must complete a combined total of 120 semester hours. The 120 semester hours consist of Social Work Program requirements, general education requirements, and free electives.

General Education requirements are specific to the undergraduate catalog in place when the student first entered the university. The student should consult closely with the appropriate *Undergraduate Catalog* to learn the applicable requirements. The objective of the General Education component of an undergraduate degree is to provide the student with a foundation for lifelong learning, to enable him or her to function as a responsible citizen in a rapidly changing world, and is consistent with the traditions of a liberal arts education. General Education compliments major course work and assists the student in taking a proper place in society by helping the student comprehend humankind.

There are two types of General Education courses: core and group distribution requirements. Core requirements include oral communication, composition, wellness, and fine arts. Group distribution requirements include the selection of courses in each of the following areas: humanities, languages and literature, natural sciences, mathematics, social sciences and general education electives.

Additionally, the student is required to complete three Global Awareness courses, three Information Literacy courses, and five Writing Across the Curriculum courses. These courses may be major required, General Education or free electives but must carry the appropriate designation.

GENERAL EDUCATION PORTFOLIOS

Any student who enters Mansfield University under the 2003-2004 *Undergraduate Catalog* or after is required to submit a General Education Portfolio, which is used to assess the effectiveness of the university's General Education program. The portfolio is a collection of five pieces of work or artifacts chosen from General Education courses. A sixth artifact is chosen by the student's *ENG 3313 (Composition II)* instructor and will be submitted automatically.

An artifact can be any piece of work completed for General Education courses. For example, if a paper is written that demonstrates critical thinking skills, that paper may be used as an artifact addressing critical thinking. An artifact can be all or part of an examination, a quiz, a homework assignment, a project, a presentation, or anything else one might produce in a General Education course. Most artifacts will be on paper, but an artifact might be on videotape, audiotape, computer diskette, or CD. The most important artifact criterion is that it demonstrates the student's abilities in at least one of the General Education outcomes (critical thinking, problem solving, analysis, and communications). The course instructor will make the final determination of whether something can be used as an artifact, and which General Education outcomes are addressed.

The student should begin collecting and safely storing artifacts from his or her first semester at the university. The student is encouraged to collect more artifacts than will be needed, so the best can be chosen.

Each student must have an artifact from at least four of the five general education blocks (or distribution groups): Humanities, Languages and Literature, Mathematics, Natural Science, and Social Sciences. The fifth artifact may come from one of the five General Education blocks, the general education electives block, or the core block.

The student should obtain a General Education Artifact Cover Sheet, complete it, obtain the instructor's signature, attach the cover sheet to the artifact, and put it in a safe place. The semester before graduation, the student will choose the five artifacts to be included in the portfolio. The portfolio is then submitted to the Provost's Office.

A transfer student will submit a number of artifacts based on the number of general education credits transferred into the university.

- 0 GE credits, submit all five artifacts.
- 1 up to 13 GE credits, submit four artifacts.
- 14 up to 27 GE credits, submit three artifacts.
- 28 up to 41 GE credits, submit two artifacts.
- 41 or more GE credits, submit one artifact

ACADEMIC MINORS

The student is encouraged to select elective courses or minors that meet his or her special interests. Content in areas that offer specialized knowledge and skills may enhance the student's employability. Minor courses of study are a unique feature offered by the university and each student is encouraged to take advantage of the opportunity.

Examples of minors that may support a Social Work student's career interests are:

African-American Studies	Criminal Justice	Political Science
Anthropology	Economics	Psychology
Business Administration	A Foreign Language	Psych of Human Dev.
Computer Science	Gerontology	Sociology
Creative Writing	International Studies	Women's Studies

Requirements for academic minors are found in the *Undergraduate Catalog*. Each student should review options regarding minors with his or her academic advisor.

APPLICATION FOR GRADUATION

The student will complete an "Application for Graduation" form, available from the Registrar's Office, at the beginning of his or her second to last semester. The form is returned to the Registrar's Office, where a graduation audit will be performed. A letter informing of remaining graduation requirements will be sent to the student. The student should contact the appropriate academic advisor if this letter indicates any deficiencies in meeting graduation requirements.

FIELD EDUCATION

Field Education in Social Work refers to agency-based learning experiences, which involve client-centered practice with individuals, families, groups, and community client systems. The Social Work Program's Field Education requires a 500-hour supervised field experience during the final semester of the Social Work curriculum. Field Education reinforces the student's identification with the purposes, values, and ethics of the profession, fosters the integration of empirical and practice-based knowledge, and promotes the development of professional competence at the generalist level of practice. It is designed to give the student the opportunity to apply his or her knowledge base and skills under supervision. In all Field Education experiences, the student is expected to abide by the National Association of Social Workers *Code of Ethics* and work within the participating agency's mission and practice protocols.

Additional details regarding the Field Education experience can be obtained from the *Field Education Manual*, available at the Campus Bookstore or online at the Social Work program's website.

CHECKLIST FOR ARRANGING FIELD EDUCATION

Due Dates	Activity
STEP 1: By the end of the junior year	The student will purchase two copies of the <i>Field Education Manual</i> (from the campus bookstore or at the Program's website). The student will begin exploration of possible Field Education sites. A review of possible sites may occur by accessing the <i>Field Education Resource Guide</i> available from the Field Education Director.
STEP 2: September 10 (Spring) January 20 (Summer) Field Application due to the Field Education Director	The student will schedule an appointment with the Field Education Director to discuss eligibility, goals, and possible sites of interest. When attending the appointment with the Field Education Director, bring: <ul style="list-style-type: none"> ▪ a resume draft ▪ completed "Field Education Application" (<i>Field Education Manual</i>, Appendix A)
STEP 3: September 15 (Spring) January 30 (Summer) Faculty Evaluation Committee reviews Field Education Application	The Faculty Evaluation Committee reviews the application for approval. The Field Education Director sends a letter of acceptance for Field Education to the student.
STEP 4: Meet with the Field Education Director	The Field Education Director identifies two or more agencies to contact as possible Field Education sites. The Field Education Director completes the "Agency Selection Form" (<i>Field Education Manual</i> , Appendix B), gives the form to the student, and contacts the agencies to verify that a student will be accepted.

Due Dates	Activity
STEP 5: Student contacts agencies to schedule and complete interviews	<p>The student contacts agencies identified in Step 4 to schedule an interview, using the “Telephone Contact Guide for Student Use” (<i>Field Education Manual</i>, Appendix C).</p> <p>The student attends the scheduled interviews, using the “Agency Interview Guide for Student” (<i>Field Education Manual</i>, Appendix D) as a guide. To each interview, the student will take a:</p> <ul style="list-style-type: none"> ▪ current resume ▪ “Agency Response Form” (<i>Field Education Manual</i>, Appendix E) ▪ <i>Field Education Manual</i> for review with the agency field instructor (give one copy to the agency instructor ONLY when a final decision has been made). Inform the agency interviewer that at least two agencies are being contacted and a decision will be made as soon as possible.
STEP 6: October 15 (Spring) March 15 (Summer) “Agency Response Forms” given to the Field Education Director and site finalized	<p>The student will complete at least two interviews, and will return the two “Agency Response Forms” (<i>Field Education Manual</i>, Appendix E) to the Field Education Director.</p> <p>The student will discuss the interviews with the Field Education Director and collaboratively, the two will finalize the choice of sites.</p>
STEP 7: Write a professional letter of confirmation thanking both agencies	<p>The student will write a formal “thank you” letter to both agencies informing them of the decision. Timely follow through will leave a good impression and may assist a future student who may be interested in that site. The student will give the Field Education Director a copy of the formal “thank you” letters.</p>
STEP 8: Give the Field Education Director the “Field Education Agreement” signed by appropriate agency personnel	<p>The student will schedule a second interview with the selected agency to finalize the “Field Education Agreement,” which must be signed by the agency field instructor and agency administrator (<i>Field Education Manual</i>, Appendix F). The completed, signed contract is given to the Field Education Director.</p>
STEP 9: October 20 (Spring) March 20 (Summer) “Internship Form” finalized and given to the Field Education Director	<p>The student will obtain the appropriate signatures for the “MU Internship Form” obtained from the Registrar’s Office (see copy of form in <i>Field Education Manual</i>, Appendix G). The completed form will be returned to the Field Education Director to provide registration for SWK 4452 (<i>Field Education</i>).</p> <p>The student will register separately for SWK 4453 (<i>Field Seminar</i>) via the usual web advisor process during the regular registration period.</p>

OPPORTUNITIES IN SOCIAL WORK

SOCIAL WORK CLUB

The Social Work Club is a student organization that meets guidelines set forth by the Office of Student Affairs. The Club meets frequently during each semester and plans activities that enhance Social Work education and promote positive relationships among students, faculty, and the community. One organization that the Club is currently involved with is the Seeds of Hope Program, a community-based organization serving residents of Tioga County. The Club also plans campus social activities designed to enhance campus life. The organization's President, Vice-President, Secretary and Treasurer are elected by Social Work Club membership. The President is responsible for bringing students' concerns to the Program Director, Department Chair and/or meetings of the Program's Professional Advisory Committee. Each Social Work major is encouraged to be active in the Club. Notices of meetings are electronically posted.

PHI ALPHA HONOR SOCIETY

A chapter of the Phi Alpha Honor Society is active at the university. The organization, established at Mansfield University in 1998, seeks to foster higher standards of academic excellence for Social Work and is to honor those who have attained excellence in the major. To be eligible, the Social Work major must have achieved at least sophomore status (31 s.h.), completed eight semester hours of required Social Work courses, achieved an overall QPA (Quality Point Average) of 3.0, and attained a QPA of 3.25 in required Social Work courses.

POSSIBLE VOLUNTEER/SHADOWING SITES

CHILDREN & YOUTH

Adelphoi Village	Harrison Valley, PA	814-334-5226
Bradford County C & Y	Towanda, PA	570-265-1760
Broome County DSS	Binghamton, NY	607-778-2533
Comprehensive Interdisciplinary Developmental Services (CIDS)	Elmira, NY	607-733-6533
Frankford Group Ministry	Philadelphia, PA	215-741-2990
Glove House	Owego, NY	607-687-0906
Kidspeace	Danville, PA	570-271-0590
Kidspeace	Bethlehem, PA	610-868-4111
Laurel Youth Services	Blossburg, PA	570-638-1210
Luzerne Co. Children & Youth	Wilkes-Barre, PA	570-826-8710
Lycoming Co. C & Y Services	Williamsport, PA	570-326-7895
Monroe County CPS	Rochester, NY	585-530-4136
Northumberland Co. Children & Youth	Sunbury, Pa	570-495-2121
PA Dept. of Children, Families and Youth	Harrisburg, PA	717-705-2908
Pathways REACH Program	Corning, NY	607-524-6832
Susquehanna Co. C. & Y Services	Montrose, PA	570-278-4600
Tioga Co Human Service Dept.	Wellsboro, PA	570-724-5766

COMMUNITY ORGANIZATION

EPOP (Eastern Phila Organizing Project)	Philadelphia, PA	215-634-8922
Frankford Family Development Center	Philadelphia, PA	215-685-1476
Kensington Welfare Rights Union	Philadelphia, PA	215-203-1945

Lancaster Family Center	Lancaster, PA	717-431-1027
Partnership for Community Health	Wellsboro, PA	570-723-0520
Project HOME	Philadelphia, PA	215-232-7272

DOMESTIC VIOLENCE

Abuse & Rape Crisis Center	Towanda, PA	570-265-5333
YWCA/Wise Options	Williamsport, PA	570-322-4637

DRUGS AND ALCOHOL

New Beginnings	Canton, PA	570-364-8391
Harbor Counseling	Wellsboro, PA	570-724-5272
Transitions Counseling for Healthy Living	Corning, NY	607-936-4695
White Deer Run	Allenwood, PA	800-255-2335
Willard Drug Treatment	Willard, NY	607-936-1403
Wings of Life Unit – Muncy Prison	Muncy, PA	570-546-3171

EMPLOYMENT AGENCIES

Career Choices	Ithaca, NY	607-272-7514
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FAMILY SERVICE AGENCIES

Family Service Society	Corning, NY	607-962-3148
Family Services of Chemung Co.	Elmira, NY	607-733-5696
Tressler Lutheran	Mechanicsville, PA	717-795-0320

GERONTOLOGY

Area Agency on Aging	Towanda, PA	570-265-6121
Chemung Co. Office for the Aging	Elmira, NY	607-737-5337
Green Home	Wellsboro, PA	570-724.3131
Guthrie Hospice	Towanda, PA	570-265-8615
Penn Lutheran Nursing Home	Selinsgrove, PA	570-374-8181
Potter County Area Agency on Aging	Roulette, PA	800-800-2560
Southern Tier Hospice	Corning, NY	607-962-3100
Tioga Nursing Home	Waverly, NY	607-565-2861
Union-Snyder Area Agency on Aging	Lewisburg, PA	570-524-2100

HEALTH CARE

Arnot Ogden Medical Center	Elmira, NY	607-737-4132
Evangelical Hospital	Lewisburg, PA	570-522-2000
Falck Cancer Center	Elmira, NY	607-737-8115
Laurel Home Health/Hospice	Wellsboro, PA	570-723-0760
Susquehanna Health Systems	Williamsport, PA	570-321-2151
Towanda Memorial Hospital	Towanda, PA	570-268-2464

MH/MR

Bradford County SERVE	Monroeton, PA	570-265-3119
Bradford/Sullivan Co. Early Intervention	Towanda, PA	570-265-1760
Career Choices	Ithaca, NY	607-272-7514
Corning Continuing Treatment Program	Corning, NY	607-936-1816
Laurel Behavioral Health	Wellsboro, PA	570-723-0345
Lycoming Co-Clinton MH/MR	Williamsport, PA	570-326-7895

Partners in Progress	Mansfield, PA	570-662-7026
Pathways	Corning, NY	607-524-6667
Steuben Co. Mental Health Clinic	Corning, NY	607-937-6201
Tioga County Human Services Dept. Intensive Case Management Clinical Services Social Rehabilitation	Mansfield, PA	570-662-7600

PROBATION/PAROLE

SCI Waymart	Waymart, PA	570-488-5811
Wings of Life Unit – Muncy Prison	Muncy, PA	570-546-3171

SCHOOL SOCIAL WORK

Addison Central School	Addison, NY	607-359-2241
Broadway Elementary	Elmira, NY	607-735-3600
Corning-Painted Post Middle School	Corning, NY	607-936-3788
Elmira School District	Elmira, NY	607-735-3949
Northside Family Support Team	Corning, NY	607-936-3841
Northern Tioga School District	Lawrenceville, PA	814-258-5649
Northern Tioga School District	Elkland, PA	814-258-5115
Tuscarora Elementary School	Addison, NY	607-359-2261

ADDITIONAL VOLUNTEER EXPERIENCES

Additional experiences may be gained by volunteering time to campus-sponsored activities such as the Big Brother/Big Sister program, Adopt a Grandparent, Campus Ministries, and other activities designed to assist people. Specific information on these and other volunteer programs can be found at the Office of Community Service Learning Experiences located at 323 Alumni (570-662-4177). Further opportunities can be found by calling Guideline, an information and referral service (800-332-6718).

Each student is encouraged to consider active participation in campus programs. For example, working on the *Flashlight*, writing for the campus newspaper, assisting at WNTE Radio, or serving as a Resident Advisor assists the student in developing social skills useful in future Social Work employment settings.

CWEB PROGRAM

An excellent opportunity for the student wishing to work with children and families is available through the CWEB (Child Welfare Education for Baccalaureates) program. CWEB was designed to address the lack of qualified social workers in Pennsylvania by financially assisting undergraduate students in order to provide them with the proper training and credentials.

CWEB provides an opportunity for those interested in child welfare to essentially get the last year of college paid. Child welfare includes working with child protective services, adoption, foster care, family preservation and family support services.

The program has two options:

- 500 hour child welfare experience, completed during *SWK 4452*; or
- 975 hour child welfare experience, beginning in the summer following the junior year and completed during *SWK 4452*.

Benefits to the student currently entering the CWEB program include:

- A monthly living stipend of \$680.00 per month for eight months;
- Tuition for two semesters and some money towards books and supplies for *SWK 3321 (Child Welfare)* course;
- A job guarantee after graduation working in child welfare in Pennsylvania;
- A significant bonus (\$1500) if 975 hours are completed prior to graduation; and
- Exemption from taking the Civil Service exam, if 975 hours are completed.

In return, the student must:

- Complete and follow through with the application form and required clearances;
- Have earned 75 credits before beginning his or her CWEB experience;
- Successfully complete *SWK 3321 (Child Welfare)*; and
- Sign a contract agreeing to work in a Pennsylvania child welfare setting for at least one year after graduation.

An interested student should contact Rhonda Keller (570-662-4494 or rkeller@mansfield.edu) for further information and application materials. Please note: the application and clearance process can take up to ten weeks so planning ahead is important.

SOCIAL WORK AS A CAREER

A BSW program graduate begins his or her career in a variety of public and private social service agencies such as child welfare, mental health programs, drug and alcohol programs, programs for the aging, hospitals, nursing homes, neighborhood centers, and day care centers.

Many enter graduate Schools of Social Work where they may apply for advanced standing based on the accredited status of this program. Advanced standing allows the student to complete an MSW in one calendar year rather than two, if attending classes full-time. Some students enroll directly in graduate school from Mansfield University while others work a year or two before entering graduate school. Most graduates believe that formal and informal continuing education and learning opportunities are necessary for career advancement in the Social Work profession.

Additionally, accreditation by the Council on Social Work Education provides access to licensing examinations in those states that regulate Social Work practice at the baccalaureate level.

BSW WORK SETTINGS

Social Workers provide services in a wide variety of settings. Examples of settings that employ BSW graduates are:

Children and Youth

This includes an array of service delivery systems serving children and adolescents. Practice setting examples range from pregnancy counseling centers, foster care and adoptions agencies, agencies investigating neglect and abuse, residential service settings such as group homes, school-based social work, and programs for youthful offenders.

Gerontology

This includes service delivery to elderly people in a variety of settings. Examples of settings include adult day care centers, public social services, at-home support services, and skilled care nursing homes.

Health Care

This focuses on people of all ages and diagnoses involved in health care settings. Examples of such settings include medical care in hospitals, services provided in hospice settings, and home-based health care settings.

Developmental Disabilities

This includes a wide variety of service options for people with developmental disabilities. Practice settings typically include independent living arrangements, group homes, and day treatment centers.

Mental Health/Mental Illness

This encompasses services provided to people with mental illnesses and mental health issues. Practice settings include in-patient, out-patient, community-based, long-term residential, psychosocial day programs, partial hospitalization, and transitional living centers.

Poverty

This deals with issues related to poverty and economic disenfranchisement as manifested in unemployment, homelessness, malnourishment, starvation, and illiteracy. Practice settings range from public welfare offices to a network of public and private charitable organizations.

Substance Abuse/Alcoholism

This covers issues related to abuse and addiction. Practice settings include detoxification centers, in-patient, out-patient treatment programs, and community-based programs.

Additional Possibilities

Other possible areas of practice not mentioned in the categories above:

Domestic Violence	Disaster Relief	Crisis Intervention
Eating Disorders	HIV/AIDS Programs	Family Counseling
Victims' Assistance	Pregnancy Prevention	Social Work in Prisons
Employee Assistance Programs	Credit Counseling	Veterans Services

A Resource Guide with information on approved Field Education sites is available for the student's use in the Field Education Director's office. It is possible to complete Field Education at an agency that does not appear in the Resource Guide. The appropriateness of the agency will be assessed relative to the Social Work Program objectives, completion of the Field Education training, and the availability of a suitable agency field instructor.

Examples of Field Education sites in the region surrounding Mansfield University are:

Laurel Youth Services
Bradford County Children and Youth
Soldiers & Sailors Memorial Hospital
Area Agency on Aging

Harbor Counseling
Pathways
Partners in Progress
Corning/Painted Post School District

WHERE THE JOBS ARE

According to the 2004 Occupational Outlook Handbook, social workers held about 477,000 jobs in 2002. About four out of ten jobs were in state or local government agencies, primarily in departments of health and human services. Most private sector jobs were in the health care and the social assistance industry. Most social workers are employed in cities or suburbs, although some work in rural areas. The following tabulation shows 2002 employment by type of social worker.

Child, family, and school social workers	274,000
Medical and public health social workers	107,000
Mental health and substance abuse social workers	95,000

Competition for social work jobs is higher in cities, where demand for services often is greater and training programs for social workers are prevalent. However, opportunities should be good in rural areas, which often find it difficult to attract and retain qualified staff. By specialty, job prospects may be best for those social workers with a background in gerontology and substance abuse treatment.

Employment of social workers is expected to grow faster than the average for all occupations through 2012. The rapidly growing elderly population and the aging baby boom generation will create greater demand for health and social services, resulting in particularly rapid job growth among gerontology social workers. Additionally, many job openings will stem from the need to replace social workers who leave the occupation.

As hospitals continue to limit the length of patient stays, the demand for social workers in hospitals will grow more slowly than in other areas. Since hospitals are releasing patients earlier than in the past, social worker employment in home healthcare services is growing. However, the expanding senior population is an even larger factor. For social workers with backgrounds in gerontology, employment opportunities should be good in the growing numbers of assisted-living and senior-living communities. The expanding senior population will also create demand for social workers in nursing homes, long-term care facilities, and hospices.

The employment of substance abuse social workers will grow rapidly over the 2002 - 2012 projection period. Substance abusers are increasingly being placed into treatment programs instead of being sentenced to prison. As this trend grows, demand will increase for treatment programs and social workers to assist substance abusers on the road to recovery.

The employment of social workers in private social service agencies will increase. However, agencies increasingly will restructure services and hire more lower-paid social

and human service assistants instead of social workers. Employment in state and local government agencies may grow somewhat in response to increasing needs for public welfare, family services, and child protection services; however, many of these services will be contracted out to private agencies. Employment levels in public and private social services agencies may fluctuate, depending on need and government funding levels.

The employment of school social workers is also expected to steadily grow. Expanded efforts to respond to rising student enrollments and continued emphasis on integrating disabled children into the general school population may lead to more jobs. Availability of state and local funding will be a major factor in determining the actual job growth in schools.

Opportunities for social workers in private practice will expand but growth may be hindered by restrictions that managed care organizations put on mental health services. The growing popularity of employee assistance programs is expected to promote demand for private practitioners, some of whom provide social work services to corporations on a contractual basis. However, the popularity of employee assistance programs will fluctuate with the business cycle, as businesses are not likely to offer these services during recessions. (<http://www.bls.gov/oco/ocos060.htm>)

WEB RESOURCES for SOCIAL WORK

History

<http://www.idbsu.edu/socwork/dhuff/history/central/core.htm>

History of Social Work website; read about the foundation of the profession

Jobs

<http://www.scsc.state.pa.us>

State of Pennsylvania Civil Service jobs: find out about current job availability in PA

<http://www.socialworker.com/jobs.htm>

New Social Worker job site: employment opportunities across the country

<http://stats.bls.gov/oco/ocos060.htm>

Occupational Outlook website: the outlook for Social Work jobs in the future

<http://www.abacon.com/socwk/quiz/>

Social Work Job Quiz website: test knowledge about social work job interviewing by taking the short quiz.

Licensing

http://www.aswb.org/lic_req.shtml

Social Work licensing website: explore licensing requirements of individual states

<http://www.nasw-pa.org/displaycommon.cfm?an=1&subarticlenbr=48>

PA licensing Q&A website: explore the ins and outs of PA state licensure

<http://www.op.nysed.gov/sw.htm>

New York state licensing information

Practice settings

<http://webdb.nyu.edu/sociallinks/menu.cgi?cid=386>"

Social Work links: explore categories of interest in social work

http://www.geocities.com/swcafe_2000/swcafe.html

Social Work Cafe website: explore the global world of Social Work

Assistance with writing, including grammar issues

<http://rwc.hunter.cuny.edu/writing/on-line.html>

APPENDICES

APPENDIX A

CSWE EDUCATIONAL POLICY & ACCREDITATION STANDARDS

for Baccalaureate Degree Programs in Social Work Education
effective July 1, 2001

FOUNDATION CURRICULUM CONTENT

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

A. Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

B. Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

C. Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources and present content on the dynamics of such risk factors and responsible and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

D. Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions

between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways in which social systems promote or deter people in maintaining or achieving health and well-being.

E. Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

F. Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

G. Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery and to evaluate their own practice.

H. Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of

the profession, fosters the integration of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

ACCREDITATION STANDARDS

ACCREDITATION STANDARD 1: Program Mission, Goals, and Objectives

- 1.0 The social work program has a mission appropriate to professional social work education as defined in the Educational Policy, Section 1.B, Purposes of Social Work Education. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institutions' mission.
- 1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.B, Purposes of Social Work Education. Program goals are not limited to these purposes.
- 1.2 The program has objectives that are derived from the program goals. These objectives are consistent with the Educational Policy, Section III, Program Objectives. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8, Program Assessment and Continuous Improvement).
- 1.3 The program makes its constituencies aware of its mission, goals, and objectives.

ACCREDITATION STANDARD 2: Curriculum

- 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.
 - 2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in the Educational Policy, Section IV, Foundation Curriculum Content, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.
- 2.1 The social work program administers field education (Educational Policy, Section IV.H and Section V) consistent with program goals and objectives that:
 - 2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
 - 2.1.2 Admits only those students who have met the program's specified criteria for field education.
 - 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
 - 2.1.4 Specifies that field instructors for baccalaureate students hold a baccalaureate or master's social work degree. Field instructors for master's students hold the master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.

- 2.1.5 Provides orientation, field instruction training, and continuing dialogue with agencies and field instructors.
- 2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

ACCREDITATION STANDARD 3: Program Governance, Administrative Structure, and Resources

- 3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.
 - 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
 - 3.0.2 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.
 - 3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctorate. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.
 - 3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.
 - 3.0.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post-baccalaureate social work or post-master's social work practice experience.
- 3.1 The social work program has sufficient resources to achieve program goals and objectives.
 - 3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.
 - 3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.
 - 3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.
 - 3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.
 - 3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems)

ACCREDITATION STANDARD 4: Faculty

- 4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.
- 4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.
- 4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field, class size, number of students, and the faculty's teaching, scholarly, and service responsibility.
 - 4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master's social work degrees from a CSWE-accredited program with full-time appointment in social work and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.
- 4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate social work or post-master's social work practice experience.
- 4.4 The program has a faculty workload policy that supports the achievement of the institutional priorities and the program's goals and objectives.

ACCREDITATION STANDARD 5: Student Professional Development

- 5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives
- 5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
- 5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

The program has written policies and procedures concerning the transfer of credits.
- 5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.
- 5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.
- 5.6 The program informs students of its criteria for evaluating their academic and professional performance.
- 5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

ACCREDITATION STANDARD 6: Nondiscrimination and Human Diversity

- 6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education

builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program and curriculum (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) model understanding of and respect for diversity.

ACCREDITATION STANDARD 7: Program Renewal

- 7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.
- 7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
- 7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

ACCREDITATION STANDARD 8: Program Assessment and Continuous Improvement

- 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.
- 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

National Association of Social Workers *Code of Ethics*

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 audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate

professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

LETTERS TO NEW MAJORS

Dear New Member of the Social Work Major,

Welcome! I have been in your shoes before and I can honestly say I do not envy your position at all – that is, of being a freshman. However, you have joined one of the best majors possible to begin your college career with. You have not only joined a major, but you have joined a family of caring professors and wonderful classmates. Do not take the time you have in the major for granted. If you use it to the fullest, you will gain one of the greatest experiences in your life.

Some advice that I can give you from being in your place four short years ago is this: always attend class, because if you do not, be ready to face the wrath of your social work professors. Stay ahead of your work. This will carry you far throughout your collegiate years. When you feel overwhelmed and unable to go on – keep moving. This is a normal feeling to have and at times I did not think I would make it. However, use your friends and professors for guidance and support. It will only make you stronger and help you succeed.

I do not need to make any recommendations for which classes and professors to take. There are only a few professors and the classes are mandatory. Nevertheless, they are all great people and the classes that they teach are worthwhile! You will learn to like them as much as they like you and they are people that are unforgettable. Trust me, I know.

I wish you the best over the next four years of your life. Love every minute of it because it goes faster than you will ever know. The major you have just entered is your home for the next few years and you are surrounded by the best of the best at Mansfield University. What I have learned here is so memorable and I will hold it dearly forever. I am graduating with a better understanding of life, the people that make the world go around, and the knowledge to help me get through it. I have gained some of the greatest friends that have ever existed and have shared my life with them. I hope the best for you in this major and I hope you gain a wonderful experience as much as I have.

Remember, when you're staying up long hours to finish your transcripts, fighting with your group members in Research II, or just walking up all of the stairs to get to the social work classroom in Butler, remember... it will all be worth it.

Yours truly, Rose Horomanski, Class of 2009

* * * * *

Dear Future Student,

My name is Meg Olney and I am a recent graduate of the Mansfield University Social Work Program. I am off pursuing graduate school and other life goals but I wanted to take time to write you a letter. I take it that because you are reading this you have decided that social work is one of your many passions in life. Congratulations, you have just signed on for one of the most rewarding careers anyone could imagine.

Although rewarding, the life of a social worker is very challenging. But don't be afraid, the education you will receive at Mansfield University is enough to equip you with some of the essentials needed for a successful and fulfilling career in social work. Passion, knowledge, empathy, and determination are just some of the qualities to be developed within the program. It is amazing to me that all of those qualities could be part of any one person, but you will soon find out that all of those qualities are within you. With the help of great faculty and close friends, you will soon find out that you already possess many qualities of a social worker; you just need help developing them.

Developing the qualities you already have is what the program is all about. This program cannot teach you anything you don't already have within you and if you hold on for the ride, you will find a great reward at the end; the discovery of who you are and how you can impact this world. Put trust in yourself and rely on others when things seem bleak. I wish you all the luck in the world as you discover your passion as a future social worker.

Sincerely, Meg Olney, Class of 2009

* * * * *

To all the new Social Work majors,

After a few years of being a social work major at Mansfield University, my time is up and I'm ready to graduate. I have had so many good experiences in this major. I am writing this letter to offer advice, recommendations, encouragement, and insights to all of you who are just beginning.

My advice to you is to keep your head up and never think a project or assignment is too much for you to handle. We work hard in this major and every grade is earned. You will never have to worry about unfair grading or "but the teacher does not like me" when you are a student in this department. Every grade you receive is what you earned. Some of the assignments may seem impossible or extremely hard when you first look at them and all of them will test your skills, knowledge, and thinking capabilities. However, every assignment that is given in this major serves a purpose. You will not receive busy work. Also, do not be afraid to go to a professor when you are having a problem; with school or life. They are not only teachers but social workers. They are all very understanding and know what it is like to struggle. They will help you.

My recommendations are to stay on task, ask questions, and do not procrastinate. The assignments in this major are not easy and they can become time consuming. I learned the hard way that keeping up with everything and not procrastinating will save you a lot of time and stress.

For encouragement, I say pretty much the same thing. Keep going no matter how tough it gets. It will all be worth it in the end. There were many points in my college career that I wondered if I was going to make it and here I am, graduating.

For insight, always remember that everyone has the capabilities to accomplish their goals. It is also nice to receive a little help from your teachers and peers. Everyone in this major is a tight knit group and as long as you ask, there is always someone there to help you.

Enjoy and have fun, Amanda Brion, Class of 2009

Dear Social Work Major,

Congratulations! You are officially enrolled in a major that will allow you to make a difference in the world. Right now you may be wondering what you have gotten yourself in to. Well, I want to tell you that you are in for an adventure. There is nothing easy about this major, and I hope that my saying that doesn't scare you. Yet all of the things that are worthwhile in life are never easy. Instead you have to work for it, you need to put your heart and your free time into it, and you need to be able to sacrifice at times for it. But in the end, you will feel proud, you will feel like you are on a path to a wonderful career, and you will be constantly excited for what the next day brings.

The faculty in this department is wonderful. They will make time for you, they will answer your questions no matter how many times you call or email them, and they will constantly be cheering you on to succeed in this field. Take advantage of them being there for you. Also there are different trips that get scheduled such as to go to Harrisburg for a Lobby Day, or to go to Washington D.C. and get to talk to Senators. Take advantage of these trips. I did and I will never forget them. They help open your eyes and force you to see how you will be applying the information in the books to the real world.

Congratulations and welcome to a truly wonderful, exciting, occasionally nerve-wracking, but very worthwhile major. I hope you enjoy this department as much as I did. I will never forget my years here and I hope they are special for you too. Good luck!

Sincerely, Elizabeth Swanson, Class of 2009

* * * * *

Dear Fellow Colleague,

Congrats on taking your first step into a fulfilling career as a Social Worker. Your Social Work faculty at Mansfield University is one of a kind. Each brings his/her own unique perspective into the classroom. If you take one thing from this letter it is that you must learn to work with your fellow colleagues. As you reach your upper division and practice classes you will be working in very tight groups. It is very important that you get along and work with one another. Notice that I did not say "work well with one another." There will be times that you want to reach across the table and smack someone in the forehead. Being a professional, you accept what was said and move on. This is what makes you a better social worker.

There will be times during this program that you will become very overwhelmed with classes, papers and group projects. When you start to feel that way, it is important that you step back and take a deep breath. Spend time with your family or call your fellow classmates because if you are feeling overwhelmed most likely everyone else is feeling the same way. Remember that you are not alone in this program. Take advantage of the professor's office hours. That is why they have them.

As you reach the end of your internship in a few years, take a moment and reflect back to sitting in Individual's class and wondering how this all fits together. At that moment, it will all come together and you will say "and that is why I became a social worker!"

Best of luck, Gerri Houghtalen, Class of 2009

LEARNING STYLE QUIZ

Instructions:

Read each question and circle the answer that best corresponds to your behavior. When you are finished, add your number of responses for each letter.

1. When you read, do you
 - a. enjoy descriptive passages and visualize the scene
 - b. enjoy dialogue and hear the characters in your mind
 - c. prefer action scenes, but do not enjoy reading

2. When you learn something new, do you
 - a. Like to read instructions or see demonstrations
 - b. Prefer verbal instructions
 - c. Jump in and learn by doing it

3. When you are spelling an unfamiliar word, do you
 - a. Visualize the word in your mind
 - b. Sound the word out as you spell it
 - c. Write the word down first

4. When you want to relax, do you
 - a. Watch TV or read
 - b. Listen to music
 - c. Play a game or exercise

5. When you are concentrating, do you
 - a. Get distracted by messy surroundings
 - b. Get distracted by noise
 - c. Get distracted by activity around you

6. When you are trying to figure out how someone is feeling, do you
 - a. Look at their facial expressions
 - b. Listen to the sound of their voice
 - c. Look at their body movements

7. When you teach someone something new, do you
 - a. Show them what to do or write down instructions
 - b. Tell them what to do
 - c. Do it with them

8. When you compliment someone on their work, do you
 - a. Write them a note
 - b. Tell them they did a good job
 - c. Shake their hand or pat them on the back

9. When you are bored, do you
 - a. Look around or doodle
 - b. Talk to yourself
 - c. Move around or fidget

10. When you need to remember something, do you
 - a. Write it down
 - b. Say it to yourself over and over
 - c. Think about it while moving around

11. When you are giving directions, do you
 - a. Draw a map
 - b. Give clear and detailed instructions
 - c. Point and use body language to explain the directions

12. When you are putting something together, do you
 - a. Read the directions first
 - b. Prefer to have someone tell you what to do
 - c. Figure it out as you go.

a _____ b _____ c _____

INTENT TO CONTINUE IN THE SOCIAL WORK MAJOR
--

This form must be completed and approved prior to enrolling in either SWK 3300 (Human Behavior in the Social Environment) or SWK 3315 (Social Welfare)

NAME	
SS #	
ADDRESS	
PHONE	
E-MAIL	
DATE	

I INTEND TO ENROLL IN (check as applicable)	
<input type="checkbox"/> SWK 3300	<input type="checkbox"/> SWK 3315
DURING: FALL SEMESTER _____	

By doing so, I understand that I am declaring my intention to continue in the Social Work major. I understand that I am entering junior-level course work in this professional program and, as such, will be expected to apply myself seriously to my chosen course of study.

Student

Social Work Major Advisor

••• This form will be filed in your Social Work student file. You may NOT enroll in SWK 3300 or SWK 3315 without it being on file.

**Field Education Application
Mansfield University Social Work Program**

Name:	
Local Mailing Address	
Home Mailing Address	
Telephone:	SWK QPA:
E-Mail:	Do you have a driver's license? ___ yes ___ no
Overall QPA:	Do you have a car? ___ yes ___ no

Successful Field Education:

- is built upon a knowledge base reflected in the required courses;
- is an opportunity to practice Social Work at a beginning level in the Social Work field under weekly individual supervision; and
- provides a 12-credit hour, 4000-level course requiring a high degree of self-direction and personal initiative.

Approval for Field Education includes the submission of this application to the Field Education Director and acceptance for Field by the Faculty Evaluation Committee. This application will be evaluated on the following four components. Each component is worth 10 points. A minimum score of 30/40 is required.

- quality of application;
- record of grade achievement in practice courses (a minimum grade of C+ in each practice course);
- evidence of continued professional commitment and participation; and
- evidence of continued commitment to the NASW *Code of Ethics*.

A student must satisfactorily complete all required Social Work courses prior to entering Field Education. Please include a resume and the current Program Evaluation from Web Advisor. A student who has any grade below a "C+" in a required Social Work practice course (SWK 3350, 3351, 3352, and 3353) must address the deficits with the Field Education Director. Field Education sites may be restricted for a student with any grade below "C+". * FYI: Student QPA's can be found on Web Advisor.

If faculty have concerns regarding a student's ability to function in a Social Work practice setting, these concerns will be shared with the student by the Field Education Director. A decision will be made in a timely manner by the Faculty Evaluation Committee and notification given regarding the application and readiness for Field Education.

Prior to Field Education, a student must demonstrate an ability to communicate clearly both orally and in writing for the purpose of being able to provide proper documentation and to establish a worker/client relationship in the Social Work setting. A student's proficiency in communication will be considered by the Faculty Evaluation Committee in reviewing this Application for Field Education.

A student must have personal qualifications appropriate for Social Work practice, such as commitment to Social Work values and ethics, ability to establish and sustain a relationship, an understanding and concern about social and economic justice, and an understanding and appreciation of diversity.

Professional Commitment and Participation

Please type the requested information:

- a. Describe where the SWK 2247 interview & agency tour was conducted.
- b. Describe where the SWK 2248 agency study was conducted.
- c. Describe where the SWK 2249 Shadowing Placement was conducted.
- d. Describe any additional volunteer experience in a social service setting.
- e. Describe one skill developed in a practice class that will be most beneficial in Field Education.
- f. Describe what has been learned in practice classes that has enhanced a continued commitment to the National Association of Social Workers *Code of Ethics*.
- g. Describe if the existence of a criminal record will affect an ability to practice in certain Field Education sites. If so, describe the charges or record.
- h. (Optional) In order to match the student with an appropriate Field Education site, it is critical to understand each student's needs and how best a specific placement would be of benefit. If there is information that will help the Field Education Director to explore Field Education options, please feel free to discuss this with the Field Education Director or note it below. Examples of this information may be physical limitations, learning disabilities, transportation problems, or specific concerns that should be considered.
- i. Discuss qualifications for practice, including the ability to establish and sustain a relationship, deal with diversity, and show an understanding and concern about social and economic justice.
- j. Describe personal goals: Write a brief description about the type of agency in which there is the most interest. Project what the student expects to be doing in five years in the field of Social Work.
- k. Describe anything else useful to know to assist in matching the Field Education site with student needs.

A minimum score of 30/40 is required for acceptance in Field Education.

Faculty use only: Rating Scores			
Application: /10	QPA: /10	Commitment/Participation: /10	NASW: /10