UNION UNIVERSITY

SCHOOL *of* SOCIAL WORK

The School of Social Work

Master of Social Work Program

Student Handbook

2019 - 2020

Union University
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Jackson, Tennessee 38305

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THE SCHOOL OF SOCIAL WORK WELCOMES YOU!

Welcome! The faculty and staff of the School of Social Work at Union University are pleased that you have chosen Union University to pursue your MSW degree. Our goal is to prepare you for advanced generalist practice in a wide range of social work jobs. We are committed in providing you with a stimulating and challenging graduate experience.

The MSW Student Handbook provides vital information including policies and procedures for the graduate program. Please take some time to read this handbook thoroughly. Policies and procedures that appear here have developed through a 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 at faculty meetings. Policies and procedures may often need to be clarified, changed or new policies need to be created. Students will be a part of the process.

Please remember that you are responsible to read and adhere to the contents of the MSW Student Handbook. Any concerns or questions you may have should be communicated with the social work faculty.

The NASW Code of Ethics sets forth core values that are foundational to the social work profession. These values are the foundation of the social work profession's unique purpose and are consistent with Christian values and beliefs:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The School of Social Work at Union honors the Christian heritage and mission of Union University. The example of Jesus is the highest inspiration as He assisted the vulnerable and powerless in all walks of life. We believe that Micah 6:8 speaks to the social work profession, "…and what does the Lord require of you but to do justly, to love mercy, and to walk humbly with your God?"

We are honored to walk with you through your graduate school journey!

Nita Mehr, Ph.D., LCSW, ACSW
Associate Dean, MSW Director
Union University

UNION UNIVERSITY
FULL-TIME FACULTY AND STAFF

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I. An Overview of the University

Our 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 excellence-driven, Christ-centered, people-focused, 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.

Our 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.

Our Mission:

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

Our 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 as Father reigns with providential care over 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.　　**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.

4.　　**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.

5.　　**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.

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.

This Statement of Faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. With respect to faith, doctrine, practice, policy, and discipline, the Board of Trustees is the final arbiter on the Bible's meaning and application for the purposes of the University.

II. Campus Policies and Procedures

Cell Phone Usage

The University strives to provide a positive learning environment for all students. Cell phone usage can cause disruptions in classes and quiet places of study. We ask for your cooperation in the following policy:

- turn off or keep your cell phones on silent in the classroom and chapel
- refrain from texting during classes and chapels
- remove phone conversations from quiet places (e.g., library and computer labs)

Change of Name and Address

Students are responsible for reporting any change of name, address, or phone number to the University as soon as possible. Students can update their address or phone number at any time through the Portal or WebAdvisor by going to "WebAdvisor for Students->Student Profile->Address/Phone/Emergency Contact Update." Please allow at least 2 business days for the change to reflect in the student account. Change of name require proof by a marriage certificate, Social Security Care, or passport and may be done at Union Station.

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. Each student is responsible to communicate with professors, staff, and program administrators. To facilitate healthy communications, please note and make use of the following information:

Jackson Campus:
School of Social Work telephone number: 731-661-5554
School of Social Work fax number: 731-661-5566

Germantown Campus:
School of Social Work telephone number: 901-312-1945
School of Social Work fax number: 901-759-1197

General information regarding the MSW program:
       www.uu.edu/academics/graduate/msw

Mailing address: Union University
                       School of Social Work

1050 Union University Dr.
UU Box 1868
Jackson, Tennessee 38305

Union University
School of Social Work
2745 Hacks Cross Rd.
Germantown, Tennessee 38138

Communication with Faculty

Each faculty member has voice mail and university email. Faculty email address should be your first initial communications. Faculty email addresses are faculty members first initial, last name@my.uu.edu, e.g. mpoe@uu.edu. When communicating with faculty always state the subject of your call or message to efficiently facilitate faculty response. Faculty members also have mailboxes located on the door of their offices for written correspondence.

It is the student's responsibility to promptly communicate with faculty members regarding any and all absences or lateness, issues related to assignments, or questions regarding the course. It is important not to assume your professor knows what is going on with you.

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 and parents 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, only by members of the University staff employed for that purpose, in separate files:

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 be released only upon his/her consent.

Liability and Malpractice Insurance

Professional liability insurance is required of all students enrolled in courses with field experiences. This expense is the responsibility of the student and is charged to the student's account. The cost is approximately $25.00 annually.

Motor Vehicle Parking & Registration

Every individual who maintains or operates a motor vehicle on either of the Union University campus's 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 is required for registration of the vehicle. A student parking permit may be obtained by completing the Student Parking Permit Registration Form. 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.

For more information regarding parking regulations, fines, towing vehicles, appeals, and inspections, please visit the Safety and Security website.

Non-Discrimination Policy

In compliance with all applicable state and federal law, including provisions of the Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Union University does not illegally discriminate on the basis of race, sex, color, national origin, age, disability, or military service in admissions; in the administration of its education policies, programs, or activities; or in employment. Under federal law. The University may discriminate on the basis of religion in order to fulfill its purposes. Persons who believe their rights under this policy have been violated should contact the Office of the President.

Student Life

Graduate students are welcomed and encouraged to participate in the many religious, cultural, and educational activities that take place on the University campus. The MSW Student Organization provides opportunities for student involvement for the betterment of the MSW program.

Student Conduct

The Adult Studies and graduate students are bound by the policies and procedures listed in the current Campus Life Handbook. Please check with your specific program or department for any additional supplements to the Campus Life Handbook. In addition, Union University's Community Values for our students in graduate and non-traditional programs can be found on the Union University website. Stated differently, the Union campus life handbook serves as the main university handbook. All other handbooks (e.g. handbooks specific to a school, college, academic discipline) serve as a handbook supplement to the campus life handbook. Where there may be conflicting policies, the policies listed in the main Union handbook will take precedent.

Tuition and Fees

Tuition per credit hour of MSW graduate credit is $575.00 for the 2019-2020 academic year. Non-refundable fees include:
Application Fee: $25
Graduation Fee: $100 (Student will keep Master's Hood)
Field Instruction Fee: $100.00 (assessed upon enrollment in each field seminar)
Drop/Add Fee: $10.00
Student Services Fee: $22.00 per semester hour enrolled
Insurance Fee (per year): $25.00
Advanced Standing Student Fee (SW 599): $25.00

UU Alerts Notification System

Union University offers an emergency notification system that is available to all students, faculty, staff, spouses and parents at all campus locations. If the University has been provided with the correct cell phone number, students, faculty and staff will have an account created for them. Students, faculty and staff will still need to update their account with alternate contact information (e-mail and additional phone numbers) at RaveGuardian.

Understanding that many people pay to receive text messages, the system will be used with discretion and again, only to provide information that would require the notification of the entire campus. This text message program is an added layer of security. E-mail and the campus website will still be the most reliable sources of information about security –related campus events.

This system is voluntary and you may opt out at any time. With that said, members of the Union community are strongly encouraged to receive text messages on their cell phones in the event of a campus-wide emergency, security and/or severe weather threat.

For additional information on the UU Alerts notification system, please visit UU Alerts.

Test alerts will be sent bi-annually on March 1 and October 1.

III. Campus Services

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 attend as well as participate in other spiritual activities including activities sponsored by the Office of University Ministries.

Computing Services

Information specific to new students is available at SuccessStart. Classes, e-mail, grades, calendars, announcements and more are available in a one-stop environment at referred to as the Student Portal. Learn about this at Portal. If you have technology questions or problems, visit IT Help.
Your Union-provided email account is considered an official means of university communication. You can learn more about this at Success Start.

Students are expected to use technology responsibly. The University's Acceptable Use Policy can be found at Policies.

Computer labs are available exclusively to current Union students, faculty, and staff at no charge. Approximately 300 computers are located on the Jackson campus for student access, of which 78 are housed in three large labs used in varying amounts for classes. Wireless internet access is also available in most campus buildings. Three computer labs are available at the Germantown campus. All labs are scheduled for classes on a day-to-day or entire semester basis.

Class reservations for the following week are posted near all Jackson-campus lab doors and in labs on Friday afternoon so that you may plan your work schedule accordingly. All labs are closed for official school holidays, required chapel sessions and inclement weather events. Call (731) 661-HELP to find out about lab availability in Jackson or (901) 312-1948 for Germantown labs. It is university policy that only students registered for the class meeting in the lab are allowed to use the equipment in the lab at that time. Student lab assistants are available at the Jackson Help Desk during open lab hours. They can assist you in solving problems with the hardware or software.

Counseling Services

Union University is committed to the development of the whole person, who under the sovereignty of God is a person of intellectual, spiritual, social, psychological, and physical dimensions. Union endeavors to approach students from these perspectives and to provide the atmosphere, opportunities, and resources for students to know wholeness within the context of a community of learners.

In support of this mission, Union University Office of Counseling Services is staffed by counselors, social workers and a psychologist to assist students with personal counseling. Information shared in the counseling relationship is confidential. In addition to on-campus services, limited off-campus services are available through community service providers by referral of the Director for Counseling Services. Any unanswered questions may be referred to the Director, Tamarin Huelin, at thuelin@uu.edu or at 731.661.5923.

Disability Services

Any student with a disability requesting academic accommodations is encouraged to speak with the course instructor immediately at the beginning of the semester. In addition, the student must provide the instructor a letter of accommodations from the Office of Disability Services . For more information about applying for accommodations or to schedule an appointment, you may visit the website or email Dr. Gregory Bohner, Director, at gbohner@uu.edu.

Graduate Housing (Jackson campus)

Union University offers two convenient housing options for graduate students studying in Jackson. Single student housing is available in the Hope Quad for $550/month and married students housing is available in Warmath Family Housing for $620/month+utilities. For more information on graduate housing or to apply for housing, please visit the Graduate Housing website.

Health Services (Jackson campus only)

The mission of the Clinic is to provide medical services for minor injuries and illnesses; to promote healthy lifestyles; and to demonstrate care in a Christ-like manner to the students, faculty and staff of Union University. The Clinic is staffed by a full-time nurse practitioner. There is no office visit charge for clinic are, but there may be fees for certain services. All off-campus referrals and care may render a cost and are the responsibility of the patient. More information may be obtained through the website at Health Services.

Library Services

The Logos Library is located on the Jackson campus with a satellite library on the Germantown campus. Both resources are available for use by all Union students. Students may use the facilities or access resources online through the Logos Library website.

Student Financial Planning

The Office of Student Financial Planning will assist you in financing your dream of higher education. The investment can be significant; however, by prayer, planning, and perseverance, you can attain this dream. Financial aid for graduate students comes from federal and outside sources which may include grants, student loans, and/or parent loans. Awards based on financial need are determined by the Free Application for Federal Student Aid (FAFSA) form.

Information on how to apply for graduate student financial aid can be found on the Office of Financial Planning website. Here you will find step-by-step instructions on how to apply for financial aid and managing your awards.

Union Station

Union Station is a student service area located conveniently outside the Chapel in the Penick Academic Complex on the Jackson campus or in the front lobby on the Germantown campus. The Union Station team members are available to assist with a wide variety of student needs such as checking student account balances and making payments; cashing checks; picking up and dropping off forms; updating address information; requesting transcripts; and much more. Simply stop by between 7:45 am and 4:45 pm or call (731) 661-5000 (Jackson campus), (901) 759-0029 (Germantown campus), or e-mail (unionstation@uu.edu).

Vocatio Center for Life Calling and Career

The Vocatio Center mission is to help students understand more clearly who God has uniquely created them to be and to assist them in discovering opportunities to live out their life calling in service to others.

The Vocatio Center professional staff encourages all students to begin life calling and career planning in the freshman year in order to develop as Romans 12 professionals. The resources housed in the Vocatio Center Resource Center include a variety of materials (books, resource packets, catalogs, career magazines and programs files on graduate school and international experiential learning) to assist students in relating academic pursuits, personal interests, personality preferences, skills, and values to their major/minor courses of study and their chosen vocation as ministry. The department also maintains a web site for full-time and part time off-campus employment and internships as well as a full-service calendar of events designed to meet discipline-specific needs of the undergraduate and graduate student populations.

As an added service, the department provides an online résumé database whereby students can upload their credentials for review by employers seeking to fill professional and internship positions. To complement this service, the Vocatio Center also offers résumé development and cover letter design, personality and interests assessments, college to career professional development, interview skills training, networking and job search strategies, career

counseling/coaching, and portfolio development, as well as graduate school preparation and advising.

Capstone recruiting opportunities include the annual Career "U"niversity: Business and Professionals Expo, the Teacher Expo, and the Engineering & Technology Expo. As a holistic approach to student development and success, all services are tailored for individual students and cohort groups. For more information, please visit the website at Vocatio Center .

Wellness Services (Jackson campus)

The Wellness Center is consist of a 3,600 square feet facility which provides for a full body workout no matter what your physical goals are. Numerous instructional and motivational opportunities are available in order to reward students, faculty, staff and community members for reaching their physical goals. The Wellness Center also offers one-on-one fitness training with a Certified Personal Trainer.

To learn more about the services offered at the Wellness Center, please visit the Wellness Center website.

IV. Graduate Social Work Program Overview

Accreditation

The MSW program at Union University is accredited by the Council of Social Work Education (CSWE), which is the only accrediting agency approved by the U.S. Department of Education to accredit programs of social work education.

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. Students are engaged in learning cognitively, affectively and behaviorally throughout the MSW curriculum so that their preparation ensures preparedness 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, developing the whole person, and personal attention. The Master of Social Work Program embraces this mission and these guiding principles through offering a high quality academic

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

The Relationship of the University Mission to the MSW Program

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.

MSW Program Goals

Union's Master of Social Work program set goals for its program by using the CSWE educational standards as a guide, especially Section 1.1 of the Educational Policy.

These goals 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 *first goal* is to equip students with knowledge, values, and skills for excellence in social work practice within the context of Christian higher education. This goal coincides with the overarching mission of the university. The curriculum carefully covers all of the elements of advanced generalist social work knowledge found in the CSWE Educational Policy and Accreditation Standards. The curriculum challenges students to master the competencies and includes the preparation of MSW graduates, who have the skills to evaluate their own practice, contribute to the knowledge base of the profession, and to provide leadership in the development of services and policies. In year one, the three courses in the practice sequence and the two field practicum experiences give students opportunity to hone the skills of generalist social work practice. In the second year, students build on the knowledge and skills learned, and concentrate on applying it to advanced generalist practice. Throughout Union's curriculum, students are introduced to the

diverse client systems and population groups that they may serve and are introduced to the dynamics of oppression and discrimination. They learn to use critical thinking and judgment in making practice-oriented assessments and decisions in the realization of the ever-changing global context for social work practice.

Thus, 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, with special sensitivity to the vulnerable and oppressed populations of this area, to advocate for effective social services in the rural and increasingly complex and diverse communities of Jackson, Tennessee and surrounding areas, and to inspire students to commit to a vision of social work practice based on human rights, social justice, and the dignity and worth of all persons.

The **third goal** is to prepare social workers to be leaders in communities at state, national and international levels. Faculty will develop graduate social workers who understand an advanced generalist social work practice through the use and development of evidence-based research knowledge and skills, and will prepare students for leadership roles in the development, implementation, and evaluation of services for rural families or within rural social service environments. Faculty will maintain the high expectations that graduation from Union's program is only a beginning. It is anticipated that graduate alumni will continue their professional growth serving as field instructors and in leadership roles in the Jackson, Tennessee and surrounding communities, and at the state, national, and international arena.

Because Jackson, Tennessee and the surrounding area have such 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. Although a rural area at present, the Jackson area continues to grow and become more and more diverse in ethnicities. Faculty will train students to maintain and enhance social services for people in rural environments by providing students with the knowledge and skills to develop and implement policy and programs and to practice from a strengths-based and person-in-environment perspective.

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 have to have specialized knowledge, values that promote wholeness, and skills for practice, and that learning never ceases. The faculty will encourage graduates to publish practice-based research, pursue advanced specialization, clinical licensure, and/or 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-Base Perspective
3.   Evidence-Based

4.   Ecological Perspective

A.   Social Justice

Persons representing ethnic and racial minorities, experiencing impoverishment, disability, difficulties of aging, and the vulnerabilities of being young, are at-risk for the 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 that affect 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.

B.   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). Opposite to the approach used by human services systems 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.

C.   Evidence-Based

An evidence-base for social work inquiry is defined as "treatment based on the best available science" (McNeece & Thyer, 2004, p. 8). Evidence-based inquiry is distinguished by an emphasis on theoretically grounded analysis of personal and social needs and problems and testing and elaborating theory through the evaluation of social interventions, and the recognition of the 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.

D.   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, 2013, p. 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 foundation year competencies are directly derived from the CSWE Educational Policy. The final competencies are unique to the Union University program and reflect the context of the program in a faith-based university. 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. These identified practice behaviors provide specific, measurable means to assess competencies. Individual course competencies, assignments, field practicum experiences, and non-curricular programming, such as continuing education workshops and events, are built on an understanding and commitment to the development of these competencies.

Foundation Year Competencies

EP 2.1.1   Demonstrate ethical and professional behavior

EP 2.1.2   Engage diversity and difference in practice

EP 2.1.3   Advance human rights and social, economic, and environmental justice

EP 2.1.4   Engage in practice-informed research and research-informed practice

EP 2.1.5   Engage in policy practice

EP 2.1.6   Engage with individuals, families, groups, organizations, and communities

EP 2.1.7   Assess individuals, families, groups, organizations, and communities

EP 2.1.8   Intervene with individuals, families, groups, organizations, and communities

EP 2.1.9   Evaluate practice with individuals, families, groups, organizations, & communities

EP 2.1.10   Appreciate the context of Christian higher education for social work education

Foundation Year Curriculum Summary

SW 500: Human Behavior in the Social Environment I: Theoretical Foundations: This first course in the 2-semester HBSE sequence will focus 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 will also be considered. Throughout the course, students will be encouraged to consider the crucial relationship between evidence-based theory and social work practice.

SW 501: 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 is 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.

SW 510: 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 will be 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 will be examined within the strengths-based construct. Content will provide 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 will be emphasized.

SW 520: Social Work Practice I: Communities and Organizations is the first in a sequence of three required social work practice courses offered in the foundation year of the MSW program. Students will gain professional knowledge, values, and skills in social work practice with communities and organizations. This course will provide 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 will learn how to analyze the concepts of community and social justice through various worldview or philosophical perspectives and the ethics and values of the profession. The importance of using direct practice skills in building relationships with key community and organizational stakeholders will be stressed. Students will 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. This course will also provide the student with an appreciation for the limited resources that are available to many vulnerable populations. Students will be able to 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 will also develop the skills to critically analyze ethical dilemmas and select the best course of action.

SW 521: Foundations for Research is the first of two required research courses which 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 will expand that familiarity by providing examples and application of social research methods relevant to social work practice and adhere to social work principles as stated in the NASW Code of Ethics and under 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.

SW 530: 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. 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.

SW 535: Policy Analysis and Advocacy is the second of two required courses in social welfare policy in the foundation year of Union University's MSW program of study. Building on material learned in *Social Justice and Social Welfare*, this course will focus on major social welfare policies and will underscore professional skills in social policy advocacy and practice. This course will equip students with knowledge and skill to analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery. Students will acquire skills in conducting evidence-based policy analysis, and will 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 will be examined in deference to the assumption that all persons, groups, and communities hold inherent dignity and strengths. The course will further provide an overview of the structure, funding, dynamics and related aspects of social welfare delivery systems in a variety of arenas.

SW 540: 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.

SW 590: Field Seminar I is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program competencies. This course is intended to help students apply foundation knowledge of social work skills, values, and ethics to practice and to assist students in integrating classroom learning with the direct experience of the Field I practicum. Students will be expected to develop and discuss knowledge, understanding and skills concerning relationships with clients, supervisors, coworkers and external constituencies. In addition, students will be 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 will share learning experiences across a variety of field sites. Students will 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 will discuss and understand the professional use of self in the social work role.

SW 591: Field Seminar II is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program competencies. 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/her skills in the knowledge, value 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 will have the

opportunity to refine their assessment skills using a person-in environment approach. Under the guidance of a field supervisor, each student will also have 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 will 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 Concentration Practice Framework

The advanced concentration competencies broaden the generalist foundation in preparation of students for competent and effective social work practice. 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 competencies 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, p.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, et al, 2004, p.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 Concentration Year Competencies

2.1.1 Demonstrate ethical and professional behavior

1. Demonstrate leadership in the integration of personal and professional values.

2. Apply models of ethical decision making for leadership in social work practice using consultation appropriately.

3. Promote self-directed, career-long learning by evaluating one's own learning and self-care needs and those they might supervise in selection of CEU offerings.

4. Engage in supervision with initiative, independence, responsibility for agenda and appropriate use of consultation within the agency structure and lines of authority.

5. Recognize and manage safety needs in social work practice settings.

6. Demonstrate professionally appropriate communication: In writing (clinical records, reports, group curricula); Verbally (team meetings, case conferences, communications with collaterals)

2.1.2 Engage diversity and difference in practice

1. demonstrate culturally sensitive practice skills that integrate self-awareness with knowledge from clients and related sources

2. analyze sociocultural structures and values which may oppress, marginalize, alienate or create or enhance privilege and power

2.1.3 Advance human rights and social, economic, and environmental justice

1. Articulate how Christian thought and practice values human life and advances social and economic justice

2. Analyze the potentially challenging and/or oppressive effects of economic, social, cultural, and global factors on client systems

3. Advocate for the inclusion, participation, and voice of diverse people, communities and organizations affected by oppressive conditions

2.1.4 Engage in practice-informed research and research-informed practice

1. Use evidence-based research to identify effective social work practice for specific populations, Problems, and settings

2. Develop and implement a research project

3. Demonstrate critical thinking for leadership in critical thinking in social work practice (e.g. logic models for agency processes, organizational audits, stakeholder analysis, decisions about treatment with individual cases, peer evaluation)
4. Analyze and apply bio-psychosocial, cultural, and spiritual context (e.g. strengths, ecological, cognitive-behavioral, interpersonal, family systems, life-span development, psychodynamic) to guide assessment, intervention, and evaluation

2.1.5   Engage in policy practice

1. Analyze the reciprocal relationships of clients and practice with both public and organizational policy

2. Demonstrate leadership in collaboration with colleagues and clients for effective policy action that promotes social and economic justice

2.1.6 Engage with individuals, families, groups, organizations, and communities

1. Foster relationships with clients that are professional, purposeful, culturally appropriate, and characterized by clear boundaries

2. Encourage and empower clients to be equal partners in the establishment of treatment goals and methods

3. Assess interpersonal dynamics and contextual factors that both strengthen and potentially threaten the alliances in organizational and community contexts

2.1.7 Assess individuals, families, groups, organizations, and communities

1. Collaborate with the client system to define goals and target behaviors

2. Assess client system readiness for change, the client's coping strategies and strengths , and safety needs

3. Utilize clinical models/theoretical approaches and techniques to assess client systems (e.g. crisis theory, clinical theories, management theories, and community development theories)

2.1.8 Intervene with individuals, families, groups, organizations, and communities

1. Initiate and implement intervention plans with a client system(s) to meet goals, based on appropriate theory and research evidence

2. Collaborate with other professionals/constituents to coordinate interventions

2.1.9 Evaluate practice with individuals, families, groups, organizations, and communities

1. Demonstrate flexibility and creativity in the context of change in advanced practice with individuals, families, groups, organizations, and communities

2. Provide leadership in promoting sustainable change in service delivery and practice

3. Evaluate client system(s) progress and intervention effectiveness (e.g. client self-assessment and satisfaction, collateral reports, behavioral outcome measures, singles-subject design)
4. Use evaluation outcomes to enhance best practice interventions

2.1.10 Appreciate the context of Christian higher education for social work education

1. Describe how the Christian mandate that comports with the NASW Code of Ethics to treat all persons with unconditional dignity and respect, to do justice, and practice compassion

2. Describe historical spiritual and religious influences on the profession of social work

3. Formulate responses to social needs that follow ethical principles for spiritually sensitive social work practice (e.g. appreciate how personal religious and spiritual beliefs and practices can be a resource or impediment)

Concentration and Advanced Standing Curriculum Summary

SW 599: Advanced Standing Bridge Course is a concentrated, rigorous seminar-styled course that is 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 in preparation for the rigor of the final year of MSW classes utilizing interactive lectures, readings, focused writing, 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, and at least a 3.0 GPA in undergraduate classes. The student will examine the four central themes of Union University's Department of Social Work's curriculum and begin to develop supportive, collegial relationships that will serve them well in this academic program and in future professional endeavors.

SW 605: Psychopathology: Assessment, Diagnostics, and Treatment will prepare students for clinical social work practice by establishing a working knowledge of psychopathology and use of the DSM-5 for assessment, diagnosis, and treatment of mental health and mental disorders. From strengths-based perspective that also considers person-in-environment and bio-psychosocial and ethno-cultural factors. Students will examine human behaviors and ways of relating that may be considered outside societal norms. The major mental disorders will be examined along with current empirically-supported best-treatment standards. Services for persons who are severely and persistently mentally ill (SPMI) will be explored as well as the impact of persistent societal stigma against this vulnerable population group. Social and economic injustice for all persons impacted by mental illness will be studied. Case vignettes descriptive of how specific mental disorders impact the person in his or her environment will aid in integrating a working knowledge of mental health assessment, diagnostics, and treatment into social work practice paradigms**.**

SW 623: Theory and Ethics in Advanced Practice (The Capstone Seminar) integrates professional knowledge, values, and skills under a rubric of theoretical and ethical practice. Social work strategies, informed by theoretical processes and ethical standards, will be qualified as advanced social work practice with individuals, families, groups, and communities. This course will feature a review of empirically sound practice theories useful to the social work professional in advanced generalist practice. Students will be challenged to examine concurrent practicum experiences through various conceptual lenses, including the strengths perspective, ecological perspective, and social justice, and will be able to articulate stages of social work practice specific to theory. Students will demonstrate the ability to effectively choose and make application of appropriate theoretical strategies through class debriefings and documentations of their work with practicum-based clients. Ethics and values of the profession will be examined in depth, with particular attention focused on ethical dilemmas and risks commonly encountered in social work practice with special attention to 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 will be utilized to teach students how to skillfully process and safely mediate ethical challenges in a variety of social work settings.

SW 631: 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 emphasis 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.

SW 650: Advanced Practice with Individuals and Families builds upon the foundation practice courses and focuses on advanced social work practice with individuals and families. Students will refine their interpersonal helping skill by learning ways to intervene in particularly challenging situations. The importance of assessing individual and family needs within an ecological context is stressed. Students are taught how to formulate culturally-sensitive interventions that build on client strengths and have evidence of effectiveness through research. 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 promotion social and economic justice, particularly by addressing the needs of vulnerable populations.

SW 660: Advanced Practice in Community Development and Administration builds upon the foundation macro practice content by specifically focusing on methods utilized in community development and on the knowledge and skills needed to lead and manage social service organizations. Students will learn how to assess community and organizational needs from an ecological perspective that takes into account the specific needs of members of diverse and vulnerable populations. Facilitating the empowerment of communities and their members is examined. Students will become familiar with intervention strategies shown by research to be effective and that enhance existing community strengths. Students will also examine how social work practice with communities and organizations can be a vehicle for examining ethical dilemmas and promoting social and economic justice.

SW 690: Field Seminar III: This advanced field seminar is the first in a series of two seminars designed to assist the MSW student in the integration of theory and practice in the practice setting. This seminar and field experience allows the student to enhance his/her skills in the knowledge, value 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 will have the opportunity to refine their assessment skills using a person-in environment approach. Under the guidance of a field supervisor, each student will also have 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 will 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. Students should complete the course with an increased understanding of the strengths/needs/problems of populations-at-risk as informed social workers.

SW 691: Field Seminar IV: This advanced field seminar is the second in a series of two seminars designed to assist the MSW student in the integration of theory and practice in the agency setting. Building on Field Seminar III, this seminar and field experience allows the student to further enhance his/her skills in the knowledge, value 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 will further refine their assessment skills using an ecological perspective. Under the guidance of a field supervisor, each student will also 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 will give particular attention to issues of burnout and self-care required as social work professionals.

V.   MSW Program Policies and Procedures

The School of Social Work administers the BSW and MSW programs. Developing policies and procedures is an inclusive process involving MSW administration, faculty, staff, and students. Policies may change during an academic year. Policy changes will be published in the next edition of the Student Handbook and students will be notified of any policy changes to be enacted immediately.

Academic Integrity

Integrity 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, 2008). Specifically, the professions 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 a colleague is believed to have 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…." 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:

1. 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.

2. 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 6th Edition provides the standard in all social work courses.

3. 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.

4. 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 or zero 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. The faculty member will keep the MSW Director apprised about the case.

6. When appropriate, the entire faculty may be informed about the incident of plagiarism or academic dishonesty and in some cases, the faculty member in consultation with colleagues may determine consequences.

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
Mild	• Genuine mistake or omission • Misunderstanding of how to cite sources or utilize quotations.	Individual faculty member determines consequences which might include: • Request rewrite of the assignment • Additional assignment concerning proper use of citations or a similar topic related to the offense. • Copy of students plagiarized work will be kept on file in the SSW
Moderate	• Some awareness of mistake, but lack of clarity as to proper procedure • Paraphrase of an idea not an exact quotation, but too close to be acceptable as original work • Inappropriate use of Internet sources without proper citation	Individual faculty member determines consequences with option to refer the case to Professional Development Committee for further exploration. Consequences leveled by the instructor might include: • Failing grade on the assignment • Additional assignment concerning proper use of citations or a similar topic related to the offense • Personal essay reflecting on offense and lessons learned • Monitoring of future assignments by an additional faculty member • Failing grade in the course • Referral to the Professional Development Committee for further investigation.
Severe	• Full awareness of actions at the time of the incident (intentional offense – which includes copying internet material cut and paste into assigned document) • The whole or part of the assignment or paper displays large blocks of word-for-word plagiarism • The whole or part of assignment or paper appears to have been purchased or stolen from another student or an outside source • The whole or part of the assignment or paper appears to have been copied from another student or source • Other similar incidents of academic dishonesty that appear intentional	Individual faculty member determines consequences with mandatory referral of case to Professional Development Committee. Consequences initiated by the instructor might include: • Failing grade in the course • Suspension from the social work program for a specific period of time after consultation with the MSW Program Director • Counseling out of the social work program • Suspension from the University* • Expulsion from the University* *These consequences are not leveled without Professional Development Committee completing its investigation and the results being made known.

Attendance Policy

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 required to contact the course instructor, preferably prior to class. The student is responsible for gathering all content and material missed during class. Faculty has discretion whether or not to assign make-up work.

In cases of inclement weather, students are encouraged to put personal safety first when confronted with unsafe travel to class from out of town. Please communicate with your professors if you cannot attend classes due to inclement weather in your region. Students are strongly encouraged to utilize the Union University alert system, UU Alerts, to monitor school closings, cancellations, and delayed schedules.

Core Performance Standards

To ensure that social work students will be competent and professional social workers, all students must meet essential standards of behavior for generalist social work practice. The chart in Appendix C begins with the NASW Code of Ethics, which identifies the core values on which the mission of Union University's School of Social Work 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 define the 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).

Faculty Advising

Faculty advising is administered through several avenues. Each student is assigned a Faculty Advisor upon admission to the MSW program. Students have access to the name of their faculty advisor through WebAdvisor. Faculty advisors are available for registration and throughout the semester should students have questions related to academic, career, professional, or other needs. Advising is usually a more informal process as students interact with professors through classes, assignments, and work experience and with professionals as guest speakers in classes. Students may request an appointment with their faculty advisor via their Union email or office phone.

The MSW Field Director works personally and individually with each student entering field and will make decisions about appropriate agency placements based on the student's career interests and strengths for practice.

The faculty and staff may communicate with other faculty, staff, and administrators information regarding student situations in connections with professional development and academic concerns.

Grading Scale

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

Grading System

Grades for graduate courses at Union University shall be interpreted as follows:

A - Superior academic performance

B - Strong academic performance

C - Below average

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

Licensure

Licensure requirements for social workers to practice are state specific. Students should consult individual state licensure board for specific licensing requirements.

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 whose overall GPA is in the top 35% of the program may be considered for membership in Phi Alpha by the faculty. Students become eligible for membership **after** successful completion of SW 690 Field Seminar III.

VI. Admissions

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 curriculum.

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. 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 6 hours may be taken as a Non-Degree student.

Transfer Credit

Graduate credit for courses earned at a regionally accredited university and in a CSWE-accredited MSW program may be transferred to Union University if the courses are essentially the same as those required in the SW program. Evidence of similarity may be required by presenting course descriptions or a syllabus from the institution where the course was taken. Such transfer credit will not be allowed for courses used to satisfy another degree at another institution.

The maximum number of semester hours that may be transferred to Union University and applied to the MSW degree is nine hours, unless extenuating circumstances are presented such as to require special faculty approval otherwise.

No course with a grade less than "B" may be transferred. Courses taken more than five years before beginning the MSW program will be considered on an individual basis.

Admission Requirements

Admission to the MSW program is based on the following:
- A bachelor's degree from an accredited college or university
- A cumulative undergraduate GPA of 2.65* or higher on a 4.0 scale for the two year and three year program and a cumulative GPA of 3.0 or higher for the Advanced Standing program

* Preference is given to applicant with a 2.65 cumulative GPA or above in their undergraduate work.

After being admitted to the MSW program, applicants are required to submit a non-refundable $100.00 tuition deposit to accept their offer of admission and reserve their place in the program. The fee will be applied to the student's tuition at the start of the incoming semester.

When a applicant is admitted to graduate study prior to having received the baccalaureate degree, the undergraduate degree must be conferred before the first day of the MSW entrance semester and a official copy of their transcript showing degree conferred and date must be received by the MSW program coordinator prior to the end of the first semester.

Advanced Standing Criteria

To avoid redundancy for BSW graduates, Union University offers an advanced standing option. In order to be considered for admission to the advanced standing program, applicants must have completed their undergraduate degree from BSW program accredited by the Council on

Social Work Education (CSWE) and have earned an **overall GPA of 3.0**. Applicants accepted into the advanced standing program are required to enroll in the Advanced Standing Bridge Course (SW 599) during the summer prior to the start of the concentration year. Students will be provisionally accepted into the MSW program contingent upon the successful completion of the Bridge Course in which they will be required to demonstrate readiness to begin at the advanced level of SW education. Advanced standing students may begin taking electives in the spring or summer prior to the Bridge Course but must successfully complete courses with a grade of "B" or higher.

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 and 600 hours in an approved social service agency field setting are required for graduation.

Admissions Process

Application to the MSW program is submitted online by using the MSW Online Application.

Application requirements include:

- Completed MSW application
- Non-refundable $25.00 application fee
- Official transcript from undergraduate showing degree conferred and date and graduate work, if any
- Admissions essay
- Three recommendation forms, preferably from a previous professor or instructor, current supervisor or professional, and personal recommendation from someone other than a relative.

The Graduate Record Exam (GRE) is not required for admission to the program.

Applications should be submitted as early as possible. The priority deadline for completed applications for the Advanced Standing program is January 15 of the year in which admission is desired. The priority deadline for completed applications for the two and three-year program is March 31 of the year in which admission is desired. The last day to submit an application for admission into the upcoming academic year is June 1. Applications will be reviewed for admissions only after receiving all required documents and application fee.

The MSW Admissions Review Committee will review completed applications and make recommendations for either admissions or denial into the program. The committee may schedule interviews with applicants as needed before final admission decisions are made.

Provisional Status for Admission

Applicants who do not meet the regular admission requirements for the MSW program may be admitted provisionally at the discretion of the MSW Admissions Committee. Provisional admission is offered only in situations where deemed appropriate by the admissions committee and will require contractual agreement between the applicant and the School of Social Work to

specify the conditions that must be met to successfully matriculate into the MSW program without the designation of provisional status.

VII. Progression in the MSW Program

Upon acceptance into the MSW program, the following graduation requirements must be met:

a. Complete required MSW online orientation.

b. Follow the courses according to the prescribed sequence (Appendix F).

c. Achieve a minimum overall GPA of 3.0 on a 4.0 scale with no grade less than "B" in any required course. Students will be required to repeat a course in which they earn a grade of "C" or lower. **Students whose GPA falls below the overall minimum of 3.0 or who have a "C" in a required course will be placed on academic probation**. Elective courses with a grade lower than a "B" need not be repeated, but no credit will be given toward graduation requirements. A student may repeat a graduate course one time only.

d. Successful completion of the required 60 hours of coursework, 900 hours in an approved social service agency (300 in foundation year and 600 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.

e. All students must enter the concentration year with an overall cumulative GPA of 3.0, having completed all foundation year courses with a grade of "B" or greater, and not on probation or provisional status.

f. 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, ethical violations such as plagiarism, and an inability to conform to the Core Performance Standards of the School of Social Work.

g. Graduation requirements follow the guidelines of Union University.

Academic Probation

A student whose overall cumulative GPA falls below 3.0 **or** who has earned a grade of "C" or below in a required course will be placed on academic probation and will be notified of probationary status by the MSW Director. While on probation, the student may, in an effort to improve their overall GPA, repeat courses in which a grade of "C" or below has been earned. Students who are on academic probation for two consecutive semesters (excluding winter and summer terms) without achieving an overall cumulative 3.0 GPA or achieving a grade of "B" in a repeated course **must** step out of the program.

If the student's is successful in reaching an overall cumulative GPA of 3.0 or higher or earning a grade of "B" or better in a repeated course, the student will be released from probationary status through notification from the MSW Director.

After being placed on probationary status, the student is advised to make an appointment with the MSW Director to develop a plan for progression in the program. Students may not enter the concentration year while on probationary or provisional status.

Repeating Courses

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

Termination/Suspension Process

Termination/suspension from the MSW program may be at the recommendation of the MSW Director or faculty. A student's right to due process is a priority. The process for suspension or termination due to academic or professional behavior follows:

Academic:

1. Each semester the SSW Programs Coordinator reviews the overall cumulative GPA's of all social work students and notifies the MSW Director of those students who did not meet academic standards.

2. When a student fails to meet academic standards, the MSW Director will send a letter of notification to the student that they have been placed on academic probation or terminated/suspended from the program. Academic probation allows a student up to one year's time to meet academic standards.

3. If the student does not meet the standards at the end of the probationary period, a letter of notification is sent by the MSW Director advising them of their termination/suspension from the program and their right to appeal the decision and/or to apply for readmission.

Professional Behavior:

1. Any student, faculty, or staff person may make a report to the MSW Director of facts as they know them regarding an ethical, professional, or behavioral concern related to an MSW student (e.g. DUI charge). If there is substantial evidence to support the concern, the MSW Director will arrange a meeting with the student.

2. The MSW Director will send written and/or verbal notification that there is an alleged concern and scheduled meeting with the student to discuss the concern. Failure of the student to appear for the scheduled meeting of which he/she has been officially notified will necessitate a decision be made by the MSW Director without student input. A summons to a meeting such as this takes precedence over any class.

3. The MSW Director will send written notification reporting the findings of the meeting and any assigned sanctions. Possible outcomes include the student being cleared of any alleged concerns following a review of the situation; probationary status in which the student may be required to demonstrate an effort to correct the concern (e.g. counseling); or suspension/termination from the program. Registration for subsequent terms or conferral of academic degrees may be withheld.

Termination/suspension means a student will no longer be enrolled in the MSW program. A student may apply for re-admission as outlined in the re-admission policy.

Appeal Process for Termination/Suspension

A student has the right to appeal a termination/suspension decision if the student believes the treatment received was unjust, all the facts were not taken into consideration, or the outcome was too severe for the act. The levels of appeal are noted below.

Following a decision from the MSW Director, the student may continue the appeal process as follows:

Associate Dean Level: The student may continue the appeal process by emailing a request for a review of the decision to the SSW Dean. This request should be sent to the Dean's Union email address within 10 working days of the sent date of the MSW Director's response. The Dean will provide an email response to the student within 10 working days.

Dean's Level: An email request should be sent to the dean's Union email address within 10 working days of the sent date of the Dean's response. The dean will attempt to provide an email response to the student with copies sent to the Dean and MSW Director within 10 working days of the request.

Faculty Affairs/Graduate Appeal Committee Level: Within 10 working days of the sent date of the dean's response, the student may email a written request to the Associate Provost/Dean of Instruction calling for a review of the situation by the Graduate Appeals Committee. The Associate Provost will request a meeting of the committee for the purpose of reviewing all documentation related to the appeal. The committee will provide an email response to the student with copies sent to the Dean and MSW Director.

Administrative Level: Within 10 working days of the sent date of the committee's response, the student may submit an email request for a hearing before the Associate Provost. 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.

Withdrawal from Classes

Students seeking to withdraw from all classes should consult the academic calendar and/or their program coordinator for withdrawal deadlines. In order to withdraw, the student must submit the "Withdraw from All Classes" form via the student portal. 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 time.

Re-admission to the MSW Program

Students who has not been enrolled for at least one semester (not including winter or summer terms), either voluntarily or involuntary termination/suspension) will be required to be

readmitted by completing a new online application. No additional application fee will be required. In a brief essay, the student will explain the reason for leaving the program, for re-applying, and what conditions have taken place that make success in the program more viable. After receiving the application, the MSW Admissions Committee will review 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 must be reviewed and verified that the student does not have a tuition balance due the university.

VIII. Grievance Procedures (Academic)

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 student's instructor. 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. Written responses will be kept in a file other than the faculty member's personnel file.

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 co-pied 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 of the President will be final.

Copies of all correspondence related to the formal petitions and appeals will be kept for future reference in the student's file in the School of Social Work, MSW program.

Academic Dishonesty Appeal

Any student found guilty by their instructor of cheating/plagiarism will be subject to disciplinary action by the instructor. Incidents involving graduate students will be filed with the School of Social Work 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).

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 Graduate Appeals 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.

IX.   Grievance Procedures (Non-Academic)

Union University and the School of Social Work are commited to providing an atmosphere in which conflicts are addressed in a constructive manner through open and honest communication. The specific process for a general student grievance may be found at http://www.uu.edu/studentlife/accountability/general-grievance-policy.cfm. Students wo are unsure of which policies or procedures should be followed may discuss the matter with the Dean of the School of Social Work, Director of Human Resources, Title IX Coordinator, or the Provost. Specific policies and a procedural guideline can be found at http://www.uu.edu/studentlife/accountability/complaint-grievance-procedure-guidelines.cfm.

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 Commissions 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 workers, 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
Professional Ethics: 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 School of Social Work.	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.	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.
Critical Thinking: 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.	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.	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.

Time Management: The student completes classroom, field education, and agency assignments and requirements in a consistently timely manner.	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.	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.
Self-Awareness: 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.	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.	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.
Communication: 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 School of Social Work.	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.	The students will: follow through on verbal and written commitments to others
Professional Relationships: 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.	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.	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.
Supervision: 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 School of Social Work.	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.	The students will: actively and effectively incorporate directives and supervision in classroom and agency placements.

APPENDIX D

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 form 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 fro 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.

(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.

(d)   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 con-tribute 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

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, inter-professional, 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 competencies.

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 competencies
• 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 competencies. Programs use Educational Policy, Section 3 to develop program competencies and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the competencies. 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 competencies, 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 inter-professional 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 competencies, 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 Competencies

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 competencies and competencies unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program competencies.

3.0 Foundation Program Competencies

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program competencies. 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.[1]
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 Competencies

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 Competencies

A program may develop additional competencies to cover the required content in relation to its particular mission, goals, and educational level.
4. Foundation Curriculum Content

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

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 competencies of the program and to the purposes, values, and ethics of the social work profession.

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 competencies.

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.

<u>Accreditation Standards</u>

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.[2] 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.

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.

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2 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.

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.

APPENDIX F: MSW Prescribed Course Sequence

	COMPARISON OF COURSE SEQUENCE IN THE MSW FULL-TIME, PART-TIME 3 YEAR, AND ADVANCED STANDING PROGRAM OPTIONS			
Semester	**FULL-TIME**	**3-YR PART-TIME**	**ADVANCED STANDING**	**ADVANCED STANDING - part time**
Fall, 1st semester	SW 510 Social Welfare and Social Justice	SW 510 Social Welfare and Social Justice	SW 631 Practice and Program Evaluation	SW 599 Bridge Course
	SW 500 HBSE I - Theoretical Foundations	SW 500 HBSE I - Theoretical foundations	SW 605 Psychopathology: A D & T	SW 605 Psychopathology: A D & T
	SW 520 Practice I-Communities & Organizations	SW 521 Foundations for Research	SW 650 Advanced Practice with Ind/Fam	SW 650 Advanced Practice with Ind/Fam
	SW 521 Foundations for Research		SW 599 Bridge Course	
	SW 590 Field I		Elective	
			SW 690 Field III	
Spring, 2nd semester	SW 535 Policy Analysis & Advocacy	SW 535 Policy Analysis & Advocacy	SW 660 Advanced Practice in Com Dev & Ad	
	SW 501 HBSE II - Assessment Through the Lifespan	SW 501 HBSE II Assessment Through the Lifespan	SW 623 Theory & Ethics for Advanced Practic	SW 660 Advanced Practice in Com Dev & Ad
	SW 530 Practice II-Individuals & Families	SW 530 Practice II-Individuals & Families	Elective	Elective
	SW 540 Practice III-Social Work with Groups		Elective	
	SW 591 Field II		SW 691 Filed IV	
Fall, 3rd semester	SW 631 Practice and Program Evaluation	SW 605 Psychopathology A D & T		
	SW 605 Psychopathology: A D & T	SW 520 Practice I-Communities & Organizations		SW 631 Practice and Program Evaluation
	SW 650 Advanced Practice with Ind/Fam	Elective		Elective
	Elective	SW 590 Field I		SW 690 Field III
	SW 690 Field III			
Spring, 4th semester	SW 660 Advanced Practice in Com Dev & Ad	SW 540 Practice III: Social Work with Groups		
	SW 623 Capstone Seminar	Elective		SW 623 Theory & Ethics for Advanced Practice
	Elective	SW 590 Field II		Elecctive
	Elective			SW 691 Field IV
	SW 691 Field IV			
Fall, 5th semester		SW 631 Practice & Program Evaluation		
		SW 650 Advanced Practice with Ind/Fam		
		Elective		
		SW 690 Field III		
Spring, 6th semester		SW 660 Advanced Practice in Com Dev & Ad		
		SW 623 Capstone Seminar		
		SW 690 Field IV		