



UNION UNIVERSITY  
SCHOOL *of* SOCIAL WORK

The School of Social Work  
Master of Social Work Program

Student Handbook

2010-2011

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## TABLE OF CONTENTS

Welcome	5
Academic Calendar	7
Overview of Union University	8
<i>Heritage</i>	8
<i>Purpose</i>	9
<i>Mission</i>	9
<i>Statement of Faith</i>	10
The Campus	11
Discrimination Policy	11
Campus Map	12
Campus Services	14
Campus Parking Information	14
Permit Placement	14
Parking Regulations	14
Career Services	14
Cell Phones	15
Change of Address/Name	15
Chapel and Spiritual Life	15
Communication	15
Communicating with Faculty	15
Computing Services	16
Confidentiality of Student Records	16
Counseling Services	17
Emergency Notification	17
FERPA Privacy Act	17
Financial Aid	18
Financial Assistance	18
Health Services	19
Housing	19
Liability and Malpractice Insurance	19
Library Services	19
Mail for MSW Students	19
Minority Student Resources	19
Phi Alpha Honor Society	20
Student Life	20
Student Conduct	20
Tuition and Fees	20
Wellness Services	20
Union Station	20
Graduate Social Work Program Overview	21
<i>The Mission of the MSW Social Work Program</i>	21
<i>The Relationship of the University Mission to the MSW Social Work Program</i>	21
Accreditation	22
MSW Program Goals	22
MSW Theoretical Orientation for Social Work Practice	23
Program Options	26
<i>Generalist Practice Framework</i>	28
<i>Foundation Program Objectives</i>	28
<i>Foundation Curriculum Summary</i>	29
<i>Advanced Generalist Concentration Practice Framework</i>	32
<i>Advanced Generalist Concentration Year Objectives</i>	33
<i>Concentration and Advanced Standing Curriculum Summary</i>	34

Policies and Procedures of the MSW Program	35
Academic Standards	35
Academic Honesty	35
Plagiarism Rubric	38
Admissions	39
Advanced Standing Program	39
Attendance Policies	39
Core Performance Standards	39
Credit for Life Experiences and Previous Work Experience	40
Non-degree Seeking Students	40
Probation	40
Progression in the MSW Program	40
Provisional Status	41
Readmission to the MSW Program	41
Repeating Courses	41
Termination Policy	42
Transfer Credit	42
Voluntary Withdrawal from Classes	43
Evaluation of Academic and Professional Issues	43
Advisement Procedures	43
Gatekeeping to the Profession	44
Faculty Assistance	45
Student's Advisor	45
Informal Consultation	45
Committee for Student Academic and Professional Evaluation (CSAPE)	45
CSAPE Student Referral and Review Procedures	45
Grading Scale in the MSW Program	47
Grading System	47
Grievance Policies and Procedures	47
Review of Instruction	48
Grade Appeal	48
Academic Dishonesty Appeal	49
Graduate Student Appeals Procedures	49
Appendices	51
Appendix A: Student Rights and Responsibilities	53
Appendix B: Sexual Harassment	55
Appendix C: Core Performance Standards	57
Appendix D: NASW Code of Ethics	59
Appendix E: Educational Policy and Accreditation Standards	85

## ***YOUR FACULTY WELCOMES YOU!***

Hello Everyone! Welcome to a new year of graduate social work study in the School of Social Work at Union University. We are delighted that you chose Union University to pursue your MSW degree. We are committed to stimulating and challenging you to excellence as you prepare for advanced generalist practice in a wide range of social work jobs.

The Student Handbook provides essential information for your journey through the MSW program. The Handbook's key purpose is to detail the policies and procedures of the MSW program. After you have read it thoroughly when you first receive it, you will want to keep it close by as a reference. It will also be accessible on the MSW web page. Policies and procedures that appear here have developed through an inclusive, collaborative process involving administrators, faculty, students, and staff. The process includes community forums occurring at least twice a year, consultations between MSW Student Association leaders and program leadership, and interaction of student representatives with faculty at faculty meetings. Policies and procedures often need to be clarified, changed, or new policies need to be created. Students will always be part of the process.

Your faculty subscribes to the Code of Ethics of the National Association of Social Workers. The mission of the social work profession is rooted in a set of core values. These values 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

Our overarching commitment is to the institution's mission and Christian heritage, which includes commitment to nondiscrimination and diversity. We believe Jesus set the standard very high when He shared His life with persons of all backgrounds, beliefs, and circumstances. He assisted the poor, exploited, and powerless, explaining that if we do so also it is the same as doing it for Him (Matthew 25:40). His example is our greatest inspiration. School of Social Work at Union takes seriously the familiar words of Jesus, "Love your neighbor as you love yourself." This year has new opportunities and challenges in store for each of us. These essential values are the touchstones for our progress together. ***Let's get started!***

**Please remember that you are responsible to read and operationalize the contents of this Student Handbook. And to communicate any concerns or questions to your faculty so that we may assist you at any point along your way.**

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# GENERAL INFORMATION ABOUT UNION UNIVERSITY

## ACADEMIC CALENDAR 2010-2011

### Fall Semester 2010 (16-week semester, 2010FFA)

#### August

24, Tuesday..... Registration—Day Classes and 16-Week Evening Classes Begin

25-Sept 1, Wednesday-Wednesday..... \*Late Registration

#### September

1, Wednesday..... \*Last Day to Add a Class

6, Monday..... Labor Day Holiday

29, Wednesday..... \*Last Day to Drop a 16-Week Class

#### October

11, Monday..... \*Academic Progress Reports Due

14-18, Thursday-Monday..... Fall Holiday

#### November

11, Thursday..... Priority Registration Begins for Winter and Spring 2011

24-28, Wednesday–Sunday..... Thanksgiving Holidays

#### December

6-9, Monday–Thursday..... \*Final Examinations

11, Saturday..... Graduation

### Winter Term 2011 (4-week accelerated semester, 2011FWI)

#### January

3, Monday..... Day and Evening Registration—Classes Begin

4, Tuesday..... Late Registration

4, Tuesday..... Last Day to Add a Class

11, Tuesday..... Last Day to Drop a Class

28, Friday..... Final Examinations

### Spring Semester 2011 (16-week semester, 2011FSP)

#### February

2, Wednesday..... Registration—Day Classes and 16-Week Evening Classes Begin

3-9, Thursday–Wednesday..... \*Late Registration

9, Wednesday..... \*Last Day to Add a Class

#### March

9, Wednesday..... \*Last Day to Drop a Class

19-27, Saturday–Sunday..... Spring Holidays

#### April

19, Tuesday..... \*Priority Registration Begins for Summer and Fall 2011

22, Friday..... Good Friday Holiday

#### May

16-19, Monday–Thursday..... \*Final Examinations

21, Saturday..... Graduation

### Summer Terms, 2011

#### First Term/June (4-week accelerated semester, 20111S)

##### June

6, Monday..... Registration—Day and Evening Classes Begin

7, Tuesday..... Late Registration; Last Day to Add a Class

20, Monday..... Class Holiday for June Term & New Student Registration

14, Tuesday..... Last Day to Drop a Class

##### July

1, Friday..... Final Examinations

#### Second Term/July (4-week accelerated semester, 20112S)

##### July

6, Wednesday..... Registration, Classes Begin

7, Thursday..... Late Registration; Last Day to Add a Class

14, Thursday..... Last Day to Drop a Class

29, Friday..... Final Examinations

30, Saturday..... Summer Graduation (for those completing Graduate and Non-Traditional Adult Programs Only)

## Overview of Union University

### Heritage

Southwestern Baptist University, the immediate predecessor of the present Union University, originated because of a desire by Tennessee Baptists, who still had a separate convention for each of the state's three Grand Divisions, for greater unification. Education became the core issue around which such unification was promoted. Committees of the three conventions met jointly in Humboldt in 1873 and issued a resolution supporting the establishment of a first-class regional university. An Educational Convention met in Murfreesboro in 1874, and following that a committee was appointed to select a location for the proposed university. The committee recommended the acceptance of the offer made by the citizens of Jackson to assume ownership of West Tennessee College.

In September 1874, the new institution opened at Jackson as an academy, and in 1875 it was chartered as Southwestern Baptist University. In 1907, Dr. T. T. Eaton, a trustee at Southwestern from its beginning, bequeathed his 6,000 volume library to the college. He was a former professor at Union University at Murfreesboro, where his father, Dr. Joseph H. Eaton, had been president. Shortly thereafter the name of Southwestern Baptist University was changed to Union University to honor the Eatons and others from Union at Murfreesboro who had made a major impact on Southwestern as faculty, administrators, trustees, and contributors. In a further move to unify its educational efforts, the Tennessee Baptist Convention in 1925 secured a new charter which vested all rights, authority, and property of Union University in the Convention, including the election of the University's trustees. Two years later, the Convention was able to consolidate Hall-Moody Junior College at Martin (1900-1927) with Union University.

When David S. Dockery was elected as the fifteenth president of Union University in December 1995, he brought with him a compelling vision to build on a great tradition while taking Union to the next level of regional and national prominence in Christian higher education. The progress that has been made during this time has been remarkable: annual non-duplicating headcount increased from 2200 (in 1996) to more than 4000 (in 2009); significantly increased giving to Union, including twelve of the largest commitments in Union history; instituted three five-year strategic plans; completed construction of two residence halls, the Miller Tower, Jennings Hall, Hammons Hall, Fesmire athletic facilities and new White Hall; launched the \$110 million comprehensive "Building a Future" campaign (now at \$80 million); renewed commitment to scholarship and research among Union faculty as a part of the establishment of the Center for Faculty Development; added new undergraduate majors in political science, physics, theology, digital media studies, church history, ethics, sports management, sports medicine, engineering; and graduate programs in education (M.Ed., Ed.S., and Ed.D.), nursing (MSN with tracks in education, administration, nurse anesthesia, and nurse practitioner/clinical nurse specialist), intercultural studies (MAIS); Christian studies (MCS), social work (MSW), and pharmacy.

In many respects, Union University is in the strongest position in its history.

## Purpose

### Identity:

Union University is an academic community, affiliated with the Tennessee Baptist Convention, equipping persons to think Christianly and serve faithfully in ways consistent with its core values of being Christ-centered, people-focused, excellence-driven, and future-directed. These values shape its identity as an institution which prioritizes liberal arts based undergraduate education enhanced by professional and graduate programs. The academic community is composed of quality faculty, staff, and students working together in a caring, grace-filled environment conducive to the development of character, servant leadership, and cultural engagement.

### Core Values:

- **Excellence-Driven:** We believe that excellence, not mere compliance, is the goal of our teaching, our research, and our service. We are not motivated to excellence out of pride but out of a desire to do all things for God's glory because He cares about our work and wants to be involved in everything we do. We will not be satisfied with mediocrity, but will pursue excellence in all things. This means our truth claims carry with them the challenge of living out that truth in the minutes and hours of our daily life. Thus we will pursue excellence, without arrogance.
- **Christ-Centered:** A cohering core value of our guiding vision is a call to faith, a call to be Christ centered in all that we are and in all that we do. We will seek to build a Christian liberal arts based community where men and women can be introduced to an understanding and appreciation of God, His creation and grace, and to humanity's place of privilege and responsibility in this world. We will seek to establish all aspects of life and learning on the Word of God, leading to a firm commitment to Christ and His Kingdom. To be a Christ-centered institution calls for us to establish the priority of worship and service in the Christian life while seeking to develop a generation of students who can be agents of reconciliation to a factious church in a hurting and broken world. This commitment calls for all faculty and staff to integrate Christian faith in all learning and doing, based on the supposition that all truth is God's truth and that there is no contradiction between God's truth made known to us in Holy Scripture and that which is revealed to us through creation and natural revelation.
- **People-Focused:** A third pillar on which we will build our common commitments is the core value of being people focused. At the heart of our commitment to being people focused is the visible demonstration of valuing one another. We will give honor to one another through our words and actions, and by committing to each person's success. We therefore jointly commit ourselves to the success of Union University.
- **Future-Directed:** We will seek to maximize the windows of opportunity the Lord has presented to us to the greatest degree that resources allow. All of our resources and efforts must, by God's grace, be maximized to fulfill our common mission. A commitment to being future directed means we want to have a short-term focus and a long term view. We want to involve ourselves in efforts that prepare us effectively to impact the world of the 21st Century.

## Mission

**Union University provides Christ-centered education that promotes excellence and character development in service to Church and society.**

## Statement of Faith:

### 1. **The Scriptures**

The Scriptures of the Old and New Testament were given by inspiration of God, and are the only sufficient, certain and authoritative rule of all saving knowledge, faith, and obedience.

### 2. **God**

There is but one God, the Maker, Preserver and Ruler of all things, having in and of Himself, all perfections, being infinite in them all; and to Him all creatures owe the highest love, reverence and obedience. He exists eternally in three persons: Father, Son, and Holy Spirit each with distinct personal attributes, but without division of nature, essence or being. God ordains or permits all things that come to pass, and perpetually upholds, directs and governs all creatures and all events; yet so as not to destroy the free will and responsibility of intelligent creatures.

### 3. **Humankind**

God originally created humankind in His image, and free from sin; but through the temptation of Satan, they transgressed the command of God, and fell from their original righteousness, whereby all humans have inherited a sinful nature that is opposed to God, and are thus under condemnation. As soon as they are capable of moral action, they become actual transgressors.

### 4. **Jesus Christ**

The second person of the Trinity is the eternal Son of God. In his incarnation Jesus Christ was conceived by the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature, yet without sin. He honored the divine law by His personal obedience, and by His substitutionary death on the cross He made provision for our redemption from sin. He was buried and rose again the third day, and ascended to His Father, at whose right hand He lives to make intercession for His people. He is the only Mediator, the Prophet, Priest and King of the Church, and Sovereign of the universe.

### 5. **Holy Spirit**

The Holy Spirit is the Spirit of God, fully divine, who exalts Jesus Christ. The Spirit convicts men and women of sin, of righteousness, and judgment, enabling them to understand the truth. He calls men and women to the Savior, and brings about regeneration, which is a renewal of heart and nature.

### 6. **Salvation**

Salvation involves the redemption of the whole person, and is offered freely to all who believe in Jesus Christ as Lord and Savior; accepting and trusting in Him alone for justification and eternal life. Justification is God's gracious declaration of righteousness of sinners, who believe in Christ, from all sin, through the satisfaction that Christ has made. Believers are also sanctified by God's Word and Spirit dwelling in them. Sanctification is the process of progressing toward moral and spiritual maturity, enabled by the presence and power of the Holy Spirit. Those who are accepted in Christ and sanctified by the Holy Spirit will never totally nor finally fall away from the state of grace, but shall persevere to the end, and be kept by the power of God through faith unto salvation.

### 7. **The Church**

The Lord Jesus Christ is the Head of the Church, which is composed of all true followers of Christ, and in Him is invested supremely all power for its government. Christians are to associate themselves with local churches; and to each church is given the authority to administer order, to carry out ministry, to worship, and to practice discipline.

### 8. **Last Things**

The bodies of humans after death return to dust, but their spirits return immediately to God—the righteous to rest with Him; the wicked to be reserved under darkness to the judgment. God, in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth. At the last day, the bodies of all the dead, both just and unjust, will be raised. God has appointed a day, when He will

judge the world by Jesus Christ, when all people shall receive according to their deeds; the wicked shall go into everlasting punishment; the righteous, into everlasting life.

## **The Campus**

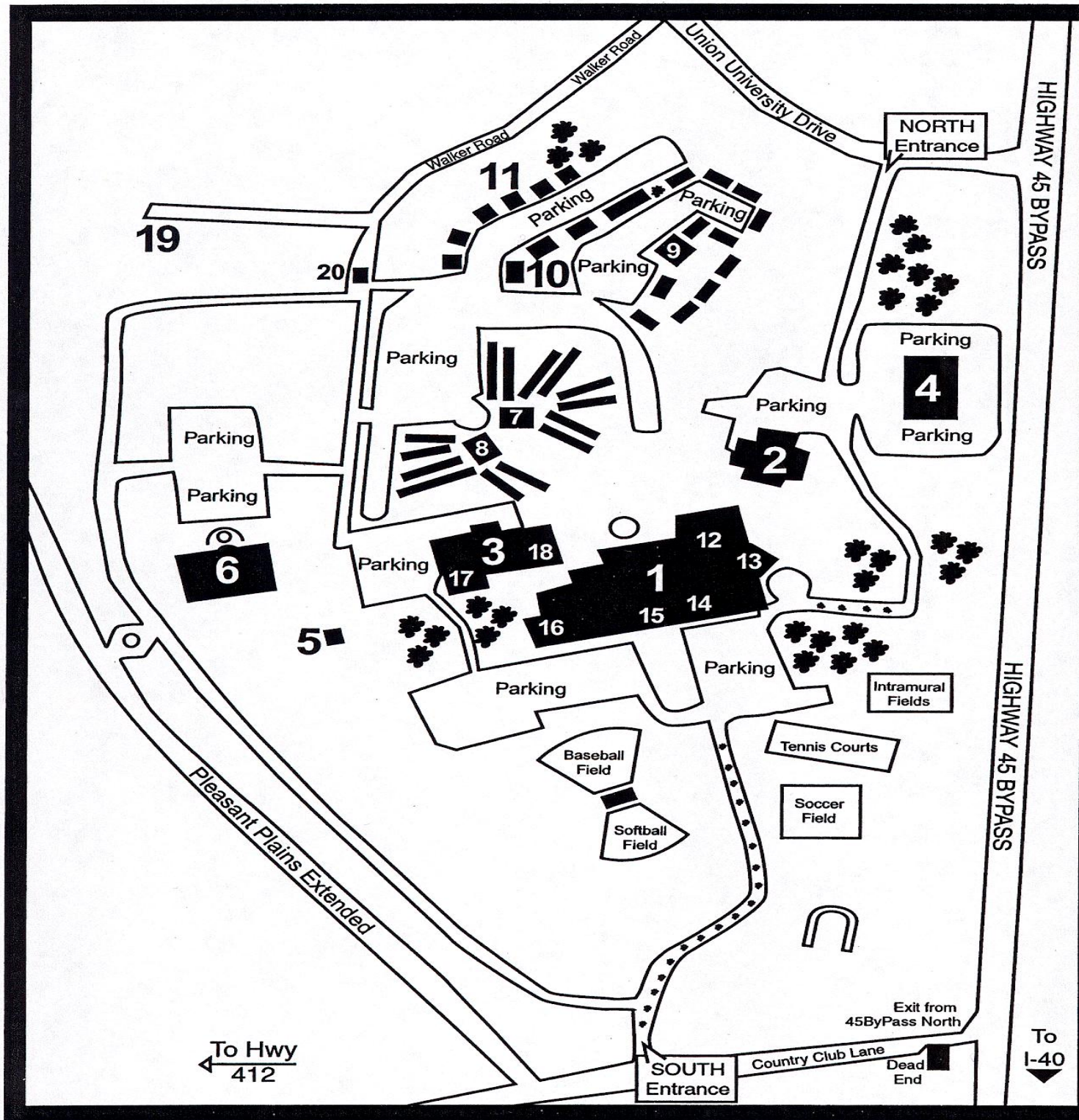
The uniqueness of the Union University campus, located on U.S. Highway 45 By-Pass and Union University Drive in Northwest Jackson, is related to the academic facilities and student housing. Union's campus is designed with the student as its axis. All facilities, programs, and personnel are interrelated in an attempt to meet the needs of students. In addition to the main campus in Jackson, Union University opened a second campus in the Memphis suburb of Germantown, Tennessee in 1997. Because of the rapid growth of the campus, the faculty and staff offices, classrooms and computer lab facilities moved to a new location in June 2001.

Continued demands for growth and expansion of programs warranted a renovation in 2003, which includes additional nursing labs, classrooms, conference rooms and offices. Union also has an off-campus site in San Francisco, California. The Stephen Olford Center is an 18-acre facility in southeast Memphis, including more than 40 hotel-style rooms for conference attendees; dining facilities; a patio and swimming pool; a newly donated library with about 32,000 volumes; classrooms and offices; and a chapel. A detailed description of each building, as well as the services available is presented at [www.uu.edu/studentervices](http://www.uu.edu/studentervices).

## **Discrimination Policy**

Union University does not discriminate on the basis of race, color, national origin, religion, gender, age, veteran status, political affiliation, sexual orientation or disability (incompliance with the Americans with Disabilities Act) with respect to employment or admissions. Inquiries or requests for reasonable accommodations may be directed to the appropriate university office.

Campus Map





## CAMPUS SERVICES

### Campus Parking Information

Every individual who maintains or operates a motor vehicle on the Union University campus must register each vehicle with the Office of Safety and Security at the beginning of the semester or within 24 hours when brought to the campus. For graduate students, there is no fee for obtaining parking permits. The vehicle's license plate number and proof of current auto liability insurance are required for registration of the vehicle.

**Permit Placement** - The permit must be affixed directly to the glass on the OUTSIDE OF REAR WINDOW on the driver's side in the bottom corner. Use the adhesive on the permit to attach it to the window. No other method of attaching the permit is acceptable.

**Parking permits are assigned by the following color codes:**

Faculty/Staff	Blue
Commuters	Green
Single Residents	Red
Warmath Residents	Black
Trustees	Yellow
Outside Memberships (Wellness Center, Pool, etc.)	Orange
Germantown Campus	Same Designations

**Parking Regulations** - Students may park in any lined parking spaces that are not colored coded or restricted, i.e., fire lane, handicap, loading zone, dumpster area, security, facilities management, individually marked visitor space, or directors space. Faculty/staff parking areas are designated by blue bumper stripes.

Vehicles parked in reserved spaces, loading zones, restricted areas, or blocking entrances and exits are subject to removal at any time at the owner's expense. Vehicles may not be left unattended in the circles at the residence complexes, the Student Union Building, or in front of the academic complex at any time for any reason. Loitering will also not be permitted. The continued cooperation on the part of everyone concerned is expected and essential.

### Career Services

Career Services helps students understand more clearly who God has made them to be and to assist them in discovering the opportunities in this world to live out their uniqueness. They are available to all students and alumni of Union University and assist with assessment tools, individual career counseling, résumé assistance, interview training, and referral services. When the School of Social Work receives information about job opportunities for social workers, the positions are posted in the School of Social Work and forwarded to the Career Services office, as well.

## **Cell Phones**

Out of respect for the value of the learning environment and the concentration of your peers – as well as your own, students are asked to turn off or keep your cell phones quiet in the classroom. In cases of urgency related to family or job responsibilities, calls may be taken at the discretion of the professor. Please remove the conversation from the classroom, library, and/or computer lab. Texting is not permitted in the classroom.

## **Change of address/name**

Students are responsible to report any change of name or home address to Union Station and the School of Social Work office. Change of name requires proof by Social Security Card or passport.

## **Chapel and Spiritual Life**

Chapel is one of the distinctive features of the Christian college and is for the strengthening of faith in God, for instruction and for the enrichment of the spiritual life of the total university family. Chapel attendance is not compulsory for graduate students. However, graduate students are invited to participate as well as in other spiritual activities including activities sponsored by the Campus Ministries, the Baptist Nursing Fellowship, and the Fellowship of Christian Athletes.

## **Communication**

Social workers place high value on communication. Successful professionals maintain the profession's core values by prioritizing communication. Such priority includes careful listening, speaking, and writing, as well as appropriate use of body language, such as posture, grooming, and cleanliness. Graduate education places each student at the center of his or her own learning in relation to clients, field supervisors, faculty, and peers. Successful graduate social work students display professional communication skills. Each student is responsible to communicate with professors, staff and program administrators. To facility healthy communications, please note and make use of the following information:

**School of Social Work telephone numbers: 731-661-5554**

**School of Social Work FAX number: 731-661-5566**

**General information re: the MSW Program: [www.uu.edu/academics/graduate/msw](http://www.uu.edu/academics/graduate/msw)**

**Mailing address: Union University  
School of Social Work  
1050 Union University Drive  
Jackson, TN 38305**

## **Communicating with Faculty**

All faculty have voice mail and email. Faculty email address are: faculty last name, first initial @ uu.edu, e.g. [zorkb@uu.edu](mailto:zorkb@uu.edu). When communicating with faculty always state the subject

of your call or message to efficiently facilitate faculty response. Faculty mailboxes are located on the door of their offices in the Social Work Suite.

You need to communicate with your faculty member regarding any and all absences or lateness, anything related to assignments, or questions regarding the course. It is important not to assume your professor knows something that is going on with you. There are many students for each professor to know, and the best way for them to know you is to speak directly with them by phone, email, or in person. This includes discussion of difficult situations. Social workers become adept at discussing difficult situations, and the best place to practice, as difficult as it may seem, is in circumstances going on in your life. This is a valuable part of becoming a professional and facing the realities of professional practice.

### **Computing Services**

Computer labs are available exclusively to current Union students, faculty, and staff at no charge. Wireless Internet access is also available at most campus buildings. Student Lab Assistants are available at the Jackson Help Desk during open lab hours. They can assist you in solving problems with hardware or software. Students are expected to use their discretion in selecting sites to access on the Internet, avoiding sites that might be considered objectionable by others. The University's Acceptable Use Policy can be found at [www.uu.edu/computing/aup.htm](http://www.uu.edu/computing/aup.htm). Your Union-provided email account is considered the official means of University communication. Your faculty and staff will use your Union email account to send official information from the program. You are responsible to check your Union email daily.

### **Confidentiality of Student Records**

The privacy and confidentiality of all student records shall be preserved in accordance to the Family Educational Rights and Privacy Act (FERPA) of 1974. The objective of the Act is to provide students greater access to and control over information contained in educational records. The law stipulates that each institution is responsible for making students aware of the law and its various ramifications. More information about FERPA can be obtained from the Registrar.

Official student academic records, supporting documents, and other student files shall be maintained in separate files only by members of the University staff employed for that purpose;

- Academic records, supporting documents and general education records—maintained by the Academic Center, academic departments and advisers
- Records of discipline proceeding— maintained by the Student Services Office
- Financial records—maintained by the Business Office
- Medical records—maintained by the Student Health Services Office
- Admissions records—maintained by the Admissions Office
- Financial aid records—maintained by the Financial Aid Office
- Directory information (student's name, address—including email address, telephone number, date and place of birth, photograph, academic major, class schedule, dates of attendance, degrees and

awards received, and most recent previous educational institution attended) may be made public by the University unless a student requests to the Academic Center in writing that such information is released only upon his/her consent.

### **Counseling Services**

Counseling services are readily available in case of need regarding assistance with personal, emotional, relationship, or psychological concerns as long as the student is a registered degree-seeking student. Services are also available to help students with study skills. The full-time services of a counselor are provided on the main campus at no charge to students. Referrals to meet special needs for which the student intends to assume financial responsibility can also be made by the Director of Counseling Services, who is a credentialed psychologist, and the Dean of Students or Assistant Dean of Students. All counseling situations are held in strict confidence. In addition to on-campus services, limited off-campus services are available through community service providers by referral of the Director of Counseling Services. The Counseling Services Office also assists students with disabilities. These services may be accessed at <http://www.uu.edu/student-services/counseling/>. The Counseling Office is located in the Department of Student Services in the Student Union Building, Room SA49 (between Student Services & The Campus Ministry Suite). Regular office hours on weekdays are: MWF 8:00 AM to 4:30 PM, TR 8:00 AM to 12:00 PM or by scheduled appointment. Requests for emergency services after hours should be made to the Security staff, who will contact the director.

### **Emergency Notification System**

Union University has an emergency notification system that is available to all students, faculty, staff, and parents on all its campuses. This system is voluntary, but students are strongly encouraged to register to receive text messages on their cell phones in the event of a campus wide emergency, security and/or severe weather threat. Text messaging, Union email and the UU website are the best sources for this information as TV stations may not have been notified. Registration for this system may be found at [www.uu.edu/alerts](http://www.uu.edu/alerts). Once registered, you may opt to be removed from the system at any time. More information about this program may be obtained at [www.uu.edu/uualerts](http://www.uu.edu/uualerts)

### **FERPA Privacy Act**

The Family Educational Rights and Privacy Act of 1974, FERPA, protects academic and other education records of students from unauthorized access. It allows the University to refuse to issue a transcript in the event of an outstanding financial obligation to the University or to a national loan program.

FERPA permits access to academic records within the University under the "legitimate need to know" clause. This allows faculty advisors, administrators, faculty and selected staff access as long as the use of such information is within the purpose of the university and for the benefit of the student.

FERPA allows access to academic records beyond the direct use of the University, or third party access, under the following circumstances:

- (1) with the student's signed release,
- (2) to the parent of the student who is legally of minor age,

- (3) to the parent of the student who is legally an adult but who continues to be the financial dependent of the parent, and
- (4) for academic research provided all personally identifiable information is removed from the data.

If a student is of minor age, grades may be discussed with parents. Parents or guardians of students 18 years of age or older must present proof of the student's financial dependence or written approval of the student to the University before discussion of grades or academic performance. The attached release form is provided for this purpose. The FERPA release does not provide additional copies of Progress Reports or Final Grade Reports to parents or other parties. If a family member, scholarship, or agency requires a copy of grades each semester, the student must sign an individual transcript request or a "send every semester" request for an official transcript; forms are available in the Academic Center and at Union Station. Official transcripts cost \$3.00 per mailed copy.

It is the policy of Union University that any official transcript or letter verifying grades or grade point average should be issued through the Academic Center and that any form affirming grades or GPA should be signed by the Registrar. A student copy of the Union transcript or verification of enrollment for *currently enrolled* students is also available to the student with his/her authorizing signature at Union Station. Any document containing grades or grade point average of high school academic records or college credits transferred to Union University should be issued from the institution that maintains the permanent record. High School transcripts and transfer transcripts on file at Union University are third party, non-transferable records and are the property of Union University.

The other type of information addressed by FERPA, directory information (name, address including email address, telephone number, date & place of birth, photograph, academic major/minor, class schedule, dates of attendance, degrees & awards received, most previous institution attended), is considered public information UNLESS the student has a signed statement on file in the Academic Center to the contrary. Publication includes on the Union webpage/student directory, news releases and phone inquiries by prospective employers, insurance companies and others.

### **Financial Aid**

Students who need financial assistance to meet University expenses should refer to Union's website ([www.uu.edu/financialaid](http://www.uu.edu/financialaid)), or request information in the office of Student Financial Planning at 731-661-5015.

### **Financial Assistance**

Students enrolled in the MSW. Program may apply for the Federal Stafford Loan. A Union University Application for Financial Assistance and the Free Application for Federal Student Aid (FAFSA) form must be completed by each applicant. A Master Promissory Note must also be on file in the Financial Aid Office. Union University is approved by the Department for Veterans Affairs to offer educational benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Academic Center as soon as possible upon registration. Additional Information on financial aid may be accessed at <http://www.uu.edu/financialaid/gradhowtoapply.cfm>

## **Health Services**

Health Services provides medical services for minor injuries and illnesses; promotes healthy lifestyles; and demonstrates care in a Christ-like manner to the students, faculty and staff of Union University. Services that are available include health care for minor illnesses and injuries, physical exams, TB skin tests, immunizations (influenza, MMR, tetanus, hepatitis A and B, travel vaccines, meningitis), lab tests (strep, urinalysis, pregnancy, mono, blood glucose), printed literature and videos on health-related topics, blood pressure checks, and consultations and referrals. Health Services is located in the Barefoot Student Union Building. The office may be accessed through Student Services or by an outside entrance. The nurse in Health Services may be reached by phone at ext. 5284 on campus or 661-5284 from off-campus or by e-mail at [pmayer@uu.edu](mailto:pmayer@uu.edu).

## **Housing**

Limited graduate housing is available on the Union Campus due to the growing size of the undergraduate student body. Graduate students may fill out the application at <http://www.uu.edu/student-services/residencelife/> and return it, along with a non-refundable \$25 application fee made payable to Union University to: **Residence Life Office, 1050 Union University Dr., Box 1806, Jackson, TN 38305**. Pricing information for student housing can be found at: <http://www.uu.edu/student-services/residencelife/>. The office of Residence Life wants to be of assistance to help students who qualify to live off campus find housing. Many local apartment complexes enjoy renting to Union students, faculty and staff and are also popular with our current students. For a more complete list of local apartment, please visit the following link: <http://www.uu.edu/student-services/residencelife/>

## **Liability and Malpractice Insurance**

Proof of professional liability insurance is required of all students enrolled in courses with field experiences. This expense is the responsibility of the student and is included in the tuition fee.

## **Library Services**

The Emma Waters Summer Library is available for use for all students. Students may use the facilities located in the Penick Academic Complex, or online at <http://www.uu.edu/library/>

## **Mail for MSW students**

Each student has an individualized folder in the School of Social Work suite. Mail carts are located behind the reception desk, one for BSW students and one for MSW students. The contents in each folder become the student's responsibility once they are placed in a student's folder. No student should invade the privacy of another student by looking in a mail folder that is not his or her own. Please check the contents of your folder each week, and be sure to empty it so that it does not become a default storage area.

## **Minority Student Resources**

The Minority Student Resources office is designed to offer guidance, information, and resources to racial/ethnic minority students enrolled at Union University, and includes mentoring and referrals for minority students, M.O.S.A.I.C. (Bible Studies for Minority men and women), and the Minority Network of Faculty and staff. Please visit their webpage at <http://www.uu.edu/minorityresources/index.htm>

### **Phi Alpha Honor Society**

Phi Alpha, Eta Phi Chapter, is the National Honor Society for Social Work students which fosters high standards of education for social workers and welcomes membership to those who have attained excellence in scholarship and achievement in social work. MSW students with an overall GPA of 3.75 are invited to become members. Students become eligible for membership after completing 15 credit hours in the MSW program.

### **Student Life**

MSW students have initiated the MSW Student Association, which is in its early formation. Each year, officers are elected. In 2010, the By-Laws will be ratified and greater student participation encouraged. There are opportunities for student involvement for the betterment of the MSW Program. Graduate students are also welcomed and encouraged to participate in the many religious, cultural, and educational activities that take place on the University campus. For more information on student life, graduate students may consult the latest edition of *The Campus Life Handbook*.

### **Student Conduct**

Union University is committed to providing quality education within a Christian environment. Graduate students are expected to possess a high level of maturity and personal responsibility, respecting Union's standards and conducting themselves in a manner consistent with a Christian life-style. Positive relationships with faculty and other students contribute to the learning process and are enhanced when students make every effort to avoid behavior that is known to be offensive to others. The President, the Dean of Students, and the judicial system of the University are charged with the administration of discipline and are empowered to rule in any irregularity pertaining to student life. Students are expected to respect and to abide by the University's community values when out of the classroom and clinical situations, such as at professional conferences, and always at field placements.

### **Tuition and Fees**

Tuition for each credit hour of MSW graduate credit is \$415 for the 2010-2011 academic year, so that for 60 credit hours, the total amount of tuition is \$24,900.00. Non-refundable fees include:

Application Fee: \$25

Graduation Fee: \$100 (Student will keep Master's Hood)

Field Fee: \$75

Background Check Fee: \$70

There are four methods of payment for the program:

1. One-hundred percent of tuition expense for the entire program before the first night of class.
2. The payment of tuition for each term before the first night of class for that term.

3. The payment of one-third of the tuition at the beginning of the term and two equal payments at one-third intervals during the term. Interest will be assessed on the unpaid balance at the rate of 1.5% per month.
4. Tuition Reimbursement

### **Union Station**

Union Station is a student service area located conveniently outside the Chapel in the Penick Academic Complex. The Union Station team members are available to assist with a wide variety of student needs, including: checking student account balances and making payments; cashing checks; picking up and dropping off forms; registration and arranging late registration and drop/adds; updating address information; requesting transcripts; and much more.

### **Wellness Services**

Wellness services include the E.T. “Rocky” Palmer Activities Complex, which houses two racquetball courts, a gym with four basketball goals, a 25-meter swimming pool, and a rock climbing wall, a wellness center containing 14 Paramount weight machines, 12 cardiovascular machines, and a full line of free weights, including our brand new Smith machine and power rack. These services are available to all students. Students may visit <http://www.uu.edu/student-services/wellness-services/wellness-center.html> to learn more.

## **GRADUATE SOCIAL WORK PROGRAM OVERVIEW**

### **The Mission of the MSW Social Work Program**

The mission of the MSW Program is compatible with the overall mission of the University and is supported by the overall university administrative organization that enables its implementation.

*The mission of the MSW Program is to prepare competent and effective professionals for leadership in advanced generalist practice. In a context of Christian higher education, the program fosters compassionate service, promotes social and economic justice, and equips students for excellence in social work practice.*

The Master of Social Work Program is committed to preparing students for advanced generalist practice with individuals, families, groups, organizations and communities. The advanced generalist practitioner is a leader in direct service delivery and has indirect practice management capabilities in supervision, administration, program development, and evaluation. The MSW curriculum engages students in learning cognitively, affectively, and behaviorally to prepare for advanced generalist practice. As they gain this preparedness for advanced generalist social work practice through graduate social work courses and fieldwork, they are in sync with the environment, mission, and goals of the university to prepare MSW students for competent advanced generalist practice.

The university's mission is to provide “higher education that promotes excellence and character development in service to Church and society.” It is guided by principles of academic excellence, Christian values, development of the whole person, and personal attention by faculty and staff to students’ professional development. In response to this mission and these guiding principles, the MSW Program offers a high quality academic curriculum, assisting students to

understand, through personal relationships, a Christian worldview that promotes justice and values life in all its diversity. The MSW program aims to create a community of learners who explore and strive for wholeness as persons. The program is attentive to the unique needs of adult learners, and fosters proficient use of technology by offering hybrid classes (evenings, online and weekends) for working learners. Both the university as a whole and the School of Social Work in particular envision the task of graduate social work education as preparing competent advanced professionals ready to serve as leaders in the world and willing to make a positive difference.

### **The Relationship of the University Mission to the MSW Social Work Program**

The MSW Program mission is compatible with the overall mission of the University and is supported by the overarching university administrative organization that enables its implementation. The university's Christian identity and mission undergird the Master of Social Work (MSW) Program's unique effort to emphasize the compatibility and congruence of Christian and Social Work values that promote social and economic justice and value human diversity. The MSW Program connects with the university mission, advancing both the purpose for which the university exists and the purpose for the MSW Program. The university's mission and the MSW Program inform each other and interact in such a way that establishes congruence in the environment of study offered to the student.

### **Accreditation**

Like all new MSW programs, Union's MSW program must complete a candidacy period of at least two years before receiving full accreditation, which it intends to attain through the Council of Social Work Education (CSWE). Full accreditation cannot be gained until the first class of students graduate, which will happen in May of 2010. When accreditation is granted, the first class of graduates – and any others graduating after the program enters candidacy - will have accredited MSW degrees. Union's undergraduate BSW program has been continuously accredited by CSWE since 2001. The program completed requirements for candidacy in 1998 and attained initial accreditation in 2001, retroactive to 1998. Likewise, initial accreditation for the MSW degree will be retroactive to the 2010 graduates and any graduates thereafter.

Graduation from an MSW program in candidacy qualifies graduates for all jobs requiring an MSW and for taking the licensing examination and a provisional TN license to practice social work (LMSW), according to new licensure regulations promulgated by the Bureau of Health Licensure and Regulation Division of the Health Related Boards and the National Association of Social Workers, Tennessee Chapter. For more information on accreditation, see [www.cswe.org](http://www.cswe.org)

The goals of the Union University Master of Social Work program are:

1. To equip students with knowledge, values, and skills for excellence in social work practice within the context of Christian higher education;
2. To foster compassionate service and promote social and economic justice;
3. To prepare social workers to be leaders in communities at state, national and international levels;
4. To increase the availability of competent master-level prepared social work professional leadership in the surrounding region; and

5. To prepare students to pursue advanced scholarship in education post-MSW education.

The MSW program set these goals guided by the CSWE educational standards, particularly Section 1.1 of the Educational Policy. The **first goal** is compatible with the overarching mission of the university in its commitment to equip students with knowledge, values, and skills for excellence in social work practice within the context of Christian higher education. The MSW curriculum addresses essential elements of advanced generalist social work knowledge found in the CSWE Educational Policy and Accreditation Standards. Students who master the content of the curriculum have the skills to evaluate their own practice, contribute to the knowledge base of the profession, and provide leadership in the development of services and policies. In the program's first year, three courses in the practice sequence, two courses in social welfare policy, one in research, and two field practicum experiences give students opportunity to hone the skills of generalist social work practice. In the second year, students build on foundational knowledge, values, and skills already learned and make advanced practice applications in the field. Students at Union are introduced to diverse client systems and population groups that they may serve. They use critical thinking to make assessments and plan interventions in the ever-changing global context of social work practice.

The **second goal** is *to foster compassionate service and promote social and economic justice*. Each course in Union's social work curriculum, in concert with continuing education events, is geared toward educating professional, master's level social workers. The curriculum promotes sensitivity to vulnerable and oppressed populations and advocates for effective social services in increasingly complex communities. Western Tennessee is itself an example of a location where the oppression of rural poverty and vulnerability of social and economic isolation provide a teachable context. The curriculum aims to inspire students' commitment to a vision of social work practice based on human rights, social justice, and the dignity and worth of all persons. The dynamics of oppression and discrimination are examined, and social justice principles and policy advocacy measures are demonstrated and employed as mechanisms for their reversal.

The **third goal** is *to prepare social workers to be leaders in communities at state, national and international levels*. Faculty develop graduate social workers who understand advanced generalist social work practice through the use and development of evidence-based research knowledge and skills, and prepare students for leadership roles in the development, implementation, and evaluation of services. Leaders recognize relationships as dynamic, understand the complex contexts of practice across a range of organizational structures, and promote multilevel, multidimensional change. Faculty anticipate that graduate alumni will continue their professional growth serving as field instructors, adjunct instructors, and other leadership roles in the Jackson vicinity, in surrounding communities, and at state, national, and international locations.

Because Jackson, Tennessee and its surrounding areas have a paucity of graduate-trained social workers, the **fourth goal** asserts the importance of *increasing the availability of competent master-level prepared social work professional leadership in the surrounding region*. The Jackson-Madison County area continues to grow and represent greater diversity in ethnicities, cultures, races, and experiences. Faculty provide students with knowledge and skill to develop and implement policies and programs from strengths-based and ecological perspective amidst expanding global opportunities for social work practice.

The *fifth goal* of the social work program highlights another dimension of effective professional life and practice. This is the responsibility of professionals *to pursue advanced scholarship in education post-MSW education*. Union University understands that effective professionals in any field need specialized knowledge. Revisiting fundamental professional values promotes wholeness in developing professional persons and increased ability to apply knowledge and skills in practice. Committed to modeling sound research and academic examples themselves, faculty members encourage graduates to publish practice-based research, pursue advanced specialization, professional licensure, and doctoral credentials.

### **MSW Theoretical Orientations for Social Work Practice**

Four concepts unify the master of social work curriculum. These concepts, from which flow theory and practice in the profession of social work, are central to graduate social work education at Union University and undergird the unique context for advanced generalist practice in Jackson, Tennessee and the surrounding area. The four concepts are:

1. Social Justice
2. Strengths-Based Perspective
3. Evidence-Based
4. Ecological Perspective

#### **Social Justice**

In Jackson and surrounding areas of West Tennessee, persons representing ethnic and racial minorities, experiencing impoverishment, disability, difficulties of aging, and the vulnerabilities of being young are at-risk for complications arising out of society's economic realities, whether times are steady or full of change. In its most basic meaning, pursuing social justice means restoring right relationships. Restoration involves advocacy for equal rights, opportunities, protection, and fair treatment for all people. Additionally, social workers who pursue social justice identify and work to change unfair laws and policies affecting clients. Pursuing social justice means recognizing the dignity and worth of all individuals and striving to "end discrimination, oppression, poverty, and other forms of social injustice" (NASW Code of Ethics, preamble).

The focus on social justice as one of four conceptual constructs ties the MSW program with the university's mission to be Christ-centered. Social justice is a fundamental value of Christian faith, and followers of Christ are challenged to do justice, love kindness, and live with humility (Holy Bible, Micah 6:8). Students learn that social justice is part of every social work intervention. The MSW curriculum develops skills related to assessing for and intervening with social justice considerations in both direct and indirect practice settings.

#### **Strengths-Based**

The MSW program emphasizes social work practice that is consistent with the values and ethical standards of the profession and with an understanding of and respect for the positive value of human experience. These emphases are evident through the program's commitment to the strengths perspective. A strengths-based approach represents a commitment to the view that all clients have strengths, strengths help clients claim and validate those capacities causing them to prevail over life's obstacles, and strengths portend potentially limitless capacity for growth (Saleebey, 2006). Rather than operating from a deficit-oriented perspective, the strengths-based

approach is a collaborative effort between the client (individual, family, group, community, etc) and the social worker that avoids hierarchy with the intent to help clients achieve full empowerment. The social worker aids the client(s) to act in their own best interest, without limiting the upper limits to which the client aspires (Saleebey, 2006). The role of the social worker is to facilitate the client's utilization of his or her strengths and resilience, enabling the client to mobilize his or her solutions to identified problems.

### **Evidence-Based**

An evidence-base for social work inquiry is defined as “treatment based on the best available science” (McNeece & Thyer, 2004, 8). Evidence-based inquiry is distinguished by an emphasis on theoretically grounded analysis of personal and social needs and problems, and the testing and elaboration of theory through the evaluation of social interventions, leading to the recognition of interdependency among levels of analysis and intervention in planning and implementing social interventions. Utilizing evidence-based inquiry in the designing of social interventions is in accord with the mission and values of the social work profession. An important aspect of evidence-based inquiry is strengthening the level-of-fit between human needs and environmental and social resources and supports through empowerment and enablement within a value framework that respects the dignity and worth of all people. The program’s conceptualization of evidence-based practice is based upon the theoretical work done by scholars from many different disciplines but relies most heavily on McNeece and Thyer.

### **Ecological Perspective**

The ecological perspective requires social workers to maintain a holistic view of client systems and focuses on goodness of fit between clients - individuals, families, groups, communities, and organizations - and their environments. “The ecological perspective functions as a metaphor that provides an understanding about the reciprocal transactions that take place between people and the social environment in which they function” (Ashford, LeCroy, & Lortie, 2006, 116). From this perspective, the person-in-environment framework has emerged, providing a basis for analyzing and intervening with the complex social, economic, and political realities facing diverse populations. The MSW program utilizes the ecological perspective to prepare professionals to assess complex social environments and clients’ interactions with them. Furthermore, students are encouraged to develop interventions leading to healthy social functioning. An advanced generalist program will prepare social workers to recognize complexity and chaos in the clients’ circumstances while functioning to effectively reduce stress between systems and advance goodness of fit, whether individuals or communities, and by demonstrating versatility in building resources at micro and macro levels.



## **Generalist Practice Framework**

The first twelve foundation objectives are directly derived from the CSWE Educational Policy, Section 3. Objective 13 is unique to the Union University program and reflects the context of the program at Union University, which is a faith-based institution. While recognizing and respecting diverse belief systems of all students, the program strives to help students understand a Christian perspective that values life, appreciates and respects diversity, and promotes social and economic justice. Although the primary emphasis of Union's social work program is the educational development of students through the social work curriculum, the program objectives reflect the intention of the program to be coherent and congruent with the overall mission of the university as a Christian institution and to make a unique impact on the global community by being involved in service, both within the university and external to it.

The program objectives provide specific, measurable means to assess outcomes. Individual course objectives, assignments, field practicum experiences, and non-curricular programming, such as continuing education workshops and events, are built on an understanding and commitment to the achievement of these objectives.

### **Program Foundation Objectives**

1. The student will be able to apply critical thinking skills at the generalist practice level;
2. The student will evidence competency as a generalist social work practitioner by observing the profession's values and ethics, by keeping current on applicable research best-practices in the profession, and by exercising an ability to resolve ethical dilemmas;
3. The student will demonstrate the professional use of self and practice without discrimination and with respect, knowledge, and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;
4. The student will be able to critically analyze the forms and mechanisms of oppression and discrimination and strategies of change that advance social and economic justice at the generalist practice level;
5. The student will develop an understanding of the history of social work and the significance and evolution of best practice approaches in the social work profession;
6. The student will apply knowledge and skills of the advanced generalist social work perspective to practice with systems of all sizes.
7. The student will assess, intervene, evaluate, and apply knowledge of biopsychosocial, cultural, and spiritual variables that affect development and behavior at a generalist practice level using a theoretical framework to understand the interaction between and among individuals and social systems.
8. The student will be able to analyze problems, formulate proposals, synthesize ideas, and intervene at the generalist level in the social policy arena, advocating and influencing policies that impact client systems, workers, and agencies;
9. The student will be able to evaluate research studies, apply findings to practice, and evaluate his or

her own practice interventions and those of other relevant systems;

10. The student will demonstrate proficient oral and written communication skills in working with individuals, families, groups, communities, organizations, and colleagues at a professional level, reflecting competence as a generalist practitioner;
11. The student will utilize supervision to gain competence as a generalist practitioner through self-reflection, self-monitoring, and self-correction;
12. The student will function as a professional leader within organizations and service delivery systems, seeking and advocating necessary organizational change as appropriate;
13. At the generalist practice level, the student will understand that a Christian worldview reflects values that support human life, appreciate and respect diversity, and promote social and economic justice.

### **Foundation Curriculum Summary**

***Social Justice and Social Welfare*** is the first of two foundational graduate courses focusing on social welfare policy. This course introduces social work students to social welfare problems and policies through the lens of social justice, examining the impact of welfare policies on individuals, families, groups, and communities within their unique environments. A historical overview of social welfare, social work, and service delivery is discussed along with a review of current welfare structures and evidence-based research. The role of policy in service delivery, social work practice, and the attainment of individual and social well-being are examined within the strengths-based construct. Content provides students with beginning knowledge and skills to understand major policies that form the foundation of the social welfare system at the local, state, federal, and international levels. Policies and programs affecting those living in poverty and other marginalized populations are emphasized.

***Human Behavior in the Social Environment I: Theoretical Foundations***: This first course in the 2-semester HBSE sequence focuses on major theories of human behavior from infancy through adulthood in the context of the interaction between and among the range of social systems (individuals, families, groups, organizations, communities) and with consideration of the impact of social and economic forces on all aspects of human development. The aim of this course is to provide a framework for creating, organizing, and understanding of theory, research, and practice issues of human behavior and the social environment as a foundation to practice advanced generalist social work, and on which to build advanced generalist practice skills. The focus of this course is on behavior and the continuous, reciprocal interchange and influence in, between, and among different systems of the larger environment. A strengths-based and person-in-environment theory approach leads to an understanding of how the biological, psychological, social, cultural, and spiritual systems are interrelated and affect human development throughout the life span. Special attention is given to the impact of human diversity, discrimination, social injustices and oppression on the ability to reach or maintain optimal health and well being. Values and ethical issues related to the theories presented also are considered. Throughout the course, students are encouraged to consider the crucial relationship between evidence-based theory and social work practice.

***Human Behavior in the Social Environment II: Assessment through the Lifespan*** builds on HBSE I, which provided knowledge and understanding of theory, research, and practice issues of

human development within the context of biological, psychological, and socio-cultural factors. Emphasis was placed on understanding of the relevance of evidence-based theory for practice and how race, ethnicity, culture, gender, and socioeconomic variables influence and contribute to human development and behavior within social systems. This second course in the 2-semester HBSE sequence further examines theories and knowledge of human bio-psycho-social-cultural-spiritual development from childhood to later adulthood in the context of the range of social systems (individuals, families, groups, organizations, communities), and with consideration of the impact of social and economic forces on all aspects of human development. The aim of this course is to use a strengths-based and person-in-environment theoretical framework to provide students with the knowledge, skills, and values necessary for understanding human behavior as a function of biological, social, psychological, spiritual, and cultural systems across the life span. The focus of this course is on behavior and the impact of the larger environment on the individual. Special attention is given to the impact of social injustice, discrimination and oppression on the ability to reach or maintain human well-being.

***Social Work Practice I: Communities and Organizations*** is the first in a sequence of three required social work practice courses offered in the foundation curriculum of the M.S.W. program. Students gain professional knowledge, values, and skills in social work practice with communities and organizations. This course provides an overview of the role of macro practice in the historical evolution of social work as a profession, and the interrelationship between micro and macro practice models. Students learn how to analyze the concepts of community and social justice through the lenses of a Christian worldview and the ethics and values of the profession. The importance of using direct practice skills in building relationships with key community and organizational stakeholders are stressed. Students learn to assess communities and organizations from an ecological perspective, craft culturally-relevant interventions that are based on existing strengths and evidence-based best practices, and to continually evaluate practice outcomes. In this course students become acquainted with the reality of limited resources available to many vulnerable populations. Students formulate community development plans and advocate for social and economic justice to address resource inequalities. This course also provides an initial overview into best leadership practices when managing a social service organization. Students develop the skills to critically analyze ethical dilemmas and select the best course of action.

***Social Work Practice II: Individuals and Families*** is the second in a required sequence of three social work practice courses taken during the foundation year of the MSW program. This course gives students a general overview of the history, philosophy, process, and efficacy of direct social work practice with individuals and families. Students are provided an overview of the various roles that social workers play, the client groups with which they work, and the organizational contexts in which they practice. The values and ethics of social work practice are discussed within a historical context, and a framework is presented for critiquing those values and ethics within a Christian worldview that seeks to promote social justice. Students learn the basic interpersonal skills needed to establish rapport with individuals and families in a professional social work setting and practice those skills in an effort to build and refine their ability to engage individuals and families in the helping process. Special attention is given to the impact of human diversity (age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation), discrimination, social injustices, and oppression on the ability to reach or maintain optimal health and well being. The processes of assessing the client's problem within an ecological context, formulating measurable outcome goals that build on existing client strengths, implementing evidence-based interventions to meet those goals, and constantly evaluating progress towards those goals are examined in detail.

***Social Work Practice III: Social Work with Groups*** is the third course in the sequence of the three required social work practice courses offered in the foundation year of the MSW curriculum. This course introduces students to social work practice with groups. Students will study a basic typology of group purposes, composition, and methodologies utilized in social work practice. Group practice will be distinguished from micro and macro practice formats with a particular emphasis on how the three areas of practice are interdependent. The basics of assessing the need for a group will be presented, along with guidelines for establishing the logistical parameters of the group. An overview of research on best practices in group work will be provided, and methods for evaluating group work will be introduced. Students will also gain an understanding of how to use interpersonal helping skills in leading group members toward established goals by building on existing strengths. A framework for critically analyzing ethical dilemmas will be presented, along with discussions on how to promote social and economic justice through group work.

***Foundations for Research*** is the first of two required research courses and provides graduate social work students with the necessary values, knowledge, and skills for utilizing methods of evidence-based research and evaluation in their professional employment. This course presents the conceptual foundations and methods of evidence-based research in order to help students integrate research knowledge with professional social work practice. The basic processes of research are covered, including the development of research questions, formulating hypotheses, choosing research designs, measurement decision making, sampling processes, and data collection, management, and analysis. Some content areas will be familiar to those course participants who took a social research course as part of their undergraduate curriculum. For those course participants, this course expands that familiarity by providing examples and application of social research methods relevant to social work practice and adheres to social work principles as stated in the NASW Code of Ethics and the standards of the Council on Social Work Education. Special attention is given to issues of ethics, social justice as related to the use and misuse of research, the inclusion or omission of diverse populations in research studies, the implications of research for addressing social injustices of oppressed groups and the encouragement of a critical perspective when reading research on interventions as they apply to populations at risk.

***Policy Analysis and Advocacy*** is the second of two required courses in social welfare policy in the foundation curriculum of Union University's MSW program of study. Building on material learned in *Social Justice and Social Welfare*, this course focuses on major social welfare policies and underscores professional skills in social policy advocacy and practice. This course equips students with knowledge and skill to analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery. Students acquire skills in conducting evidence-based policy analysis, and learn to advocate for socially just policies and conditions that take into account vulnerable individuals, groups, and communities within their unique environments. Ethical issues involved in policy advocacy and practice are examined in deference to the assumption that all persons, groups, and communities hold inherent dignity and strengths. The course further provides an overview of the structure, funding, dynamics and related aspects of social welfare delivery systems in a variety of arenas.

***Field Seminar I*** is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. This course is intended to help students learn foundational social work skills, values, and ethics in order to apply them to practice. The course assists students in integrating classroom learning with the direct experience of the Field I practicum. Students are expected to develop and discuss knowledge, understanding and skills concerning relationships with clients, supervisors, coworkers and external

constituencies. In addition, students are expected to develop a foundational understanding of the context of social work practice as it relates to evidence- and strengths-based research and practice, and social justice. In the Foundation Field Seminar, students share learning experiences across a variety of field sites. Students participate in and learn group process as well as practice group leadership skills. Students should end the course with an increased understanding of the needs/problems of populations-at-risk as informed social workers. Lastly, students discuss and understand the professional use of self in the social work role.

*Field Seminar II* is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. This graduate field seminar is the second in a series of four seminars designed to assist the MSW student in the integration of theory and practice in the practice setting. Building on Field Seminar I, this seminar and field experience allows the student to enhance his or her skills in the knowledge, values, and skills of competent social work, as well as to gain experience with new models of evidence-based practice, working with a variety of client systems, including individuals, families, couples, groups, and organizations. Working from a strengths based perspective, students have the opportunity to refine their assessment skills using a person-in environment approach. Under the guidance of a field supervisor, each student also has opportunity to expand the use of self in client relationships to afford greater understanding of human behavior, individual competencies and strengths within the client and self, and the values and ethics of social work practice. Students begin to evaluate their own practice, assume increasing levels of autonomy in practice, and evaluate policy within the agency and its application for social justice and diversity. Students should end the course with an increased understanding of the needs/problems of populations-at-risk as informed social workers.

### **Advanced Generalist Concentration Practice Framework**

The advanced concentration objectives broaden and deepen the generalist foundation and prepare students for competent and effective social work practice as advanced generalist practitioners. The program conceptualizes professional development and education as a continuum beginning with the BSW, or foundation year in the MSW program, progressing to advanced practice in the second year of the MSW program, and beyond the MSW to include continuing education.

Building on the foundation year objectives and curriculum, the MSW program prepares students for advanced generalist practice in social work. The advanced generalist practitioner is a leader in direct service delivery with individuals, families, groups, and communities, and has indirect practice management capabilities in the areas of supervision, administration, program development, and evaluation. The advanced generalist model at Union University builds on the four concepts adopted by the faculty - social justice, strengths-based perspective, evidence-based practice, and ecological perspective – for its framework. In the foundation year, students are grounded in these concepts and in direct and indirect practice skills so that in the advanced concentration year, they may prepare to effectively maximize opportunities to “encompass the full spectrum of direct and indirect services” (GlenMaye, Lewandowski, & Bolin, 2004, 127), regardless of the practice setting or client.

The complexities of ever-changing practice environments require direct practitioners who are also skilled in supervision and administration while fully committed to respecting and prioritizing client needs. Agency services struggle with limited resources while facing increased human needs requiring complex intervention modalities. The advanced generalist model assumes

that human events represent multi-layered and multi-dimensional realities best addressed by social workers utilizing theoretically sound, empirically driven, culturally competent approaches to practice. These social workers recognize the characteristics of change at individual, community, and organizational levels and the elements of chaos that often accompany change. The advanced generalist practitioner tolerates and manages change amid the chaos of complex systems, valuing the process and envisioning the transformative potential. “The goal of advanced generalist practice is not to understand the complexity of the client system, but rather to understand the natural movement of systems through stable, bifurcated, and chaotic states and to help promote self-organization” (GlenMaye, Lewandowski, & Bolin, 2004, 128). As such the social work leader will bring together important roles of advocate, broker, counselor, presenter, listener, presence, supervisor, researcher, policy maker, fund raiser, problem-solver, and evaluator while conscious of process and its impact on outcomes.

### **Advanced Generalist Concentration Year Objectives**

1. The student will apply critical thinking skills as an advanced generalist practitioner to complex and chaotic contexts of social work practice;
2. The student will demonstrate competence as an advanced generalist social work practitioner by practicing the profession’s values and ethics and exercising the ability to resolve complex ethical dilemmas;
3. The student will demonstrate professional use of self through continual self-critique, deepening cultural competence in advanced practice with clients who experience discrimination due to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and/or sexual orientation;
4. As an advanced generalist social work practitioner, the student will be able to critically analyze the complex forms and mechanisms of oppression and discrimination, and create and implement strategies of change that advance social and economic justice;
5. The student will critically apply knowledge and insight regarding social work history to the profession’s on-going development, affecting the significance and evolution of best practice approaches in the profession;
6. The student will critically apply knowledge and skills of the advanced generalist perspective to social work practice with systems of all sizes, recognizing the complexities attendant to them;
7. The student will assess, evaluate, and apply biopsychosocial, cultural, and spiritual variables that affect development and behavior using theoretical frameworks that demonstrate the breadth of learning necessary for advanced generalist practice and that engage complex systems for intervention and change.
8. The student will be able to analyze problems, formulate proposals, synthesize ideas, and intervene as an advanced generalist practitioner in the social policy arena, leading change that impacts client systems, workers and agencies;
9. As an advanced generalist practitioner, the student will be able to conceptualize and develop a

research project within the practice context, apply findings to practice, and evaluate his or her own practice interventions and those of other relevant systems;

10. The student will demonstrate proficiency in oral and written communication skills, working as an advanced generalist social worker to develop products that train, educate, and inspire individuals, families, groups, communities, organizations, and colleagues, with a view toward scholarship and publication in professional journals.
11. The student will utilize supervision to gain, maintain, and enhance his or her competence, using critical self-reflection, self-monitoring, and self-correction to deepen self-awareness for the complex arena of autonomous advanced generalist practice;
12. Using advanced generalist practice skills, the student will provide mature leadership for clients, organizations, and service delivery systems, advocating, planning, and implementing change as appropriate;
13. At the advanced generalist practice level, the student will understand and articulate that the Christian worldview reflects values that support human life; appreciate and respect diversity; encourage healthy relationships with individuals, families, groups, communities, congregations, and organizations; and promote social and economic justice.

### **Concentration and Advanced Standing Curriculum Summary**

The *Advanced Standing Bridge Course* is a concentrated, rigorous seminar-styled course designed to prepare the advanced standing student for the second year of the MSW curriculum. This class links the student's undergraduate BSW education and practice experience to the rigors of the final year of MSW classes by utilizing interactive lectures, readings, focused writing, exam, and experiential exercises. This class requires a very high level of reading, critical analysis, and commitment to the learning process. Prerequisites for this class are a BSW degree, successful review of an application by the MSW Admissions Committee, and at least a 3.0 GPA in undergraduate classes. Students will examine the four central themes of Union University's School of Social Work curriculum and begin to develop supportive, collegial relationships.

*Psychopathology: Assessment, Diagnostics, and Treatment* prepares students for clinical social work practice by establishing a working knowledge of psychopathology and use of the DSM-IV-TR for assessment, diagnosis, and treatment of mental health and mental disorders. From a strengths-based perspective that also considers person-in-environment and biopsychosocial and ethno-cultural factors, students examine human behaviors and ways of relating that may be considered outside societal norms. The major mental disorders, including personality disorders, are examined along with current empirically-supported best-treatment standards. Services for persons who are severely and persistently mentally ill (SPMI) are explored as well as the impact of persistent societal stigma against this vulnerable population. Social and economic injustice for all persons impacted by mental illness is studied. Case vignettes descriptive of how specific mental disorders impact the person in his or her environment aid in integrating a working knowledge of mental health assessment, diagnostics, and treatment into social work practice paradigms.

*Practice and Program Evaluation* is an advanced research course that requires students at the concentration level to use research knowledge, values, and skills to evaluate social work practice as advanced generalist practitioners. Critical review of empirical and evidence-based best practice

models for social work is emphasized. Students plan, develop, and evaluate social service programs in public and private settings, demonstrating advanced theoretical and practical approaches to individual practice and program effectiveness. Research skills taught in this course can be generalized to any setting. The focus is on the acquisition and demonstration of applied techniques with particular given to issues of ethics, social justice as related to the use and misuse of research, the inclusion or omission of diverse populations in research studies, the implications of research for addressing social injustices of oppressed groups, and the encouragement of a critical perspective when reading research on interventions as they apply to populations at risk.

***Advanced Practice with Individuals and Families*** builds upon the foundation practice courses and focuses on advanced practice with individuals and families. Students refine their interpersonal helping skills by learning ways to intervene in particularly challenging situations. The importance of assessing individual and family needs within an ecological context is stressed. Students learn how to formulate culturally-sensitive interventions that build on client strengths and have evidence of effectiveness through research. Special attention is given to the impact of human diversity (age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation), discrimination, social injustices and oppression on the ability to reach or maintain optimal health and well being. Methods for continually evaluating practice outcomes are presented, along with analysis of common ethical dilemmas faced in social work practice with individuals and families. Students gain an understanding of how direct practice can be a vehicle for promoting social and economic justice, particularly by addressing the needs of vulnerable populations.

***Advanced Practice in Community Development and Administration*** builds upon the foundation year macro practice content in SW560 Practice I Communities and Organizations. Further, since the mission of the MSW program is to prepare competent and effective professionals for leadership in advanced generalist practice, the course focuses on the knowledge, values, and skills needed to provide leadership in community and organizational change. Building on the foundation year course in organizations and communities, students examine community issues and create agencies capable of providing support and resources for communities. The impact of human diversity, discrimination, social injustices, and oppression on communities and on their ability to reach or maintain optimal health and wellbeing is examined. Engaging community members for empowerment to assess, identify, plan, and evaluate their needs is emphasized. The range of administrative skills is engaged to enable students for non-profit human service management and leadership.

***Field Seminar III:*** This advanced field seminar is the first of two concentration year seminars designed to assist the MSW student to integrate theory and practice in practice settings. Focusing on field experience, this seminar allows the student to strengthen his or her competence in the profession's knowledge, values, and skills while working with a variety of client systems, including individuals, families, couples, groups, and organizations. Working from a strengths based perspective, students refine their assessment skills using a person-in environment approach. Under the guidance of a field supervisor and a seminar instructor, each student expands the use of self in client relationships to gain deeper awareness of human behavior, individual competencies and strengths within the client system, and the values and ethics of social work practice. Students evaluate their own practice, assume increasing levels of autonomy in advanced generalist practice, and evaluate policy within the agency and its application for social justice and diversity. Use of supervision in the placement is a particular focus during this semester.

**Field Seminar IV:** This advanced field seminar is the second of two concentration year seminars designed to assist the MSW student to integrate theory and practice in practice settings. Building on Field Seminar III, this seminar and field experience allows the student to further enhance his or her competence in the profession's knowledge, values, and skills, as well as to gain experience with new models of evidence-based practice, working with a variety of client systems, including individuals, families, couples, groups, and organizations. Working from a strengths based perspective, students further refine their assessment skills using an ecological perspective. Under the guidance of a field supervisor and seminar instructor, students explore their roles as leaders in the profession and pay close attention to administration in the social work agency. Students give particular attention to issues of burnout and self-care required as social work professionals who often encounter compassion fatigue.

**Theory and Ethics for Advanced Practice (The Capstone Seminar)** addresses the integration of professional knowledge, values, and skills under a rubric of theoretical and ethical practice in advanced social work practice with individuals, families, groups, and communities. This course features a review of empirically sound practice theories useful to the social work professional in advanced generalist practice. Students examine concurrent practicum experiences through various conceptual lenses, including the strengths perspective, ecological perspective, and social justice, and articulate stages of social work practice specific to theory. Through class debriefings, and presentations of their work with practicum-based clients, students demonstrate their abilities to effectively select and apply appropriate theoretical strategies. Particular attention is focused on ethical dilemmas and risks commonly encountered in social work practice, specifically vulnerable and diverse populations (age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation). A model for resolving such dilemmas is used to teach students to skillfully process and safely mediate ethical conundrums in a variety of social work settings.

## **POLICIES AND PROCEDURES OF THE MSW PROGRAM**

The School of Social Work is housed in the College of Education and Human Studies, which is under the administrative leadership of the Dean of the College. The School of Social Work administers the BSW and MSW programs. Administrative oversight for the MSW Program is provided by the MSW Program Director and the Associate Dean and Chair, who is responsible for all programs in the School. Developing policies and procedures is an inclusive process involving MSW administration, faculty, staff, and students. Policies may change during an academic year. They will be published in the next edition of this handbook, and those to be immediately enacted will be promulgated to all students, who will have had part in the policy change decision.

### **ACADEMIC STANDARDS**

#### **Academic Honesty**

Honesty and trustworthiness are not only fundamental principles of the Judeo-Christian tradition and basic to good citizenship but are also essential practices within academe. Furthermore, the *Code of Ethics* of the profession of social work holds integrity as one of its ethical principles (NASW, 1999). Specifically, the profession Code of Ethics says the following:

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception (Ethical Standard 4.04)

Social Workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. Social Workers should honestly acknowledge the work of and the contributions made by others (Ethical Standard 4.08).

Additional considerations appear in Section 2.11, which mandates social workers seek resolution when we believe that a colleague has acted unethically and in 5.01 to participate in upholding the integrity of the profession.

Finally, the Core Performance Standards of the School of Social Work support the Code of Ethics and expect that “the student will conduct him or herself in full accordance with the values and ethics of the social work profession...” (See Appendix C) Your faculty and administration assume that students do act with integrity in their academic endeavors and pledges to responsibly discourage cheating by providing physical conditions which deter cheating, including awareness of all activity at all times in a testing area. As a culture of academic dishonesty undermines and weakens the academic environment and the educational process, the following behaviors are unacceptable:

- Cheating in its various forms:
  - Copying another student’s work.
  - Allowing work to be copied.
  - Using unauthorized aids on an examination (including but not limited to technology devices such as digital cameras, cell phone cameras, pen-based scanners, translation programs, and text-messaging devices).
  - Obtaining any part of an examination prior to its administration.
  - Fabricating research data.
  - Submitting another person’s work as one’s own.
  - Receiving credit falsely for attendance at a required class or activity.
  - Signing another student into a required class or activity.
  
- Plagiarizing (i.e., presenting someone else’s words or specific ideas as one’s own, including inadequate documentation of sources and excessive dependence on the language of sources, even when documented). All quoted material and ideas taken from published material, electronic media, and formal interviews must be cited; direct quotations must be enclosed in quotation marks. Therefore, whether quoting or paraphrasing, include an appropriate reference to the source (e.g., in-text citation, footnote, endnote) and a reference page. The APA Publication Manual provides the standard in all social work courses.
  
- Violating copyright laws and license agreements, including but not limited to:
  - Making illegal single copies of music or other print materials.
  - Making and/or distributing multiple copies of printed, copyrighted materials.

- Making and/or distributing unauthorized copies of computer software and/or digital information.
- 
- Denying others appropriate access to information in the classroom, library or laboratory, including but not limited to:
  - Removing books from the library without checking them out.
  - Removing pages from books or journals.
  - Hiding or intentionally damaging materials or electronic information.
- Destroying, altering, or tampering with someone else's work.
- Submitting the same or similar work for more than one course or assignment without prior approval from the professor(s).
- Destroying, altering, or tampering with academic or institutional records.

The following steps will be taken to address an incident wherein a social work faculty member suspects plagiarism or academic dishonesty on the part of a graduate student:

1. The faculty member will inform the MSW Director of the suspected incident of academic dishonesty.
2. The faculty member will meet with the student or students involved on a one-to-one basis, providing the student with a photocopy of the assignment in question and when known, the source of the plagiarized material. The faculty member may assign the grade of F to the assignment or to the entire course, depending on the circumstances.
3. The faculty member will illustrate with the evidence above the suspicion of plagiarism and the potential consequences for such behavior utilizing the School's Plagiarism Rubric (see below).
4. Based on this dialogue, the faculty member will inform the student of perceived severity of the incident and the specific consequences to be leveled.
5. If the case is to be referred to CSAPE, the faculty member will inform the student that further investigation of the incident is pending.
6. The faculty member may reserve the right to level additional consequences pending the outcome of the investigation of the incident by CSAPE.
7. The faculty member will keep the MSW Director apprised about the case.
8. When appropriate, the entire faculty may be informed about the incident of plagiarism or academic dishonesty and in some cases, consequences may be determined by the faculty member in consultation with colleagues.

**Plagiarism Rubric**

(Source adopted by SSW faculty 11/09: Collins, M. E. & Amodeo, M. (2005). Responding to plagiarism in schools of social work: Considerations and recommendations. *Journal of Social Work Education*, 41(3), 527-543.)

Seriousness	Definition	Examples of Potential Consequences
<b>Mild</b>	<ul style="list-style-type: none"> <li>• Genuine mistake or omission</li> <li>• Misunderstanding of how to cite sources or utilize quotations.</li> </ul>	<p>Individual faculty member determines consequences which might include:</p> <ul style="list-style-type: none"> <li>• Request rewrite of the assignment</li> <li>• Additional assignment concerning proper use of citations or a similar topic related to the offense.</li> </ul>
<b>Moderate</b>	<ul style="list-style-type: none"> <li>• Some awareness of mistake, but lack of clarity as to proper procedure</li> <li>• Paraphrase of an idea not an exact quotation, but too close to be acceptable as original work</li> <li>• Inappropriate use of Internet sources without proper citation</li> </ul>	<p>Individual faculty member determines consequences with option to refer the case to CSAPE for further exploration. Consequences leveled by the instructor might include:</p> <ul style="list-style-type: none"> <li>• Failing grade on the assignment</li> <li>• Additional assignment concerning proper use of citations or a similar topic related to the offense</li> <li>• Personal essay reflecting on offense and lessons learned</li> <li>• Monitoring of future assignments by an additional faculty member</li> <li>• Failing grade in the course</li> <li>• Referral to CSAPE for further investigation.</li> </ul>
<b>Severe</b>	<ul style="list-style-type: none"> <li>• Full awareness of actions at the time of the incident (intentional offense – which includes copying internet material cut and paste into assigned document)</li> <li>• The whole or part of the assignment or paper displays large blocks of word-for-word plagiarism</li> <li>• The whole or part of assignment or paper appears to have been purchased or stolen from another student or an outside source</li> <li>• The whole or part of the assignment or paper appears to have been copied from another student or source</li> <li>• Other similar incidents of academic dishonesty that appear intentional</li> </ul>	<p>Individual faculty member determines consequences with mandatory referral of case to CSAPE. Consequences initiated by the instructor might include:</p> <ul style="list-style-type: none"> <li>• Failing grade in the course</li> <li>• Suspension from the social work program for a specific period of time after consultation with the MSW Program Director</li> <li>• Counseling out of the social work program</li> <li>• Suspension from the University*</li> <li>• Expulsion from the University*</li> </ul> <p>*These consequences are not leveled without CSAPE completing its investigation and the results being made known.</p>

## **Admissions**

A student may apply for entry into the MSW Program as a **full-time or part-time student** at any time during the year. Applications and all qualifying information for the Advanced Standing Program must be submitted by May 1. Applications and all qualifying information for 2, 3, or 4 year students must be submitted by July 1. Detailed information about admissions procedures is available on the MSW website and in the Union University Graduate Catalog.

## **Advanced Standing Program**

To avoid redundancy for qualified BSW graduates, Union University offers an Advanced Standing Program. Applicants must have completed an undergraduate degree (BSW) from an undergraduate social work program accredited by the Council on Social Work Education (CSWE), and achieved at least a GPA of 3.0. Students accepted into this program are invited to participate in the Advanced Standing Bridge Course (SW 599) during the summer prior to the start of the concentration year. Students invited to the Bridge Course are provisionally accepted into the MSW program until they demonstrate readiness to begin at the advanced level of MSW education through successful completion of SW599..

Only applicants who have earned a bachelor's degree from a CSWE accredited institution are considered for admission to the MSW program. Admission to the MSW program is based on academic performance in all work from regionally accredited or internationally listed colleges and universities. Successful completion of the required 33 hours of coursework, 550 hours in an approved social service agency, and Field Seminar classes concurrent with field placements are required for graduation.

## **Attendance Policies**

All students are expected to attend class. Because classes in the MSW program are rigorous, even one absence will jeopardize a student's ability to successfully complete courses (whether the class is on-site, on-line, or a scheduled meeting on a Saturday). If it is necessary to be absent, the student is to contact the instructor, preferably before class. The student is responsible for gathering all content and material missed during class. Faculty has discretion to assign make-up work. In case of difficult weather, professors are sincerely concerned that students put their personal safety first when confronted with weather conditions making travel to class difficult. Please alert your professors if you cannot attend classes due to bad weather in your region.

## **Core Performance Standards**

To ensure that social work students will be competent and professional social work professionals, all students must meet essential standards of behavior for generalist social work practice. The following chart begins with the NASW Code of Ethics, which identifies the core values on which the mission of Union University's Social Work Department is based. It summarizes the ethical principles that reflect our profession's core values; it establishes a set of specific ethical standards that guide generalist social work practice; and it provides the principles on which the public can hold a social work professional accountable. These principles will set forth the orb of responsibility to which each student obligates him/herself from entrance into the social work program. Each student will be required to adhere to the NASW's Code of Ethics, which states that professionals "...must not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their

professional judgment and performance or to jeopardize the best interest of people for whom they have a professional responsibility.” (NASW Code of Ethics, Section 4.05a). [See **Attachment C**]

### **Credit for Life Experience and Previous Work Experience**

Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field practicum or of the courses in the graduate foundation areas.

### **Non-Degree Seeking Students**

Some students may be admitted in this category if they desire to take courses primarily for special interest or on a “visiting student” basis. Often these special students are enrolled for only one or two terms at Union. Students must submit an application to the MSW Program, pay the \$25 application fee (non refundable), and submit all official transcripts as proof of holding at least the baccalaureate degree. Non-degree seeking students are not enrolled in an academic program, and courses are not covered by financial aid. Enrollment does not guarantee admission to the MSW program. Students must meet all requirements for admission to change from Non-Degree Seeking status to Degree Seeking status. A maximum of 9 hours may be taken as a Non-Degree student.

### **Probation**

After completion of 9 graduate hours, a student whose cumulative GPA is below 3.0 from courses taken in the MSW program at Union will be placed on academic probation. A graduate whose GPA from courses taken at Union is below 2.5 will be suspended from the MSW program. While suspended from the degree program, the student may, in an effort to improve the GPA, repeat courses in which a grade of C or F has been received. When the student's GPA has been raised to 3.0 or higher, the student may apply for readmission to the degree program.

Students may not begin the concentration year on probation or provisional status.

### **Progression in the MSW program**

The following requirements must be met for graduation with an MSW from Union University:

- Attend all orientation sessions.
- Follow the courses according to the prescribed sequence.
- Achieve a minimum overall GPA of 3.0 on a 4.0 scale with no grade less than B in any practice or field seminar course. Students are required to repeat a course in which they earn a C or lower. Elective courses with a grade lower than a B need not be repeated, but no credit will be given toward graduation. Students earning less than B in a Field practice course will be referred to the Committee on Student Academic and Professional Evaluation (CSAPE) for action, which may result in termination from the program. [Program policies related to Evaluation of Academic and Professional Issues appears on pages 42 - 47.]
- Students whose cumulative GPA falls below 3.0 will meet with their advisor to examine the viability of continuing in the program.

- Students who are on academic probation for two consecutive terms without achieving a 3.0. At least one term (not including summer, unless specifically stipulated otherwise in the termination decision) must elapse before re-applying.
- All students must enter the concentration year with a 3.0.
- Continuation in the MSW program is contingent upon compliance with ethical and professional standards of conduct in accordance with the NASW Code of Ethics. Reasons for dismissal can include inadequate interpersonal skills and an inability to conform to the Core Performance Standards of the School of Social Work. [See Appendix C]
- Successful completion of the required 60 hours of coursework, 900 hours in an approved social service agency (350 in foundation year and 550 in concentration year), and Field Seminar classes concurrent with field placements are required for graduation. All Field practicums must be passed with a grade of at least B earned to be eligible for graduation.
- Graduation requirements follow the guidelines of Union University.

### **Provisional Status**

Students whose status is designated as academically provisional may be admitted to the MSW program. The student is informed of this status when accepted into the program. A student may remain on provisional status for only one semester, with the goal of attaining a 3.0 GPA during that semester, unless special circumstances exist and permission for an extension is given in writing by the MSW Director.

### **Readmission to the MSW Program**

A student who has withdrawn or been suspended from the program for any reason and wishes to be re-instated after at least one semester must apply to the MSW Admissions Committee using the re-admittance form available from the MSW Program office. In a brief essay, the student will explain the reason for leaving the program, for re-applying, and what conditions have changed since that make success in the program more viable. After receiving the form (the application fee of \$25 is not required), the MSW Admissions Committee will review the form and may request additional documentation or evidence if the student has taken courses elsewhere in the interval. Prior to review by the committee, the applicant's status with the university's Student Accounts office and the Committee for Student Academic and Professional Evaluation (CSAPE) must be reviewed. Students withdrawn for academic or professional reasons may reapply after a period of at least one term (not including summer), unless specifically stipulated otherwise in the suspension decision.

### **Repeating Courses**

A student may repeat a graduate course once. Credit for the course is given only once. Computation of the GPA is derived from the grade earned on the second attempt.

## **Termination Policy**

Termination from the MSW program may be the recommendation of a CSAPE referral or determined by the MSW Program Director. A student's right to due process is a priority. There may, however, be exceptions in the following circumstances:

1. Failure to meet or maintain academic grade point requirement as established by CSWE, Union University, and the MSW Program.
2. Behavior judged to be in violation of the NASW Code of Ethics.
3. Evidence of academic cheating, lying, or plagiarism
4. Behavioral disturbances that, in the professional judgment of the Social Work faculty and the committee charged with reviewing such issues, could impair quality provision of services to clients while enrolled and functioning in Union's MSW Program. (An example is the student's inability to show insight to one's own behavior and receive feedback.)
5. Evidence of current illegal drug or alcohol dependency documented as occurring during the course of study in Union University's MSW program.
6. Documented evidence of criminal activity occurring while enrolled and functioning in Union's MSW Program that could impair quality provision of services to clients.
7. Submitting false or misleading information as a part of the application process.

Termination means a student will no longer be enrolled in the MSW program. Under most circumstances, a student may apply for readmission (See Re-admittance Policy above.) Prior to termination, the student will have met with CSAPE, where the intention to make such a recommendation to the MSW Director is articulated, or with the MSW Director at which time irrefutable evidence is presented leading to termination. No termination will occur without a face-to-face meeting with the MSW Director. It may be at this meeting the Director will discern that another option is viable, at which time the student will enter into a contract/agreement concerning his or her continuance in the program.

## **Transfer Credit**

The School of Social Work works closely with the Office of the Registrar to facilitate the transfer of credits for MSW students from other schools. Every attempt is made to ensure that transferring students receive credit for any curriculum that they have completed in a CSWE accredited MSW program so they will not repeat content.

Graduate credit hours earned in CSWE accredited MSW programs and carrying a grade of B or better will be eligible for transfer toward a graduate degree at Union University to the extent that the student can demonstrate correspondence of course content with the Union MSW degree program and pending approval by the MSW program. This correspondence can be demonstrated by students providing catalog course descriptions, course syllabi, and in some cases completed assignments for the course(s) being considered for transfer.

Applicants to the 2-year program may transfer up to one full year of credit from another

CSWE-accredited MSW Program in which they were matriculated graduate students in good standing. A minimum of 30 credits of graduate coursework from Union University is required for those in the 2-year program.

Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field practicum or of the courses in the graduate foundation areas.

A maximum of 9 graduate credit hours with a grade of B or higher taken by students on a **non-degree seeking** basis may be transferred toward the 60-credit MSW degree requirement. Transfer courses may be accepted for credit if they have been completed within 5 years from the time of acceptance into the MSW program. Transfer credit is not accepted for credits earned following matriculation at Union University.

Decisions about accepting transfer credit when entering the graduate program are made by the MSW Admissions Committee in consultation with the MSW Director and the Associate Dean. Courses taken at another CSWE-accredited college or university will be evaluated on a case-by-case basis.

### **Voluntary Withdrawal from Classes**

Students may withdraw through 11 weeks or its equivalent and will receive the notation on their permanent records: "Withdrew from all classes" as of the date the withdrawal was processed. Students discontinuing class attendance without permission will receive an F in those courses. In exceptional cases, such as extreme illness or other circumstances beyond the student's control, the Registrar may assign a grade of W for a withdrawal after the allowable period. A student withdrawing from all classes must complete a withdrawal form and submit it to the MSW Program office.

## **EVALUATION OF ACADEMIC AND PROFESSIONAL ISSUES**

### **Advisement Procedures**

Advisement for students is essential for MSW education. For this reason, the MSW Program assigns a faculty advisor to all entering students in order to facilitate easy communication between faculty and students on the range of issues that impact the student's academic and career path. Advisement is both a formal and informal process in the MSW Program as relationships are established. In addition to the assigned advisor, students may seek out any faculty member for advisement as desired.

Faculty advisors all have Master's degrees and extensive experience in social work practice. They are thoroughly informed concerning the MSW Program's mission, goals, objectives, advanced generalist practice, program curriculum and policies, CSWE standards, the professional community, and the university structure and policies. The faculty sees student advisement as an integral part of MSW education and the preparation of advanced generalist practitioners. Advisement is a process beginning with a student's initial contact with the MSW Program and enduring through relationships with alumni. Faculty advisors assume responsibility for both academic and professional/career advising.

The MSW Field Director works personally and individually with each student applying for field. She will make decisions about appropriate placement in an agency based on the student's career

interests and strengths for practice. As students complete the field experiences and associated field seminars, they have many opportunities to explore the whole range of professional options for continuing their education after graduation. Students will also have numerous occasions through guest speakers and other continuing education events to talk with other professionals in a wide range of practice contexts.

**Students with a disability** may seek accommodations under the Americans with Disabilities Act of 1990, which requires that the University make reasonable accommodation to persons with disabilities as defined in the Act. Students who wish to seek accommodations under the ADA guidelines must contact the Office of Counseling Services at 731-661-5322, who will inform faculty of specific classroom and course accommodations consistent with ADA guidelines. The website for the Office of Counseling services is <http://www.uu.edu/student-services/counseling>

**Students experiencing difficulty, whatever the reason**, should refer to one of three sources: first, to the course syllabi. Each professor makes explicit in the syllabus what the criteria for evaluating academic performance are. Each syllabus will explicate the scope of the course, course objectives and content, outcome measures, and grading scales. Second, the MSW Field Instruction Manual describes the expectations of the field experience, which is a component of the academic program. The Manual explains the process by which students are evaluated in their agency placements. Finally, the Core Performance Standards provide an objective measuring tool for students to evaluate their professional development and for faculty to measure progress in this area, as well.

**Students should always communicate with their professors regardless of their concern so that the professor understands as early as possible what the struggle is and can intervene as best as possible.** It is very common for students to struggle with the content and issues, particularly as they relate to values and skills, in the graduate social work learning process. The faculty is motivated to help students succeed by overcoming and working through obstacles that may develop. All students may informally discuss their individual educational experiences with professors, academic advisors, and field liaisons. Students who put themselves at the center of their learning keep academic communication a high priority. From time to time, students face concerns or difficulties that pose particular opportunities for discussing their educational experience with faculty. These difficulties may include understanding and producing assignments, grades returned on papers, exams, or other assignments. It is the student's responsibility to bring concerns to the attention of faculty. The better professors get to know a student, the better they may understand how to encourage him or her to understand the goodness of fit between the student and the MSW program.

### **Gatekeeping to the Profession**

Gatekeeping is a function and responsibility of all professions, including the social work profession. Gatekeeping assures that the profession's entering members qualify for the rights and privileges of membership and contributes to protecting the public requiring services from social work professionals. Social work educators are gatekeepers and responsible to articulate to all students the range of expectations related to professional qualifications. When students communicate with faculty about difficulties and concerns occurring in their social work education, students become more attuned to the standards to which they must rise for success in the program and admission to the social work profession.

The following are faculty resources accessible to students in the MSW program. It is hoped that students utilize the first three resources before it becomes necessary to activate the fourth.

**I. Faculty Assistance**

Students experiencing academic difficulties should talk with the course instructor. Many issues are resolved when these conversations occur. The faculty member may encourage the student to get support through peer mentoring or another academic source.

**II. Student's Advisor**

Students should contact their advisor about concerns regarding academic or professional matters. Faculty advisors are available by appointment. The social work faculty is committed to advising students according to their needs.

**III. Informal Consultations**

When it seems beneficial, several professors may meet informally with a student about a particular issue. A request for such a consultation may be made either by a student or by the faculty.

**IV. Committee for Student Academic and Professional Evaluation (CSAPE)**

The Committee for Student Academic and Professional Evaluation is an official faculty committee of the School of Social Work, appointed by the MSW Director and charged with:

- Reviewing the academic performance of each student at the conclusion of the semester
- Identifying students who have received less than a passing grade and taking action
- Identifying and congratulating MSW students who have successfully completed the semester with a GPA of 3.75 and above
- Evaluating and recommending corrective action concerning information submitted in referrals pertaining to compliance with SSW Core Performance Standards.

The MSW Program Director appoints the CSAPE chair and the committee, which may include two or three other members. The committee meets as needed throughout the academic year. Concerns may be raised by faculty, field supervisors, and instructors, as well as students pertaining to compliance with the Code of Ethics and the SSW Core Performance Standards. When a student is referred to CSAPE, the committee gathers all available information related to the referral and interviews the student. After assessing the situation with the student and discussing a plan to address the concern, the meeting is documented, and the student indicates by signature his or her affirmation of the plan. The process is not punitive but intended to stimulate students' personal and professional growth in the direction of an ambition to be a social worker. In some cases, the CSAPE process may result in a student's termination or withdrawal from the program.

**CSAPE Student Referral and Review Procedures**

1. Prior to filing a referral, the referent initiates a face-to-face conversation with the student in a confidential manner alerting the student of intent to file the referral and the basis for that referral. If the student is not responsive to the request after five (5) business days, then referral will be made to CSAPE.
2. Following the conversation, the referent submits the referral within ten (10) business days. The CSAPE referral is made on the appropriate form in triplicate with the particular infraction of SSW Core Performance Standards indicated.

3. Referral form is sent by the Program Coordinator to a) referent, b) CSAPE chair, and c) student.
4. The Program Coordinator notifies CSAPE of new referrals within 72 hours of the referral being made.
5. The student is required to submit a typed and signed response to each of the noted concerns and submit their response within five (5) calendar days, hand delivered to the Program Coordinator in the SSW, OR the student may mail the response by certified mail, postmarked within seven (7) calendar days or referral receipt.
6. The Program Coordinator notifies CSAPE immediately upon receipt of responses.
7. CSAPE reviews all material and advise the student whether an interview with the student is necessary. If not, CSAPE documents its findings and informs the student of the outcome within 10 business days. If a meeting with the student is required, the student is notified of available dates by email or in writing within three (3) days of CSAPE receiving the response.
8. The meeting is held in the SSW suite within 15 days of the CSAPE chair receiving the referral. The student may be accompanied by a student advocate, whose role will be to provide support for the student rather than speaking in the student's defense. The student is advised not to bring an attorney. The meeting will not take place should an attorney appear. The meeting is intended to provide an open discussion in a safe, nonthreatening, professional environment where the student may relate the circumstances without impediment. A student advocate listens with an ear toward fairness to the student and may raise issue should such a need arise.
9. The CSAPE meeting produces a plan, which will be documented by the Chair and signed by the student. The student retains the original, a copy is sent to the referent, and a copy is maintained in the student's CSAPE file, which is separate from the permanent academic file.
10. If more than one meeting is required to elicit a plan or outcome, schedules are arranged in a timely manner so that the student understands expectations and time frames for making a response.

#### Outcome of Failure to Meet Academic or Professional Requirements

The plan to address an area of concern is developed with the student in the CSAPE meeting and never comes as a surprise in a letter. The student is to respond to the written documentation of the plan by submitting a letter in writing to the CSAPE chair within 5 days of receiving the plan. The student's response affirms his or her intent to follow the plan. The student often continues in the program as long as he or she is making progress according to the plan of action.

Such a plan may include the following: The student may be placed on probation while addressing specific areas needing improvement that have been identified by CSAPE. The plan may advise the student to address health issues using professional resources, keep a reflective journal, receive support in a particular aspect of communication such as writing, and so forth.

One of the outcomes from CSAPE may be a recommendation to the MSW Director that the student be terminated from the program. If the Director concurs with the CSAPE recommendation, he or she will forward a recommendation to the Associate Dean within five (5) business days. The Associate Dean may pursue details regarding concerns addressed in the recommendation, relying on the documentation in the student's CSAPE file, and may concur with

the CSAPE decision and the program director's recommendation. However, in cases other than those that are based on failure to achieve GPA standards (see below for academic failure), the Associate Dean may decide otherwise.

If the MSW Program Director does not concur with the CSAPE recommendation, he or she will meet with CSAPE within five (5) days to discuss the matters of difference. The mandate for next steps comes from the program director preferably having reached consensus with CSAPE.

If the agreed upon decision is that the student should be terminated from the Program, the Associate Dean issues a letter within 5 business days after receiving the recommendation from the program director. The letter is addressed to the student with copies to the student's advisor and the program director.

The student who is terminated from the program for professional reasons may reapply for admission following withdrawal for one term (excluding summer). CSAPE will review a student's application for readmission to the MSW Program prior to review by the Admissions committee.

A student who does not concur with the decision of CSAPE and/or the SSW may file a grievance in accord with the Grievance Policy found on page 48 to follow of the MSW Student Handbook.

### **Grading Scale in the MSW Program**

A 94 – 100; B 80 – 93; C 70 – 79; F < 69

#### **Grading System**

Grades for the MSW program at Union University shall be interpreted as follows:

- A Superior academic performance
- B Strong academic performance
- C Below average - fail
- P Pass (P and F apply to pass-fail courses)
- F Fail (P or F apply to pass-fail courses)
- I Incomplete An incomplete must be removed within the first five weeks of the term following issuance of the incomplete; otherwise, the incomplete becomes an F.
- IP In progress, issued for a course which by design extends into the following term or semester.
- W Withdrawal during the period officially allowed. A grade of W may be granted by the MSW Director because of circumstances beyond the student's control.
- N Audit

Quality points are awarded for the calculation of the GPA as follows:

- A - 4 quality points for each semester hour of credit
- B - 3 quality points for each semester hour of credit
- C - 2 quality points for each semester hour of credit
- P - 0 quality points (course hours are not applied in computation of the grade point average)
- F - 0 quality points
- W - 0 quality points
- N - 0 quality points

## **Grievance Policies and Procedures**

An academic grievance involving dissatisfaction with the quality of instruction or with the performance of an instructor is referred to as a Review of Instruction. A grievance involving dissatisfaction with a grade is considered a Grade Appeal. A grievance regarding a charge of academic dishonesty, which includes, but is not limited to plagiarism, is referred to as an Academic Dishonesty Appeal. Procedures for addressing each type of grievance are outlined below. “Working days” are defined as days when the university offices are open. All email communication will be sent to the students’ Union email account.

### **Review of Instruction**

Before initiating a formal Review of Instruction, a student who is dissatisfied with the quality of instruction or with the performance of an instructor should discuss his or her concerns with the instructor. In the event that the issue is not resolved in consultation with the instructor, the student may initiate a formal Review of Instruction. A formal Review of Instruction must be filed within 60 working days of the posting of the final grade for the course and must follow the sequence noted below.

A formal Review begins with the student emailing a detailed written report of his or her concerns to the instructor’s department chair or to the dean if the chair is the instructor the student is dissatisfied with. Within this report the student must identify his or her concerns and provide appropriate documentation to support each concern. After receiving an email response from the chair (or dean), the student may elect to email the written report to additional administrators, as needed, in the following sequence: the dean of the college or school, the associate provost/dean of instruction (Jackson campus) or the vice president (Germantown campus), and the provost. The student may not advance the report to the next level until he or she has received an email response from the administrator being addressed. Each administrator will attempt to provide the student with a written response within 10 working days from the sent date of the student’s email. The student has 10 working days from the sent date of one administrator’s email to submit the report to the next level.

### **Grade Appeal**

A student may initiate a grade appeal when there is legitimate reason to believe that the grade does not accurately reflect the quality of his or her academic work in the course or that the grade was determined in a manner inconsistent with the course syllabus. Before initiating a formal appeal, the student should confer with the instructor regarding how the grade was determined. In the event that the issue is not resolved in consultation with the instructor, the student may initiate a formal appeal of the grade beginning at the instructor level. The levels of appeal are noted below. Except as noted, levels cannot be bypassed.

**Instructor Level:** The student must email a request to the instructor within 60 working days of the posting of the final grade for the course. In addition to requesting a review of how the grade was determined, the student should include specific reasons for his or her dissatisfaction. The request should be sent to the instructor’s Union email address and copied to the instructor’s department chair. The instructor will attempt to provide an email response copied to the department chair within 10 working days of the sent date of the student’s email.

**Chair/Advisor Level:** The student may continue the appeal process by emailing a request for a review of the grade to the instructor's department chair and to the student's faculty advisor, who together will serve as the review committee. This request should be sent to the Union email address of the chair and faculty advisor within 10 working days of the sent date of the instructor's response. The chair and the faculty advisor, serving as the review committee, will provide an email response to the student with copies sent to the instructor and the instructor's dean. In the event that either the chair or the faculty advisor is also the course instructor, the other person on the review committee will select the second member. The second member should be a faculty member within the course instructor's academic department. In the event that one of the faculty members holds all three roles, the student should begin the process at the Dean's level.

**Dean's Level:** Either the student or the instructor may appeal the review committee's decision to the instructor's dean. This email request should be sent to the dean's Union email address within 10 working days of the sent date of the review committee's response. The dean will attempt to provide an email response to the instructor and/or student with copies sent to the instructor's chair, and the Associate Provost (Jackson campus) or the Vice President (Germantown campus) within 10 working days of the sent date of the instructor/student's request.

**Faculty Affairs/Graduate Appeal Committee Level:** Within 10 working days of the sent date of the dean's response, the student or the instructor may email a written request to the Associate Provost (Jackson) or to the Vice President (Germantown) calling for a review of the grade by the Faculty Affairs Committee (undergraduate) or the Graduate Appeals Committee. The Associate Provost or the Vice President will request a meeting of the appropriate committee for the purpose of reviewing all documentation related to the appeal. The committee will provide an email response to the instructor and the student with copies sent to the instructor's chair and dean to the Associate Provost or the Vice President.

**Administrative Level:** Within 10 working days of the sent date of the committee's response, either the student or the instructor may submit an email request for a hearing before the Associate Provost (Jackson) or the Vice President (Germantown). Requests for subsequent hearings before the Provost must be received within 10 working days of the previous hearing. The decision rendered by the Provost, in consultation with the President, is final.

All documents relating to the above procedure will be retained in the student's file kept in the Academic Center.

### **Academic Dishonesty Appeal**

Any student found guilty by the instructor of cheating/plagiarism will be subject to disciplinary action by the instructor. If the student is an undergraduate, the instructor will file a report of the incident and the intended disciplinary action with the student and with the Office of the Provost. Incidents involving graduate students will be filed with the student's dean. If the student deems this action unfair, he or she may request a hearing before the administrator with whom the report was filed. The administrator will convey the results to the student and to the instructor by email (copied to the Office of the Dean of Students). Policies of the School of Social Work related to plagiarism in the graduate program appear in the 2010 - 2011 MSW Student Handbook.

If either the student or the instructor involved deems the administrator's action unsatisfactory, within 10 working days of the sent date of the email conveying the results he or she may email the office of the Provost to request a hearing before the Faculty Affairs Committee

(undergraduate) or the Graduate Appeals Committee. (For undergraduate appeals, the President of the Student Government Association will also sit on this committee.) The committee will convey its decision to the student and to the instructor by email. The decision of this committee will be final upon approval by the Provost in consultation with the President.

### **Graduate Student Appeals Procedures**

A student who wishes to appeal for a variance from graduate policies or procedures should direct a written petition to the Associate Dean (in the School of Social Work) requesting the variance and carefully outlining the reasons for the request. The request must be received no later than 90 days after the issuance of the grade. After consideration of the petition, the Associate Dean will determine whether the petition can be granted and will inform the student, in writing, of a decision.

If the student is dissatisfied with the Associate Dean's response to the petition, the student may then appeal to the Dean of the College of Education and Human Studies who will determine whether the petition can be granted and will inform the student, in writing with copy to the Associate Dean, of the decision. If the student is dissatisfied with the Dean's response, the student may appeal the decision to the Graduate Appeals Committee. The Graduate Appeals Committee will review the petition, gather information as it is needed, and render a decision. The Committee will inform the student in writing of their decision.

If the student is dissatisfied with the decision of the Graduate Appeals Committee, that decision can be appealed first to the Provost and, if necessary, to the President. The decision of the President will be final. Copies of all correspondence related to all formal petitions and appeals will be kept for future reference in the student's file in the appropriate office of the student graduate program.

*Compiled from Union University sources: Campus Life Handbook, Faculty Handbook, Graduate Academic Catalog 2009-2010, for the MSW Student Handbook, School of Social Work.*

# Appendices



## APPENDIX A. STUDENT RIGHTS AND RESPONSIBILITIES

### **Students have a right to:**

- expect a quality education preparing them for advanced generalist social work practice
- expect reasonable access to faculty for advisement and assistance they need in their educational program and with plans for after graduation
- appeal decisions made regarding admission and continuation in the program, grades, and assignments
- give input to the formulation and revision of policies affecting academic and student affairs. This is accomplished both formally and informally as students serve on the Advisory Council to the program, but also have access through the student organization and directly with faculty and administrators
- expect from each instructor a course syllabus which outlines the course of study, textbooks to be used, course requirements and objectives, a bibliography, and a description of how they will be evaluated
- expect faculty to be prepared and knowledgeable in order to teach effectively

### **Students are responsible for:**

- becoming familiar with the Social Work Program policies and procedures by reading the Social Work Student Handbook and Field Manual
- attending and participating in classes except when hindered by illness or other emergency situations. Student should attend class mentally and emotionally prepared to learn and engage in classroom activities
- communicating with faculty when a problem arises in a class or with their progress in the program
- behaving in a manner consistent with the NASW Code of Ethics in all relationships in the program



## Appendix B: Sexual Harassment

### Sexual Harassment

Union University is committed to providing its faculty, staff, and students with an environment free from explicit and implicit coercive sexual behavior used to control, influence, or affect the well-being of any member of the university community.

**Sexual Harassment Defined:** The definition of sexual harassment varies greatly. Therefore we will use the Equal Employment Opportunity Commission's guidelines. According to the Equal Employment Opportunity Commission's guidelines prohibiting sexual harassment, there are two types of sexual harassment: (1) *Quid pro quo*—“submission to or rejection of such conduct by an individual that is used as a basis for employment decisions affecting such individual” and (2) Hostile environment—“unwelcome sexual conduct that unreasonably interferes with an individual's job performance or creates an intimidating, hostile, or offensive working environment.” Sexual harassment in the college community may include, but may not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature where: (1) submission to such conduct is a term or condition of an individual's employment or education; (2) submission to or rejection of said conduct is used as a basis for academic or employment decisions affecting the individual; or (3) such conduct results in a hostile environment, which has the effect of interfering with an individual's academic or professional performance.

**Policy Statement:** Sexual harassment of any type will not be tolerated and is expressly prohibited. Sexual harassment is grounds for disciplinary action which may include reprimand, demotion, discharge, or other appropriate action, dependent upon the nature of the harassment. Faculty are asked to be especially sensitive to the fact that they are in a position of authority over students and that authority carries with it responsibility to be mindful of situations in which they are dealing with students in private, one-on-one associations both on and off campus.

**Complaint Procedure:** A student with a complaint against a faculty member, a member of the administration, or another student may contact the Dean of Students. Alternate contacts include the Director of Human Resources, the Executive Vice President and the President. The contact person will initiate an Incident Report form and forward to the Director of Human Resources. The University will handle the matter with as much confidentiality as possible. There will be no retaliation against any staff, faculty, or student who reports a claim of sexual harassment or against any staff, faculty, or student who is a witness to the harassment. The University will conduct an immediate investigation in an attempt to determine all of the facts concerning the alleged harassment. The investigation will be directed by the Director of Human Resources unless the Director of Human Resources or someone in the director's office is the subject of the investigation. In that event, the office of the Provost (faculty) or Executive Vice President (staff or student) will direct the investigation. As a part of the investigation of the claim of sexual harassment, the contact person, the complainant, and the respondent will be asked to provide statements regarding the incident. Once the report is reviewed and investigation is concluded, a finding may be found that sexual harassment did not occur, or a finding may be found that sexual harassment did occur and corrective action (reprimand, demotion, discharge, or other appropriate action) will be communicated in writing to the complainant and the respondent. Appeals to this process may be conducted in accordance to the most recent revision of the handbook under the section(s) entitled “Violations of Standards of Conduct” or “Grievance Procedures.” All documents, except disciplinary action documents, related to an incident will remain in a file other than the employee's personnel file. Although filed separately, all personnel related files are kept in the Human Resources office.



# Appendix C

## CORE PERFORMANCE STANDARDS for Admission, Progression, and Graduation Union University School of Social Work

To ensure that social work students will be competent and professional social work professionals, all students must meet essential standards of behavior for social work practice. The following chart begins with the NASW Code of Ethics, which identifies the core values on which Union University's School of Social Work is based. This summary of ethical principles reflects the social work profession's core values; it establishes a set of specific ethical standards that guide social work practice; and it provides the principles on which the public can hold a social work professional accountable. These principles will set forth the orb of responsibility to which each student obligates him or herself from entrance into the social work program. Each student will be required to adhere to the NASW's Code of Ethics, which states that professionals "...must not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interest of people for whom they have a professional responsibility." (NASW Code of Ethics, Section 4.05a).

Standard	Required Skills	Examples of Satisfactory Behavior
<p><b>Professional Ethics:</b> The student will conduct him/herself in full accordance with the values and ethics of the social work profession, as set forth in the NASW Code of Ethics, and the mission and goals of Union University's Department of Social Work.</p>	<p>The student will: recognize legal and ethical dilemmas, and seek appropriate consultation when necessary; demonstrate practice strategies that respect the positive value of diversity; challenge social injustice; maintain professional boundaries; be honest with clients and colleagues; protect client confidentiality in the classroom, in assignments, and in the field agency; be open, honest, and without judgment; make commitments that will be kept; and identify and maintain appropriate personal conduct and professional boundaries in keeping with all professional standards.</p>	<p>The student will: work with all vulnerable populations with dignity and respect; refrain from cheating and plagiarism as defined in the student handbook; seek professional consultation when needed.</p>
<p><b>Critical Thinking:</b> The student will formulate opinions and conclusions based on analysis that distinguishes fact from inference, and combines an understanding of personal, cultural, and contextual factors with balanced dignity and respect for those that are the same or different than student.</p>	<p>The student is able: to critically assess individuals, families, groups, organizations and communities in the context of environmental factors, including socioeconomic, cultural, biological, psychological, social and spiritual dimensions; refrain from judging others based on difference; utilize an understanding of how ethnicity, class, gender, sexual orientation, age and other cultural characteristics affect the helping process; demonstrate an ability to evaluate and differentially apply practice approaches with individuals, groups, families, and organizations; employ a scientific analytic approach to practice that integrates the critical appraisal of social research and the evaluation of social policies, program and practice outcomes; demonstrate knowledge of social, political, and economic justice for clients and an ability to identify and promote resources for clients.</p>	<p>The student will: develop intervention plans with various client systems; collaborate effectively with community resources and connect clients with community resources; integrate classroom assignments with knowledge from various curricular areas; prepare psychosocial assessments of clients and design generalist intervention plans.</p>

<p><b>Time Management:</b> The student completes classroom, field education, and agency assignments and requirements in a consistently timely manner.</p>	<p>The students will: complete assignments with timeliness and quality; come to class and/or field regularly and on time; assume responsibility for communicating an interruption of planned attendance or task completion; and assume responsibility for identifying appropriate alternatives when a change is necessary.</p>	<p>The students will: complete assignments on time; attend class and field regularly and on time; contact instructors and field educators regarding absences or the late submission of assignments; submit required class and field assignments without being prompted.</p>
<p><b>Self-Awareness:</b> The student possesses a balanced view of his/her performance in intellectual, social, behavioral, and interpersonal skills, and acknowledges barriers to his/her performance. The student assumes full responsibility to protect clients and others from potential adverse consequences of those barriers to performance.</p>	<p>The student will: solicit, accept, and incorporate feedback into classroom and field agency; identify barriers to performance; design and implement specific goals and strategies for professional growth; evaluate his/her own practice by using objective assessment methods, such as process recordings and single subject designs.</p>	<p>The student will: actively participate in class and in field experience; participate in activities aimed at increasing self awareness; seek professional help when needed; adjust workload and/or seek consultation with an instructor in the face of personal difficulties that may adversely impact interaction with clients.</p>
<p><b>Communication:</b> The student receives and responds to verbal, non-verbal, and written exchanges between self, faculty, agency personnel, and colleagues in accordance with the NASW Code of Ethics and the mission and goals of Union University's Department of Social Work.</p>	<p>The student will: develop cooperative and collegial relationships with colleagues and clients with organizations, agencies and communities; demonstrate knowledge about the effects of oppression and discrimination on individuals, families, groups and communities; contribute as a constructive participant in academic and agency affairs; honor verbal and written agreements made with others.</p>	<p>The students will: follow through on verbal and written commitments to others</p>
<p><b>Professional Relationships:</b> The student engages, maintains, and terminates relationships appropriately with diverse client groups, instructors, agency staff, colleagues, organizations and communities in a professional, responsible and respectful manner.</p>	<p>The student will: communicate effectively with a wide range of client systems, demonstrating a knowledge of, and sensitivity to differences due to gender, race, class, age, culture, ethnicity, religion, gender, sexual orientation, and physical or mental abilities without judgment; follow agency guidelines for record keeping, and demonstrate the ability to document communications as a basis for professional accountability; possess appropriate verbal, non-verbal and written skills; and conduct all communication in a respectful manner.</p>	<p>The student will: speak with dignity; respect, and sensitivity to clients, colleagues and instructors; prepare written documents that are clear, concise, accurate and complete; communicate with sensitivity to cultural and contextual differences; use correct grammar in written and oral communication.</p>
<p><b>Supervision:</b> The student readily accepts and adheres to directives from faculty, agency personnel, and colleagues in accordance with the NASW Code of Ethics and the mission and goals of Union University's Department of Social Work.</p>	<p>The students will: solicit, accept, and incorporate supervision, and be able to effectively follow directions in classroom and field agency; and possess the ability to effectively utilize supervision in a respectful manner in classroom and agency for the furtherance of professional growth.</p>	<p>The students will: actively and effectively incorporate directives and supervision in classroom and agency placements.</p>

# **Appendix D**

**National Association of Social Workers  
(NASW)**

**Code of Ethics**

**Approved by the NASW Delegate Assembly**



# National Association of Social Workers (NASW) Code of Ethics

## Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic 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.

## 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 the 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

### 1. Social Worker's Ethical Responsibilities to Clients

#### 1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include

when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

## **1.02 Self-Determination**

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

## **1.03 Informed Consent**

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances, social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

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

#### **1.04 Competence**

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate
- (c) Study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (d) 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 are 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 occurs 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 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 or

when laws or regulations require disclosure without a client's consent. 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 confidentiality 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 seek agreement among parties involved concerning each individual's right to confidentiality and obligation to reserve 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, the employer's, and the agency's policies 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 the 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 clients' 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 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 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 to all of the records 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 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 their 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 worker's relationships with clients. Social workers should explore and may
- (c) 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 work.

### **5.02 Evaluation and Research**

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

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

be taken to ensure confidentiality, and when any records containing research data will be destroyed.

- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

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

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

#### 6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers  
  
should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

# **Appendix E**

**Educational Policy  
And  
Accreditation Standards**

**Of the Council on Social Work Education**



# **Educational Policy and Accreditation Standards**

## **Preamble**

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

# Functions of Educational Policy and Accreditation

## 1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

## 2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The

Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

## 3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

# Educational Policy

## 1. Purposes

### 1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

### 1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

## 1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with 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.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

## 2. Structure of Social Work Education

### 2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of

the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

## **2.1 Program Renewal**

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

## **3. Program Objectives**

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

### **3.0 Foundation Program Objectives**

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Students demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
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.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.<sup>1</sup>
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.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

### **3.1 Concentration Objectives**

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Students synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

### **3.2 Additional Program Objectives**

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

## **4. 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.

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<sup>1</sup> Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.

## **4.0 Values and Ethics**

Social work education programs integrate content about values and principles of ethical decision 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.

### **4.1 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.

### **4.2 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 responsive 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.

### **4.3 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 social systems promote or deter people in maintaining or achieving health and well-being.

#### **4.4 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.

#### **4.5 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.

#### **4.6 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.

#### **4.7 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 empirical and practice-based knowledge; and promotes the development 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.

## **5. Advanced Curriculum Content**

The master's curriculum prepares students for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

## **Accreditation Standards**

### **1. Program Mission, Goals, and Objectives**

- 1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.
- 1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. 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 Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
- 1.3 The program makes its constituencies aware of its mission, goals, and objectives.

### **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 Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.
- 2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.
- 2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) 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 CSWE-accredited baccalaureate or master's social work degree.<sup>2</sup> Field instructors for master's students hold a CSWE-accredited 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.

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<sup>2</sup> This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.

- 2.1.5 Provides orientation, field instruction training, and continuing dialog 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.

### **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 or a doctoral degree. 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 Director has a master's degree in social work from a CSWE accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
  - 3.0.6 The Field Director 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 for field education.

- 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).

## 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 responsibilities.
  - B4.2.1 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.

- M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time faculty in the master's social work program have a master's degree in social work and 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 or post-master's social work degree practice experience.
- 4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

## **5. Student Professional Development**

- 5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.
- M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.
- 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.
  - 5.3.1 The program has written policies and procedures concerning the transfer of credits.
- M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.
- 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.

## **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 (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) and its curriculum model understanding of and respect for diversity.

## **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.

## **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.

### **Program Changes**

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.

