**DEPARTMENT OF SOCIAL WORK**

**MSW Student Manual**

**2014-2015**

**WESTERN CAROLINA UNIVERSITY**

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

**Department Of Social Work**

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**http://socialwork.wcu.eduDEPARTMENT OF SOCIAL WORK**

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

## **Welcome to the MSW Program at Western Carolina University!**

You have chosen to pursue a career in one of the most challenging, rewarding and exciting professions. The MSW Program prepares students for advanced generalist practice with emphasis on the needs of rural communities. We are committed to developing leaders in the profession who blend clinical skills and community building; bring critical thinking to bear on complex social issues, and promote social work's commitment to human rights and social justice. We welcome you to this program and this profession.

This handbook serves as a resource for students as they undertake their studies in the MSW program at WCU. It contains contact information for faculty and staff, curriculum and field practicum information, and outlines important college and departmental standards and policies. At the end of the manual you will also find a copy of the National Association of Social Worker’s Code of Ethics. Please read this manual carefully and refer to it often. On behalf of the faculty and staff of the Department of Social Work I wish you much success and hope that you have a productive and fulfilling experience here at Western Carolina University.

Regards,

***Patricia M Morse, PhD, MSW, LCSW***

Graduate Program Director,

Professor and Head

Department of Social Work

**DEPARTMENT OF SOCIAL WORK**

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All statements made in this and similar publications distributed generally to prospective or admitted students shall be for informational purposes only and should not be interpreted as being contractual for any purpose. The Department of Social Work at Western Carolina University reserves the right at any time, without notice, to change, modify, or cancel any course, program, procedure, policy, or disciplinary arrangement set forth in this handbook whenever, at its sole discretion, it determines such action to be appropriate.

**MISSION, GOALS AND OBJECTIVES**

## **Mission of the Western Carolina University**

Western Carolina University creates learning opportunities that incorporate teaching, research, service, and engagement through on campus, off campus, on-line and international experiences. The university focuses its undergraduate, masters and three doctoral programs, educational outreach, research, creative, and cultural activities to sustain and improve individual lives and enhance economic and community development in Western Carolina and beyond.

**Mission of the College of Health and Human Sciences**

The mission of the College of Health and Human Sciences is to provide a dynamic learning community that prepares individuals for professional life by providing quality educational experiences that promote scholarship, engagement and life-long learning in a global environment.  This goal will be met with active, scholarly, collaborative faculty.  The college will be recognized for graduates who are ethical, adaptive, technically capable and innovative professionals.

**Mission of the Department of Social Work**

The mission of the Department of Social Work at Western Carolina University is to provide the knowledge and skills necessary to practice at the generalist (BSW) and advanced generalist (MSW) levels of Social Work practice. Congruent with the University’s mission to improve individual lives and enhance community development in the predominately rural Western North Carolina region, the Department seeks to prepare professionals who are committed to the core Social Work values of respect for all people and advancement of social and economic justice.

Department of Social Work Goals:

Consistent with the Department of Social Work Mission, the **goals** of the Department of Social Work are to:

1. Provide a curriculum based on the core competencies delineated by CSWE that enables students to gain a common body of social work knowledge, values and skills for generalist practice in a rapidly changing political, social, cultural, and economic environment;
2. Prepare culturally competent social workers for social work practice with diverse populations and client systems of various sizes and types;
3. Prepare social workers who will enhance the well-being of people in rural communities to promote social and economic justice; and,
4. Prepare social workers who will provide leadership for social service agencies and communities in the region.

**MSW Program Competencies and Corresponding Practice Behaviors**:

Preamble to Foundation Year Competencies

* At the foundation level, the 10 program core competencies are operationalized by 41 integrated practice behaviors (PB) reflecting the knowledge, values and skills necessary to practice at the generalist level. The foundation curriculum targets the successful acquisition, integration, and synthesis of essential knowledge necessary to the development of these practice behaviors.
* The courses and course objectives listed under each competency focus significant and deliberate (explicit) attention to the listed practice behaviors. However, the integrated nature of the curriculum results in the expression of competencies and practice behaviors in additional courses.
* The foundation field practicum (SOCW 586) provides the student with an opportunity to develop the core competencies through the demonstration of each of the 41 foundation practice behaviors. The field syllabus, student learning contract, and field evaluation process reflect this experience; successful demonstration of attainment of core competencies and their corresponding practice behaviors (benchmarks) is necessary for students to advance to the concentration level.

Preamble to Concentration Year Competencies

The advanced generalist practitioner builds upon and synthesizes knowledge and skills gained at the generalist level of practice. As a result, the advanced generalist practitioner demonstrates increased skill and leadership in assessing, planning, intervening and evaluating across multiple system levels (individuals, families, groups, organizations, and communities). All concentration year competencies and practice behaviors (C-PB) are set to meet the program goals of preparing social workers for advanced generalist practice roles using the person-in environment framework, with particular focus on rural social work.

The advanced generalist practitioner is able to engage in more complex and autonomous practice and is prepared to:

* autonomously and proficiently manage complex direct practice situations,
* use advanced skills to address indirect practice situations at the organizational and community levels,
* engage in theory building and empirical research, and
* move into administrative roles in organizations

**Program Competency 1- Identify as a professional social worker and conduct oneself accordingly.**

Practice Behaviors and Roles – Social workers serve as representatives of the profession, its mission, and its values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

At the Foundation level social work education prepares students to:

PB1 Advocate for client access to services of social work; (SOCW 551 Obj. 2; SOCW 562 Obj. 2c; SOCW 586 Obj. 1)

PB2 Practice personal reflection and self-correction to assure continual professional development; (SOCW 504 Obj. 3; SOCW 553 Obj. 5 SOCW 586 Obj. 1)

PB3 Attend to professional roles and boundaries; (SOCW 553 Obj. 1&2; SOCW 562 Obj. 2d; SOCW 586 Obj. 1)

PB4 Demonstrate professional demeanor in behavior, appearance, and communication; (SOCW 553 Obj. 3; SOCW 586 Obj. 1)

PB5 Engage in career-long learning; (SOCW 504 Obj. 2; SOCW 586 Obj. 1); and

PB6 Use supervision and consultation (SOCW562 Obj.5; SOCW 586 Obj.1).

At the Concentration level social work education prepares advanced generalist practitioners to:

C-PB1 Attend to professional roles and boundaries with specific emphasis on rural considerations; (SOCW 627 Obj. 1; SOCW 686 Obj. 1; SOCW 687 Obj. 1)

C-PB2 Demonstrate a plan for career-long learning and use of supervision and consultation with special consideration for limited access found in the rural environment; (SOCW 687 Obj. 1) and

C-PB3 Provide leadership, promote collaboration, and advocate across client populations, colleagues, agencies and communities. (SOCW 664 Obj. 4; SOCW 686 Obj. 1; SOCW 687 Obj. 1)

**Program Competency 2- Apply social work ethical principles to guide professional practice**

Practice Behaviors and Roles – Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant laws.

At the Foundation level social work education prepares students to:

PB7 Recognize and manage personal values in a way that allows professional values to guide practice; (SOCW 505 Obj.3; SOCW 586 Obj. 2)

PB8 Make ethical decisions by apply standards of the National Association of Social Workers (NASW) Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles; (SOCW 551 Obj. 5; SOCW 553 Obj.4; SOCW 562 Obj.2d; SOCW 535 Obj.1; SOCW 564 Obj.2; SOCW 586 Obj.2)

PB9 Tolerate ambiguity in resolving ethical conflicts; (SOCW 553 Obj.4; SOCW 586 Obj.2) and

PB 10 Apply strategies of ethical reasoning to arrive at principled decisions (SOCW 553 Obj.4; SOCW 586 Obj.2).

At the Concentration level social work education prepares advanced generalist practitioners to:

C-PB4 Analyze ethical challenges and dilemmas, including those typically present in rural practice and develop a plan for appropriate responses to these situations in alignment with the NASW Code of Ethics. (SOCW 627 Obj.1; SOCW 664 Obj.2; SOCW 673 Obj.4; SOCW 686 Obj.1; SOCW 687 Obj.2).

**Program Competency 3- Apply critical thinking to inform and communicate professional judgments**

Practice Behaviors and Roles – Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. The use of critical thinking is augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

At the Foundation level social work education prepares students to:

PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom; (SOCW 504 Obj.5; SOCW 504 Obj.1 & 4; SOCW 553 Obj.6; SOCW 534 Obj.1 & 5; SOCW 562 Obj.1; SOCW 535 Obj.4 & 5; SOCW 564 Obj.5; SOCW 586 Obj.3)

PB12 Analyze models of assessment, prevention, intervention, and evaluation; (SOCW 534 Obj.6; SOCW 562 Obj.1; SOCW 535 Obj.4; SOCW 586 Obj.3)and

PB13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (SOCW 504 Obj.5; SOCW 551 Obj.4; SOCW 553 Obj.6; SOCW 534 Obj.1; SOCW 562 Obj.2a; SOCW 535 Obj.5; SOCW 564 Obj.1; SOCW 586 Obj.3)

At the Concentration level social work education prepares advanced generalist practitioners to:

C-PB5 Demonstrate the ability to independently and systematically select, analyze and apply a wide range of theories, practice models and specialized skills in rural social work with individuals, families, groups, communities and organizations; (SOCW 627 Obj.2; SOCW673 Obj.2; SOCW 686 Obj.3; SOCW 687 Obj.3)

C-PB6 Demonstrate effective oral and written communication to constituent groups, public audiences and/or other stakeholders; (SOCW 627 Obj.7; SOCW 664 Obj.7; SOCW 635 Obj.5 SOCW 673 Obj.3; SOCW 686 Obj.3; SOCW 687 Obj.3) and

C-PB7 Effectively synthesize knowledge and skills needed for leadership in the social work field and for social work administration and management, including such functions as planning, program development, budgeting, grant writing, supervision and training, and evaluation of programs and staff. (SOCW 664 Obj.4; SOCW 673 Obj.3; SOCW 686 Obj.3; SOCW 687 Obj.3)

**Program Competency 4- Engage diversity and differences in practice**

Practice Behaviors and Roles – Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim.

At the Foundation level social work education prepares students to:

PB14 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; (SOCW 504 Obj.1; SOCW 551 Obj.3; SOCW 534 Obj.2b; SOCW 535 Obj. 1; SOCW 564 Obj. 7; SOCW 586 Obj.4)

PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; (SOCW 504 Obj.3; SOCW 553 Obj.5; SOCW 586 Obj.4)

PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences; (SOCW 504 Obj.4; SOCW 534 Obj.4; SOCW 562 Obj.6; SOCW 586 Obj.4) and

PB17 View themselves as learners and engage those with whom they work as informants. (SOCW 504 Obj.2; SOCW 553 Obj.5; SOCW 562 Obj.6; SOCW 586 Obj.4)

At the Concentration level social work education prepares advanced generalist practitioners to:

C-PB8 Apply advanced knowledge and skills to engage diversity and difference in practice with appreciation that diversity improves services; (SOCW 627 Obj.3; SOCW 664 Obj.1; SOCW 635 Obj.4; SOCW 686 Obj.4; SOCW 687 Obj.4) and

C-PB9 Engage in practice that is sensitive to the social, cultural, economic, and practice issues of rural residents, people of color, women, persons with disabilities, GLBTQ, and other populations that may be at risk. (SOCW 627 Obj.3; SOCW 635 Obj.1; SOCW 673 Obj.5; SOCW 686 Obj.4; SOCW 687 Obj.4)

**Program Competency 5- Advance human rights and social and economic justice**

Practice Behaviors and Roles – Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Understand the forms and mechanisms of oppression and discrimination.

At the Foundation level social work education prepares students to:

PB18 Understand the forms and mechanisms of oppression and discrimination; (SOCW 504 Obj.1; SOCW 551 Obj.3; SOCW 534 Obj.2b; SOCW 586 Obj.5)

PB19 Advocate for human rights and social and economic justice; (SOCW 504 Obj.1; SOCW 551 Objs.2 & 4; SOCW 564 Obj.7; SOCW 586 Obj.5) and

PB20 Engage in practices that advance social and economic justice. (SOCW 504 Obj.1; SOCW 551 Obj.4; SOCW 564 Obj.7; SOCW 586 Obj.5)

At the Concentration level social work education prepares advanced generalist practitioners to:

C-PB10 Advocate for human rights and social and economic justice at the client, organizational, community and political level with special emphasis on the needs of rural client systems; (SOCW 673 Obj.1; SOCW 686 Obj.5; SOCW 687 Obj.5)

C-PB11 Develop strategies for influencing policy to effect positive change for rural individuals, families, groups, organizations, and communities; (SOCW 673 Obj.2; SOCW 686 Obj.5; SOCW 687 Obj.5) and

C-PB12 Demonstrate the ability to select and match change strategies and tactics to the programmatic, organizational, and community challenges in partnership with people who experience oppression and disenfranchisement. (SOCW 664 Obj.4; SOCW 673 Obj.2; SOCW 686 Obj.5; SOCW 687 Obj.5)

**Program Competency 6- Engage in research-informed practice and practice-informed research**

Practice Behaviors and Roles – Social workers use practice experience to inform research, employ evidence=based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

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At the Foundation level social work education prepares students to:

PB21 Use practice experience to inform scientific enquiry; (SOCW 535 Obj.3; SOCW 586 Obj.6) and

PB22 Use research evidence to inform practice. (SOCW 551 Obj.4; SOCW 562 Obj.1; SOCW 535 Obj.2; SOCW 564 Obj.5; SOCW 586 Obj.6)

At the Concentration level social work education prepares advanced generalist practitioners to:

C-PB13 Apply advanced skills in quantitative and qualitative research design and data analysis to inform evidenced- based social work practice with individuals, families, groups, organizations, and communities, with special focus on rural areas; (SOCW 635 Obj.2; SOCW 686 Obj.6; SOCW 687 Obj.6)and

C-PB14 Use practice with individuals, families, groups, organizations, and communities to inform research design and implementation. (SOCW 635 Obj.3; SOCW 686 Obj.6; SOCW 687 Obj.6)

**Program Competency 7- Apply theories and knowledge of human behavior in the social environment**

Practice Behaviors and Roles – Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

At the Foundation level social work education prepares students to:

PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; (SOCW 534 Obj.6; SOCW 562 Obj.3; SOCW 564 Obj.4; SOCW 586 Obj.7) and

PB24 Critique and apply knowledge to understand person and environment. (SOCW 534 Obj.2a & 5; SOCW 562 Obj.3; SOCW 586 Obj.7)

At the Concentration level social work education prepares advanced generalist practitioners to:

C-PB15 Select and apply appropriate interventions that consider human behavior and environmental theories for each of the advanced generalist roles. (SOCW 627 Obj.4; SOCW 664 Obj.5; SOCW 686 Obj.7; SOCW 687 Obj.7)

**Program Competency 8- Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

Practice Behaviors and Roles – Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

At the Foundation level social work education prepares students to:

PB25 Analyze, formulate, and advocate for policies that advance social well-being; (SOCW 551 Obj.2 & 4; SOCW 586 Obj.8) and

PB26 Collaborate with colleagues and clients for effective policy action. (SOCW 551 Obj.5; SOCW 586 Obj.8)

At the Concentration level social work education prepares advanced generalist practitioners to:

C-PB16 Evaluate the impact and effectiveness of both agency and public policy on service delivery; (SOCW 664 Obj.3 & 6; SOCW 635 Obj.2; SOCW 673 Obj.3; SOCW 686 Obj.8; SOCW 687 Obj.8) and

C-PB17 Work with community stakeholders to address rural community needs. (SOCW 673 Obj.1; SOCW 686 Obj.8; SOCW 687 Obj.8)

**Program Competency 9-Recognize and respond to the changing contexts that affect all levels of practice**

Practice Behaviors and Roles – Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

At the Foundation level social work education prepares students to:

PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; (SOCW 551 Obj.6; SOCW 534 Obj.3; SOCW 562 Obj.3; SOCW 564 Obj.3; SOCW 586 Obj.9) and

PB28 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (SOCW 551 Obj.2; SOCW 564 Obj.3; SOCW 586 Obj.9)

At the Concentration level social work education prepares advanced generalist practitioners to:

C- PB 18 Demonstrate ability to assess and address emerging trends and technologies that affect social work practice at all levels, with particular attention to a rural context. (SOCW 627 Obj.5; SOCW 664 Obj.6; SOCW 686 Obj.9; SOCW 687 Obj.9)

**Program Competency 10- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

 Practice Behaviors and Roles – Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research 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.

1. **– Engagement**

At the Foundation level social work education prepares students to:

PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; (SOCW 553 Obj.3; SOCW 562 Obj.4; SOCW 564 Obj.6; SOCW 586 Obj.10)

PB30 Use empathy and other interpersonal skills; (SOCW 553 Obj.3; SOCW 562 Obj.4; SOCW 564 Obj.6; SOCW 586 Obj.10) and

PB31 Develop a mutually agreed-on focus of work and desired outcomes. (SOCW 562 Obj.4; SOCW 564 Obj.6; SOCW 586 Obj.10)

At the Concentration level social work education prepares advanced generalist practitioners to:

C-PB 19 Differentially apply engagement strategies across diverse client systems using evidence-based practices with particular attention to issues affecting the engagement of rural clients. (SOCW 627 Obj.6; SOCW 686 Obj.10; SOCW 687 Obj.10)

**(b) – Assessment and Planning**

At the Foundation level social work education prepares students to:

PB32 Collect, organize, and interpret client data; (SOCW 562 Obj.4; SOCW 564 Obj.6; SOCW 586 Obj.10)

PB33 Assess client strengths and limitations; (SOCW 562 Obj.3 & 4; SOCW 564 Obj.6; SOCW 586 Obj.10)

PB34 Develop mutually agreed-on intervention goals and objectives; (SOCW 562 Obj.4; SOCW 564 Obj.6; SOCW 586 Obj.10) and

PB35 Select appropriate intervention strategies. (SOCW 564 Obj.6; SOCW 586 Obj.10)

At the Concentration level social work education prepares advanced generalist practitioners to:

C-PB 20: Demonstrate the ability to collect and synthesize complex data in order to assess client systems and inform the selection and planning of evidence-based intervention strategies. (SOCW 627 Obj.6; SOCW 686 Obj.10; SOCW 687 Obj.10)

 **(c) - Intervention**

At the Foundation level social work education prepares students to:

PB36 Initiate actions to achieve organizational goals; (SOCW 564 Obj.6; SOCW 586 Obj.10)

PB37 Implement prevention interventions that enhance client capacities; (SOCW 564 Obj.6; SOCW 586 Obj.10)

PB38 Help clients resolve problems; (SOCW 564 Obj.6; SOCW 586 Obj.10)

PB39 Negotiate, mediate, and advocate for clients; (SOCW 564 Obj.6; SOCW 586 Obj.10) and

PB40 Facilitate transitions and endings. (SOCW 564 Obj.6; SOCW 586 Obj.10)

At the Concentration level social work education prepares advanced generalist practitioners to:

C-PB 21: Collaborate with, advocate for and empower client systems in the implementation of evidence-based prevention and intervention strategies from inception to ending; (SOCW 627 Obj.6; SOCW 686 Obj.10; SOCW 687 Obj.10)

C-PB 22: Provide leadership across multiple systems to coordinate interventions. (SOCW 664 Obj.4; SOCW 686 Obj.10; SOCW 687 Obj.10)

 **(d) – Evaluation**

At the Foundation level social work education prepares students to:

PB41 Social workers critically analyze, monitor, and evaluate interventions. (SOCW 562 Obj.5; SOCW 564 Obj.6; SOCW 586 Obj.10)

At the Concentration level social work education prepares advanced generalist practitioners to:

C-PB 23: Demonstrate the ability to critically analyze, monitor, evaluate and adjust interventions with individuals, families, groups, organizations and communities with particular attention to issues of rural implementation. (SOCW 627 Obj.6; SOCW 686 Obj.10; SOCW 687 Obj.10)

**Advanced Generalist Practice within a Rural Context**

The Master of Social Work program at Western Carolina University seeks to prepare graduates for generalist social work practice rather than as specialists in a narrow field of practice. A “generalist” is a social work practitioner who uses a broad continuum of knowledge, values, and skills to assess problems and implement solutions, while a “specialist” is a social work practitioner who has expertise in a specific field of practice, and whose work and activities is primarily focused in this area. The Department of Social Work has chosen to employ the Advanced Generalist Model curriculum because it is well suited to prepare graduate students for advanced practice in rural settings. Not only is Western Carolina University located in the heart of the rural mountains of Western North Carolina, so are many of our potential students and clients. Social workers in rural areas are expected to work with diverse client systems and sizes, and they need to be versatile and flexible, and be able to apply broad knowledge, values, and skills within a wide range of practice levels.

Rural communities, also called non-metropolitan areas, may face more critical social problems than do their urban counterparts (Ginsberg, 1998). For example, high poverty rates, unemployment, inferior and/or scarcity of health and mental health services, and lack of public transportation are all cited as issues inherent in rural communities. Rural social workers need to provide direct services, facilitate administrative duties, and have the knowledge needed to analyze, develop, and implement social policies.

The NASW policy statement regarding rural social work recognizes the unique issues facing rural populations and supports further training of social workers in rural areas. It states:

“NASW must continue to support the development of social work practice in rural areas by maintaining a presence that creates networking of current social workers and role modeling for future social workers who live in and need encouragement to remain in rural communities. In addition, NASW must promote advocacy, legislation, and policy development that improve the rural infrastructure, economic development, and availability and access to needed health care, reliable transportation, service delivery, public services, and education” ([www.naswdc.org](http://www.naswdc.org)).

**ADMISSION AND CONTIUATION IN THE GRADUATE PROGRAM**

**Criteria for Admission to the Graduate Social Work Program**

Only candidates who have earned a bachelor degree from an accredited university will be considered for the Master of Social Work program. Applicants are required to submit 3 references (at least 1 must be academic) and take the GRE exam. GRE scores must be obtained within the past 5 years of the current application date. While high scores and a high GPA are given more weight on the application rating scale, lower scores may be offset by other exceptionally strong components. Applicants must also write a five-to-six page typed double-spaced essay that reflects their personal goals, past experiences, potential contributions to the MSW program, and their understanding of diversity and the NASW Code of Ethics.

Successful applicants will have:

* GPA of 3.0 on a 4.0 scale for the last 60 hours of undergraduate course work, or a 2.85 on a 4.0 scale cumulatively,
* Satisfactory score on the verbal and writing sections of the Graduate Record Examination (GRE),
* Adequate undergraduate preparation (18 semester hours) with a range of studies in the liberal arts, humanities, physical sciences, diversity, and behavioral sciences, and
* Some human services related experience, including volunteer work

**Advanced Standing Program**

The MSW Advanced Standing program is designed for students who have graduated from a Council on Social Work Education (CSWE)-accredited BSW program within the past 5 years. Admission to the Advanced Standing Program allows students to complete their MSW degree in one year instead of two by waiving the first year foundation course requirements. Students applying for this option must demonstrate their readiness to function at the level of a second-year MSW student. Acceptance into the Advanced Standing Program is not automatic, and admission to the program is highly competitive. Admissions are limited to students who have excelled academically and professionally.

**Additional Eligibility Requirements for Advanced Standing:**

* Earned bachelor degree in social work from a CSWE accredited program within the past five years
* Overall GPA of 3.2 or above
* Three exceptional letters of recommendation; At least one must be from a faculty member familiar with the applicant’s academic work, and one additional recommendation must be from the applicant’s undergraduate field instructor. If the applicant is employed in a social work-related job, a recommendation from the applicant’s supervisor is desired.
* MUST complete entire application packet prior to February 1 deadline. Applications submitted after this deadline are reviewed only if space is available.
* Students who have not completed their undergraduate degree at the time of application must do so before the beginning of summer classes. Any offer of admission will be provisional until evidence of satisfactory completion is received.

The Advanced Standing Program is comprised of the concentration year courses plus 6 credit hours of Social Work electives (30 credit hours) and three credit hours of a summer preparation course (SOCW 553-Advanced Standing Bridge Course). Upon successful completion of the summer term with an earned grade of “B” or above, students will join the ongoing MSW class and enroll in the second year (concentration year) of the regular MSW program. Part-time status in the Advanced Standing Program is not an option at this time.

**Criteria for Continuation in the Graduate Social Work Program**

Students in the MSW program must take courses in the prescribed sequence and must maintain an average of B (3.0 GPA) to be eligible for a graduate degree. In addition, any student who receives three grades of C or one F will automatically be dismissed from the Graduate School and the MSW program. A student who is dismissed due to academic reasons is not allowed to register for additional graduate courses and is not eligible to reapply to the program until the following spring or fall semester has elapsed. Students who are dismissed from the Graduate School may choose to petition the Dean of the Graduate School one time for readmission. Approval for readmission may be accompanied by additional requirements. If readmitted, the student must then meet all of the requirements in effect under the catalog at the time of readmission. A readmitted student who receives any additional grades of C or lower will be permanently dismissed.

In addition to the above grade expectations, students are expected to be familiar with and adhere to the professional ethical guidelines delineated in the NASW Code of Ethics. Failure to do so may result in immediate dismissal from the program. Students may also be dismissed for violating academic honesty policies that are described in the *WCU Graduate Catalog*.

Students are expected to demonstrate the ability to meet all of the technical and professional performance standards outlined in the *MSW Student Handbook*. (Appendix A) All students will be evaluated by these standards by the Graduate Student Progression Committee each semester. The progression committee will consist of the students’ instructors who are teaching them that particular semester and will include the Graduate Program Director, Director of Field Education and the Department Head.If it is determined that the student has issues of concern that are presently hindering his/her performance, or will potentially hinder performance in the future, s/he will be notified in writing of the issue(s) by the Graduate Program Director. Students may be invited to present his/her views to the Graduate Program Director and/or the Graduate Student Progression Committee, depending upon the nature of the issue.

Decisions of the progressions committee may include:

1. Continuance in the program.
2. Provisional continuance in the program. Continuance will be permitted provided specific criteria are met within a specified time frame. The criteria will be specified in writing and a follow-up meeting will be held to consider whether the criteria have been met.
3. Termination from the social work program.

A student who is dissatisfied with the decision of the committee may appeal the decision in writing to the department head within ten working days of the decision. The student must specify reasons for disagreement with the committee’s decision. The department head will review the appeal and will make the final decision. A student who is dismissed from the program for academic reasons may choose to appeal by following the College of Health and Human Sciences appeal procedures*.* Grade appeals follow the process outlined in the Graduate School Catalog.

**Professional and Technical Standards**

The Social Work Professional and Technical Standards are described in Appendix A of this manual. These standards describe the physical, cognitive, emotional, and behavioral requirements of Social Work students. Compliance with these standards is required for admission, retention, and graduation.

**Criminal Records (Felony or Misdemeanor)**

The Department of Social Work expects student(s) with prior criminal convictions to have indicated this on their application for admission. The College of Health and Human Sciences of requires students to undergo a criminal background check prior to their field placement. Any findings on the background check may affect continuation in the program and/or field placement options and/or future licensure. The Criminal Background check policy can be found in Appendix E of this manual.

**Agency Drug Screens**

Select agencies may require students to complete a drug screening prior to participating in a practicum at their agency. If a student produces a positive drug screen, s/he may be dropped from the field agency. The MSW Admissions and Progression Committee will meet within one week of receiving the results to determine whether or not the student will be allowed to continue at another field agency or will be dismissed from the MSW program. The student may remain in lecture courses while their case is being decided. Students who wish to contest the drug screen results may obtain another drug screen at their own expense within 24 hours of receiving the initial results.

**College of Health and Human Sciences Drug Testing Policy for Students**

Reasonable suspicion drug testing may be conducted when individualized and objective evidence exists to support the conclusion that a student (1) has engaged in the use of alcohol and/or illegal drugs in violation of applicable policies, laws, and regulations; or (2) appears to be impaired. Evidence of a student’s use of alcohol and/or illegal drugs or impairment may be provided by any individual, including employees of affiliated clinical agencies. Reasonable suspicion drug testing will be coordinated through the office of the Dean of the College of Health and Human Sciences, and the determination of whether drug testing is warranted under the facts and circumstances shall be made by the Dean and the University General Counsel. (See Appendix D for further information.)

In addition, any criminal charges as a result of drug or alcohol use that occur while a student is in attendance at WCU may also result in disciplinary action, including dismissal from the MSW program.

**Classroom Visitors**

Any visitor to the classroom must be authorized by the instructor. Children are not permitted in the classroom unless authorized by the instructor. Pets are not permitted in the classroom unless they are service animals or are integral to the instructional activity and prior approval has been obtained.

**Additional Certification Programs Offered**

The Department of Social Work offers three specialty programs that can be completed during the MSW Program:

* Substance Abuse Certificate Program
* School Social Work Certification Program
* Child Welfare Collaborative

**SUBSTANCE ABUSE STUDIES CERTIFICATE PROGRAM**

The Department of Social Work offers a substance abuse studies certificate program for students accepted into the MSW program. The courses in the certificate program will also be open as elective courses to graduate students who are not in the certificate program providing there is room. After successfully finishing each course, students will be given a “certificate” allowing them to apply the hours towards their licensure or certification in substance abuse practice at a later date. Four courses (3 credit hours each) will be taught as part of the substance abuse studies certificate program for a total of 12 credit hours. These courses enable students to complete the 180 hours of substance abuse specific education mandated by the **NC Substance Abuse Professional Practice Board (NCSAPPB),** and together cover all of the competencies needed for licensure in substance abuse practice.

Students in the program will also be required to complete their concentration field practicum in a substance abuse practice area and receive clinical supervision from a certified clinical substance abuse supervisor/intern.

The four courses described below are designed to meet the NCSAPPB requirements for substance abuse practice licensure. The courses are taught one afternoon/evening a week over a 10-15 week schedule at either the Biltmore Park or Cullowhee campus. Students are expected to first complete SOCW 520, *Addictions*, before taking the other three courses.

* **SOCW 520** – ***Addictions*** Overview of complex issues related to addictions, including drug, alcohol, gambling, and eating addictions; examines addiction within the context of developmental life stages and culture
* **SOCW 522** – ***Methods in Substance Abuse Treatment*** Knowledge and skills needed to work effectively in a variety of clinical settings specific to substance abuse [PREQ SOCW 520]
* **SOCW 524** – ***Cultural Competence in Substance Abuse Practice*** Overview of unique problems and needs of diverse populations who abuse substances; Focus on the application of culturally sensitive intervention strategies [PREQ SOCW 520]
* **SOCW 526** – ***Science of Addiction*** Biological basis of addiction; physiological and psychological effects of substance abuse [PREQ SOCW 520]

**Students who complete the Substance Abuse Certificate Program will demonstrate the following competencies:**

**Knowledge**

1. Physiological problems caused by the ingestion of alcohol and drugs and their effects on the systems of the body **(SOCW 526 & SOCW 520)**
2. Psychological and emotional factors related to substance abuse. Relationship of blood levels and behaviors **(SOCW 526 & SOCW 520)**
3. Effects of chronic use of substances including relationship to individual body chemistry, dose, and setting **(SOCW 520 & SOCW 526)**
4. Dependency and cross-dependency **(SOCW 520, SOCW 522, & SOCW 526)**
5. Criteria for diagnosis including systems for tool assessment **(SOCW 520, SOCW 522, & SOCW 526)**
6. Personality growth and development **(SOCW 520 & SOCW 522)**
7. Socio-cultural aspects of growth and development **(SOCW 520, SOCW 522 & SOCW 524)**
8. The recovery process as it relates to the individual, family, and to others **(SOCW 520 & SOCW 522)**
9. Approaches to counseling including philosophies, modalities, methods, and techniques **(SOCW 520 & SOCW 522)**
10. Social services available **(SOCW 520 & SOCW 522)**
11. Application of counseling approaches to the individual client, spouse, and family **(SOCW 520 & SOCW 522)**
12. Implications of counseling approaches to clients from ethnic, cultural, and socio-economic groups in our society **(SOCW 520, SOCW 522, SOCW 524)**
13. Group process, group communications, goal setting, contracting, problem solving, and supportive techniques **(SOCW 522)**
14. Case history methodology **(SOCW 520 & SOCW 522)**
15. Legal consideration such as confidentiality, rights, and drug laws **(SOCW 520, SOCW 522 & 526)**
16. Steps, traditions, and philosophy of Alcoholics Anonymous and its relation to Al-Anon and Al-a-teen **(SOCW 520, SOCW 522 & SOCW 526)**

**Skills**

1. Communication skills such as active listening, leading, summarizing, reflection, interpretation, confrontation, and self-disclosure **(SOCW 522)**
2. Counselor-client rapport including warmth, respect, genuineness, concreteness, and empathy **(SOCW 522)**
3. Individual, family and group modalities including specific techniques **(SOCW 522)**
4. Client assessment and referral intake, evaluation, interpretation, resources, and follow-up procedures **(SOCW 520 & SOCW 522)**
5. Case management and record keeping including intake, disposition, termination, follow-up, record maintenance and compliance with federal, state, local and agency confidentiality regulations. **(SOCW 520 & SOCW 522)**

**SCHOOL SOCIAL WORK CERTIFICATION**

School Social Work is a specialized area of practice within the broad field of the social work profession. School social workers bring unique knowledge and skills to the school system and the student support services team. They are instrumental in furthering the purpose of the schools - to provide a setting for teaching, learning, and for the attainment of competence and confidence. School social workers are hired by school districts to enhance the district's ability to meet its academic mission, especially where home, school and community collaboration is the key to achieving that mission.

In order to be a certified school social worker in North Carolina, one has to complete a bachelor's or master's degree in social work from a Council on Social Work Education (CSWE) accredited program with additional specialized preparation in school social work. Within these school social work education programs, several standards are studied such as the foundations of school social work practice, assessment and evaluation, cultural diversity, consultative and collaborative relationships and understanding of the role of advocacy and facilitation. Also required are intervention strategies to support student development, discernment of statutes and case law and completion of a school social work internship comprising of a minimum of 400 contact hours in a school setting.

School social workers are expected to apply their professional training in schools in order to support student success. Their capacity to influence student success is clearly influenced by school social worker-to-student ratios (No Child Left Behind recommends one-masters-degreed-school-social-worker-to-800-students ratio; the School Social Work Association of America recommends one master's-degreed social worker per 400 students). Through specialized school social work programs that strengthen the home/school/community partnership and address barriers to student learning, school social workers serve as catalysts in promoting student wellbeing and successful completion of school.

The program at Western Carolina University offers the North Carolina Department of Public Instruction approved School Social Work course online each summer and has the option of the additional education course being offered either online or face-to-face at WCU. Please feel free to contact Rebecca Lasher for more information at 828-227-2774 or rlasher@email.wcu.edu

Required:

SOCW 528: School Social Work Policy and Practice is offered online and is a required course

Select one education course options from those listed below:

SPED 502 ­ Issues in Special Education,

SPED 504 Educational Programs for Students with Behavioral Disorders

SPED 620 Education in a Diverse Society

EDCI 607 Foundations of Teaching Leadership in a Diverse Society

**CHILD WELFARE COLLABORATIVE**

The NC Child Welfare Education Collaborative is a program designed to provide educational and financial support to BSW and MSW students who are interested in working in public child welfare in North Carolina upon graduation. The “Collaborative” seeks to strengthen public child welfare services in the North Carolina by increasing the number and diversity of well-trained and highly-committed BSWs and MSWs employed in local Department of Social Services (DSS) offices. Offering special educational opportunities emphasizing public child welfare practice, the Collaborative provides financial support for selected social work students who will commit to employment in child welfare in a North Carolina county Department of Social Services office. Funded by a combination of state and federal funds, the Collaborative program is active in 15 social work education programs across the state. For more information about the program, please go the NC Child Welfare Education Collaborative homepage at <http://ssw.unc.edu/cwec/>

At WCU, both BSW and MSW students can participate in the NC Child Welfare Education Collaborative program as either a funded Child Welfare Collaborative Scholar or as an unfunded Child Welfare Collaborative Waiver Student. All students who participate in the Collaborative as either a Scholar or a Waiver student at WCU must (1) take the SOCW 426 (BSW students) or SOCW 526 (MSW students) Child Welfare course, (2) participate in a week long, intensive online training a few weeks prior to beginning field placement, and (3) complete a field placement in a child welfare services position at a NC Department of Social Services office.

In exchange for completing these requirements, upon graduation Child Welfare Collaborative Scholars and Collaborative Waiver students will receive a DSS Pre-Service Certificate.

Funded Collaborative Scholars are given a financial Service Award (usually $3,000 to $4,000\*) each semester of participation in the program. BSW students are eligible to participate during the final two semesters before graduating; MSW students are eligible to participate for up to three semesters (one Foundation field placement semester and two Concentration field placement semesters). After graduation, any student who receives a service award will be obligated to work in a NC DSS office child welfare position for 6 months per funded semester with a minimum one year work obligation. Scholars who do not fulfill the work obligation will be required to repay the Service Award in the form of a loan with interest.

\* Please note, the amount of the Service Award is subject to change dependent upon funding of the NC Child Welfare Education Collaborative Program.

If you are interested in applying to be a NC Child Welfare Collaborative Scholar, you **must** discuss your interest in applying for the Collaborative with Dr. [Tonya](https://ssw.unc.edu/cwec/univs.htm) M. Westbrook (<http://www.wcu.edu/academics/departments-schools-colleges/HHS/hhs-schools-depts/socw/social-work-faculty-staff/tonya-westbrook.asp>

**MSW CURRICULUM INFORMATION**

**Advising Process**

Advising is a collaborative process between students and their faculty advisors. Students should become knowledgeable about degree requirements and should regularly review their transcripts and degree audit. Faculty are available each semester during pre-registration to meet with students and to help ensure that all needed courses are scheduled for the upcoming semester.

**Course Requirements**

The Master of Social Work two year degree program requires 54-60 hours of graduate coursework including 960 field practicum hours. The total number of required hours depends on whether the student qualifies to take and successfully pass waiver exams for SOCW 534 and 535 (*see “waiver exams” below*). Unless students are accepted into the Advanced Standing Program, **all first year MSW courses (and first year practicum) must be completed before proceeding to second year courses/practicum.**

**Foundation Year Courses**

* SOCW 504: Diversity (3 hrs.)
* SOCW 534: Human Behavior in the Social Environment (3 hrs.)
* SOCW 535: Research I (3 hrs.)
* SOCW 551: Social Policy (3 hrs.)
* SOCW 553: Foundations of Social Work Practice (3 hrs.)
* SOCW 562: Direct Practice with Individuals, Families and Groups (3 hrs.)
* SOCW 564: Generalist Practice: Communities and Organizations (3 hrs.)
* SOCW 586: Foundation Field Practicum and Integrative Seminar (6 hrs.)

**Concentration Year Courses**

* SOCW 627: Advanced Practice with Individuals, Families and Groups (3 hrs.)
* SOCW 635: Research II (3 hrs.)
* SOCW 664: Management in Human Service Organizations (3 hrs.)
* SOCW 673: Rural Community Advocacy (3 hrs.)
* SOCW 686: Advanced Field Practicum and Integrative Seminar I (6 hrs.)
* SOCW 687: Advanced Field Practicum and Integrative Seminar II (6 hrs.)
* SOCW Electives: (9 hrs.) – (6hrs) for Advanced Standing Students

**Waiver Exams**

To prevent students from repeating content mastered in other courses, the Department of Social Work offers students an opportunity to waive two foundation courses: Human Behavior in the Social Environment (SOCW 534) and Research I (SOCW 535). Students who pass the waiver exam with an 80 or above may waive that course. Students may only take the exam once and no substitute course is necessary. Each waiver exam can be taken NO LATER THAN one week before the start of each course.

To qualify for a waiver exam, a student must have taken an approved human development or research methods course in their undergraduate education within the last five years (though the course does not need to be in Social Work). Students who wish to request permission to take the waiver exam must obtain approval of the department head by sharing a copy of their undergraduate course syllabus. The department head will determine if the course content is similar enough to warrant a potential waiver of the course.

**Time Limitations**

In accordance with the policies of the Council on Social Work Education, all requirements of the MSW degree must be completed within no more than two years for the full-time program and within four years for the part-time program. Students will not be allowed to switch back and forth between the full and part-time programs. Students who want to change their full or part-time status after beginning the program will be asked to submit a written request to the MSW program director, who will consider the request after consultation with the MSW progressions committee.

**Transfer Hours**

The Department of Social Work at Western Carolina University **does not grant graduate credit hours for life experiences, previous work experiences, or field practicum hours**. A maximum of twelve graduate social work credit hours with a grade of B or higher and taken within the last six years may be transferred from a CSWE- accredited graduate social work program. Students may need to provide the university catalog, syllabi or other materials in order for an assessment to be made regarding which courses are transferable.

**FIELD PRACTICUM**

An essential element of Social Work education is the field practicum. This experience gives students the opportunity to gain practical experience in preparation for professional Social Work practice. Through this experience they are able to test their own values and attitudes and develop an awareness of self which is vital for successful Social Work practice.

The graduate field practicum consists of two concurrent placements over three semesters in the two-year program and one two-semester field placement in the Advanced Standing program. The Foundation Field Practicum takes place in the student’s second semester during their first year of study. Students spend 24 hours per week in their field agency, for a total of 360 hours. The Advanced Field Practicum takes place in the student’s third and fourth semesters during their second year of study. Students spend 24 hours per week at their field placement for a total of 672 hours. The total number of field practicum hours is 1,032 for students in the regular MSW program and 672 hrs for Advanced Standing students (See the *Field Manual* for additional information.)

**Selection of Agencies and Field Instructors**

Field agencies are selected based on the educational needs of the student and agency interest and commitment to participation in the field education process. Before an agency is approved as a field practicum setting, the Director of Field Education visits the agency to ensure that the setting is an appropriate placement and can provide a meaningful learning experience for students. The quality of the learning experience of students in placement, the continued presence of an approved supervisor and the geographic proximity to the Western Carolina University service area are important considerations. Information about agencies is provided to students to assist them in making informed choices about their placement.

The following criteria are used when selecting field instructors:

1. It is preferable that the field instructor holds a Master of Social Work degree. However, a bachelor or master degree, respectively, in a related field will be considered when necessary to provide a unique field experience for a student. **If the field instructor does not have a MSW degree then supplemental supervision will be provided by a WCU Social Work faculty member with a MSW.**
2. The field Instructor must have a minimum of two years, relevant full-time social work experience. The length of employment at the agency needs to be sufficient to ensure familiarity with agency policies and procedures and availability to meet student’s needs.
3. The instructor should have a willingness to act as field instructor on a continuing basis during the full placement period and to participate in the training required of all field instructors.
4. The field instructor must also be willing to provide supervision for the student on a weekly basis.
5. If the field instructor and the student have had a pre-existing professional or social relationship, this information must be shared with the Director of Field Education so the appropriateness of the placement can be determined.

**Student Placements**

Students will select agencies from information available in the department and in consultation with the Director of Field Education. If the agency can provide a valuable learning experience for the student and if there is appropriate supervision, an interview will be arranged between the student and agency. With rare exceptions, the agency person interviewing a prospective intern should be the same person who will supervise the student. The interviews should be similar to a job interview. The agency person should determine, as much as possible, whether the particular student seems to have the necessary skills and maturity to perform well in that agency. The agency makes the decision regarding selection of the student intern, with final approval by the Director of Field Education.

**A student who does not meet deadline dates** may potentially lose the opportunity to participate in a field practicum at the discretion of the Director of Field Education. Every effort will be made during this process to match a student with an agency in a practice area of interest, but this is not guaranteed.

**Evaluation of Student in Field Practicum**

The faculty liaison visits field placement sites in order to assess and evaluate the field placement activities of each student. The preferred plan is to make two (2) field visits each semester. A final visit is usually made during the last two weeks of the semester to review the practicum experience and obtain the final field evaluation from the field instructor. Priority is placed on early visits to agencies that are being utilized for field placements for the first time. The faculty liaison meets with both the student and the field instructor at the agency. The faculty liaison also communicates with field instructors as needed throughout the semester by telephone. The field liaison will ask the field instructor to complete mid and end of semester evaluations with the student. All student evaluations are based on meeting Social Work competencies and practice behaviors that are articulated in the learning contract. Additional meetings are arranged, if necessary, to handle placement problems or special needs of students.

Evaluations of the agencies, field instructors, and the field liaisons are conducted each semester. Students are asked to evaluate their field instructors and agencies, while the agency field instructors are asked to evaluate the field liaisons. In addition, all involved parties are given opportunities to evaluate the Director of Field Education.

**Employment Information**

It is strongly advised that students not combine fulltime employment and full-time enrollment in the graduate program. Based on the experiences of others, this creates problems in punctuality, class attendance, participation, completion of assignments, and significant difficulties in completion of field education. While some students may be able to complete their fieldwork hours where they are currently employed, most will need to do their fieldwork in a different agency setting. Before such a placement at the student’s place of employment is approved, the Director of Field Education, will evaluate the agency's appropriateness as a field practicum placement. The agency and the student’s employment supervisor must be willing to modify the conditions of employment to provide the proper educational learning experience. Both the field practicum supervisor and job responsibilities must be different from the student's job supervisor and job duties, and under no condition will students be given credit for field instruction by simply continuing their usual job tasks. Students wishing to complete a field placement at their place of employment or students who become employed at their placement site while in the MSW program must complete an **“Application for Practicum-based Employment”** application and meet with the Director of Field Instruction for approval.

**ADDITIONAL SUPPORT**

**Office of Disability Services**

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions.  Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services.  All information is confidential.  Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

**Writing and Learning Commons (WaLC)**

Electronic format (with hyperlinks):

The [Writing and Learning Commons](http://walc.wcu.edu/) (WaLC), **located in BELK 207**, provides free [small-group course tutoring](http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/course-tutoring-and-academic-skills/course-tutoring-faqs.asp), one-on-one [writing tutoring](http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/writing-support/writing-appointments.asp) and [academic skills consultations](http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/course-tutoring-and-academic-skills/meet-the-academic-skills-consultants.asp), and online [writing](http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/writing-support/index.asp) and [learning](http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/course-tutoring-and-academic-skills/academic-strategies/index.asp) resources for all students.  All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage ([walc.wcu.edu](http://walc.wcu.edu/)) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use [Smarthinking](http://www.wcu.edu/academics/edoutreach/distance-online-programs/student-resources/services-for-distance-students.asp) and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.

Print format:

The Writing and Learning Commons (WaLC), **located in BELK 207**, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students.  All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (<http://walc.wcu.edu>) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.

Math Tutoring Center (usually included in Math department lower division courses)

**The Mathematics Tutoring Center** (455 Stillwell, http://mathlab.wcu.edu, 227-3830) provides tutoring in all lower-division math and many CS courses, help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9-5 and 6-9 pm Monday-Thursday, and 9-5 on Friday or by appointment.

**Academic Calendar** includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at: http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp.

**Counseling, Psychological Services and Psychiatric**

The Counseling and Psychological Services Center, Bird Building, 2nd Floor, Room 225 provides free, confidential student services including individual and group counseling and therapy, emergency on call, consultation, and outreach programming to aid students with educational, personal or psychological concerns. Contact the Center at 227-7469 for assistance or visit their web page at <http://www.wcu.edu/studentd/counsel/>

**Technology Support**

Class TIPS (**T**echnology **I**nstruction/**P**eer **S**uccess) within Client Services is the place for students to learn both new technologies and technologies new to them. Our tech-savvy peer instructors are pros, harnessing and using technology, in a socially and professionally responsible way, teaching other students the skills they need to complete course assignments through hands-on, one-on-one, and small group sessions. The peer instructors also help new students use and maximize WCU’s eBriefcase. If you have questions, need assistance, or if you’re a faculty member interested in scheduling an in-class demonstration, please contact the Class TIPS Center for assistance: 828-227-2497 or itshelp@email.wcu.edu. <http://www.wcu.edu/10195.asp>

**Information Technology**

Need Help? Call the ITS Desk at 227-7487 or TOLL FREE at 866-WCU-7ITS

Technology Commons Ground Floor Hunter Library <http://ithelp.wcu.edu>

Email: itshelp@email.wcu.edu

Monday-Thursday: 8:00 a.m. – 10:00 p.m.

Friday: 8:00 a. m. – 5:00 p.m.

**APA Documentation**

Students are ALWAYS expected to use APA style when writing papers and citing references. For writing tips and help on APA documentation go to: <http://www.wcu.edu/11743.asp>

Appendix A

Technical and Professional

Standards for

Social Work Students

 MASTER’S AND BACHELOR’S DEGREE PROGRAMS IN SOCIAL WORK

COLLEGE OF HEALTH AND HUMAN SCIENCES

The technical standards outlined below are required for admission, retention, and graduation from the Department of Social Work at Western Carolina University. These standards, describe the physical, cognitive, emotional and behavioral requirements of social work students. They are designed to provide reasonable assurance that students can participate fully in all aspects of coursework and the field practicum, with or without accommodation, resulting in successful graduation from the program.

**1. Observation: Students must be able to:**

* Accurately observe clients to effectively assess their situations.
* Have functional use of the senses and sufficient motor capability to carry out the necessary assessment activities.

**2. Communication: Students must be able to:**

* Communicate effectively with other students, faculty, staff, clients and other professionals, and exemplify a willingness and ability to listen to others.
* Demonstrate effective communication in oral presentations, written assignments, small group settings, and through electronic means.
* Perceive and interpret nonverbal communication.
* Use spoken and writ­ten English to understand the content presented in the program.
* Comprehend reading assignments and search and evaluate the literature.
* Demonstrate competency in writing skills.

**3. Sensory and Motor Functions: Students must have sufficient sensory and motor abilities to:**

* Attend class and complete the required number of hours during their field practicum.
* Maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in the classroom and in social work agency settings.

**4. Intellectual, Conceptual, Integrative and Quantitative Functions: Students must have the ability to:**

* Think critically, analyze and interpret objective and subjective data, and apply effective problem solving skills. These skills allow students to make proper assessments, use sound judgment, appropriately prioritize therapeutic interventions, and measure and report client outcomes.
* Demonstrate skills of recall using long and short term memory, inferential reasoning, application of knowledge, and evaluation of predicted outcomes at appropriate levels in the program.

**5. Self Awareness: Students must exhibit:**

* Knowledge and openness to learning how one’s values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
* Willingness to examine and change their behavior when appropriate and work effectively with others in subordinate positions as well as with those in authority.

**6. Emotional and Mental Stability: Students must demonstrate the ability to:**

* Deal with current life stressors through the use of appropriate coping mechanisms effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
* Effectively use help for medical or emotional problems that interfere with academic and clinical performance.

**Professional Performance Standards**

 The Department of Social Work recognizes that preparation for professional practice requires more than scholastic achievement. The program expects students to exhibit behaviors that are consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and the larger community. Some specific examples of professional performance standards are outlined below.

**Students must demonstrate:**

* A commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.
* The essential values of social work including the respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice).
* Behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community.
* Responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.
* A commitment to serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system..

Appendix B

Curriculum Check Sheet**FULL TIME STUDENT CHECKSHEET**

**Full Time** **Foundation Curriculum (1st Year)**

**FALL—WCU-Cullowhee (*classes Mon pm/Tues all day*)**

**\_\_\_\_\_\_ SOCW 551:** Social Policy

**\_\_\_\_\_\_ SOCW 534:** Human Behavior in the Social Environment

**\_\_\_\_\_\_ SOCW 553:** Foundations of Social Work Practice

**\_\_\_\_\_\_ SOCW 562:** Direct Practice with Individuals Families and Groups

**\_\_\_\_\_\_ SOCW 504:** Diversity

**SPRING—Biltmore Park-Asheville (*classes Friday 9 a.m.-5 p.m.)***

**\_\_\_\_\_\_ SOCW 535:** Research I

**\_\_\_\_\_\_ SOCW 564:** Generalist Practice: Community/Organizations

**\_\_\_\_\_\_ SOCW 586:** Foundation Field Practicum **24 hrs/week**

 & Seminar **(meets 5 times/semester)**

**\_\_\_\_\_\_ SOCW Elective (or during the summer)**

**Full Time Concentration Curriculum (2nd Year)**

**FALL—Biltmore Park—Asheville *(classes Friday 9 a.m.-5 p.m.)***

**\_\_\_\_\_\_ SOCW 627:** Advanced Practice with Individuals Families and Groups

**\_\_\_\_\_\_ SOCW 635:** Research II

**\_\_\_\_\_\_ SOCW 686:** Advanced Field Practicum I **24 hrs/week**

**(Field Seminar Meets 5 times during the semester)**

**\_\_\_\_\_\_ SOCW Elective (or during the summer)**

**SPRING—WCU—Cullowhee *(classes Thurs)***

**\_\_\_\_\_\_ SOCW 664:** Management in Human Service Organizations

**\_\_\_\_\_\_ SOCW 673:** Rural Community Advocacy

**\_\_\_\_\_\_ SOCW 687:** Advanced Field Practicum II **24 hrs/week**

**(Field Seminar** **Meets 5 times during the semester)**

**\_\_\_\_\_\_ SOCW Elective (or during the summer)**

**PART TIME STUDENT CHECKSHEET**

**Foundation Curriculum (1st Year)**

**(FALL)—WCU-Tuesdays**

**\_\_\_\_\_\_ SOCW 553:** Foundations of Social Work Practice

**\_\_\_\_\_\_ SOCW 562:** Direct Practice with Individuals Families and groups

**\_\_\_\_\_\_ SOCW 504:** Diversity

**(SPRING)—Fridays Biltmore Park Asheville**

**\_\_\_\_\_\_ SOCW 535:** Research I

**\_\_\_\_\_\_ SOCW 564:** Generalist Practice: Community and Organizations

**(SUMMER)**

**\_\_\_\_\_\_ SOCW Elective**

**Foundation Curriculum (2nd Year)**

**(FALL)—WCU--Mondays**

**\_\_\_\_\_\_ SOCW 551:** Social Policy

**\_\_\_\_\_\_ SOCW 534:** Human Behavior in the Social Environment

**(SPRING)**

**\_\_\_\_\_\_ SOCW 586:** Foundation Field Practicum and Integrative Seminar **24 hrs/week**

 & Seminar **(meets 5 times/semester)**

**(SUMMER)**

**\_\_\_\_\_\_ SOCW Elective**

**Concentration Curriculum (3rd Year) \* \***

**(FALL)—Fridays Biltmore Park-Asheville**

**\_\_\_\_\_\_ SOCW 635:** Research II

**\_\_\_\_\_\_ SOCW 627:** Advanced Practice with Individuals Families and Groups

**(SPRING)—WCU--Thursdays**

**\_\_\_\_\_\_ SOCW 664:** Management in Human Service Organizations

**\_\_\_\_\_\_ SOCW 673:** Rural Community Advocacy

**(SUMMER)**

**\_\_\_\_\_\_ SOCW Elective**

**\* \* Students who choose to do their concentration placement and take classes concurrently can finish the program in three years.**

**Concentration Curriculum (4th Year)**

**(FALL & SPRING)**

**\_\_\_\_\_\_ SOCW 686:** Advanced Field Practicum and Integrative Seminar I **24 hrs/week**

**(Field Seminar Meets 5 times during the semester)**

**\_\_\_\_\_\_ SOCW 687:** Advanced Field Practicum and Integrative Seminar II **24 hrs/week**

**(Field Seminar** **Meets 5 times during the semester)**

Appendix C

NASW Code of Ethics**Code of Ethics
of the National Association of Social Workers**

### Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

### Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowermentof people who arevulnerable, 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 andon 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 ofcore values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

### Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

In addition to this *Code,* there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

### Ethical Principles

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

**Value:** *Service*

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

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged tovolunteer 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 andon 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 culturaland ethnic diversity. Socialworkers 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 respectfulfashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** *Importance of Human Relationships*

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

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

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

### Ethical Standards

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

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

##### 1. Social Workers' Ethical Responsibilities to Clients

###### 1.01 Commitment to Clients

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

###### 1.02 Self-Determination

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

###### 1.03 Informed Consent

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

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

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

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

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

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

###### 1.04 Competence

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

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

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

###### 1.05 Cultural Competence and Social Diversity

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

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

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

###### 1.06 Conflicts of Interest

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

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

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

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

###### 1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

###### 1.08 Access to Records

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

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

###### 1.09 Sexual Relationships

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

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

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

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

###### 1.10 Physical Contact

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

###### 1.11 Sexual Harassment

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

###### 1.12 Derogatory Language

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

###### 1.13 Payment for Services

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

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

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

###### 1.14 Clients Who Lack Decision-Making Capacity

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

###### 1.15 Interruption of Services

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

###### 1.16 Termination of Services

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

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

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

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

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

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

##### 2. Social Workers' Ethical Responsibilities to Colleagues

###### 2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to indi-viduals' 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 social work.

###### 5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

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

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

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

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

###### 6.01 Social Welfare

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

###### 6.02 Public Participation

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

###### 6.03 Public Emergencies

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

###### 6.04 Social and Political Action

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

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

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

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

Appendix D

College of Health and

Human Sciences

Drug Testing Policies

**WESTERN CAROLINA UNIVERSITY**

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

(Approved: May 2010)

**ALCOHOL AND ILLEGAL DRUG TESTING POLICY for STUDENTS**

**I. Policy Statement**

Western Carolina University (the “University”) is committed to maintaining a drug-free workplace and academic environment in compliance with the federal Drug Free Workplace Act of 1988 and in accordance with University Policy #38, *Illegal Drugs*, and University of North Carolina Policy 1300.1, *Illegal Drugs*. Further, the University is committed to provide campus experiences for its students that are safe, legal, and responsible, in accordance with University Policy #81, *General Campus Policy for Alcoholic Beverages*, and the University Code of Student Conduct.

**II. University Interests**

For obvious health and safety concerns, all students enrolled in the University’s College of Health and Human Sciences healthcare programs (each individually the “Program” or collectively the “Programs”) must participate in clinical education activities in full control of their manual dexterity and skills, mental faculties, and judgment. The presence of alcohol and/or drugs, lawfully prescribed or otherwise, which interfere with the student’s judgment or motor coordination in a healthcare setting poses an unacceptable risk to patients, faculty, other students, the University, and affiliated clinical agencies (i.e., hospitals, skilled nursing facilities, health systems, and other healthcare organizations involved with student education and with which the University has a clinical affiliation agreement in place). The University recognizes its responsibility to provide for a safe academic environment for University students, faculty, and staff, as well as a safe clinical setting for students and patients and employees of affiliated clinical agencies. For the foregoing reasons, the University and the College have adopted this policy to further the following interests:

1. To prevent the possession, consumption or distribution of illegal drugs, which violates applicable federal and state law, University Policy #38 and/or the University Code of Student Conduct and substantially adversely impacts the efficacy and integrity of the Programs;
2. To promote the safe, legal, and responsible purchase, consumption or possession of alcohol, in accordance with University Policy #81, *General Campus Policy for Alcoholic Beverages*
3. To ensure, to the extent possible, the health and safety of students, faculty, and staff, and to promote the general welfare of the University community;
4. To ensure, to the extent possible, the health and safety of patients who are admitted to affiliated clinical agencies and receive direct patient care from students;
5. To cooperate with affiliated clinical agencies by ensuring, to the extent possible, that students comply with agency policies, rules, and regulations pertaining to the placement of students in clinical/practical experiences, including agency alcohol and drug testing policies;
6. To comply with affiliated clinical agency contractual requirements pertaining to student criminal background screening and drug screening; and
7. To ensure, to the extent possible, that students participating in the Programs are academically prepared and fully qualified for licensure by the applicable state licensing board.

**III. Healthcare Professions Licensure Requirements**

Students in the Programs shall be familiar with applicable legal and ethical requirements set forth in North Carolina state licensure laws and regulations pertaining to healthcare professions and occupations.

North Carolina healthcare professions and occupations licensing boards may initiate an investigation upon receipt of information about any practice that may violate any provision of the licensing statute or any rule or regulation of the board. Boards generally have the power to: (i) refuse to issue a license; (ii) refuse to issue a certificate of renewal of a license; (iii) revoke or suspend a license; and (iv) invoke other such disciplinary measures, censure, or probative terms against a licensee if the board finds that an applicant or licensee:

1. has given false information or has withheld material information from the board

in procuring or attempting to procure a license;

1. has been convicted of or pleaded guilty or nolo contendere to any crime which

indicates that the applicant/licensee is unfit or incompetent to practice his/her occupation or that the applicant/licensee has deceived or defrauded the public;

1. has a mental or physical disability or uses any drug to a degree that interferes with

his/her fitness to practice his/her occupation;

1. engages in conduct that endangers the public health;
2. is unfit or incompetent to practice his/her occupation by reason of deliberate or negligent acts or omissions regardless of whether actual injury to the patient is established; or
3. engages in conduct that deceives, defrauds, or harms the public in the course of

professional activities or services.

**IV. Definitions**

“Drug testing” means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens of the human body for the purpose of detecting a drug or alcohol.

1. “Pre-placement testing” means drug testing conducted on all students prior to engaging in a clinical experience and/or providing direct patient care at an affiliated clinical agency if the agency requests such testing.
2. “Reasonable suspicion testing” means drug testing conducted on a student because individualized and objective evidence exists to support the conclusion that a student (1) has engaged in the use of alcohol and/or illegal drugs in violation of applicable policies, laws, and regulations; or (2) appears to be impaired. Facts that could give rise to reasonable suspicion include, without limitation: observed possession or use of illegal drugs or alcohol; the odor of alcohol or drugs; impaired behavior such as slurred speech; decreased motor coordination; difficulty in maintaining balance; marked changes in personality or academic performance or behavior; reports of observed drug or alcohol use; an arrest or conviction for a drug or alcohol related offense; positive pre-placement or other drug tests; or newly discovered evidence of drug test tampering.

“Illegal drug” for purposes of this policy means (a) any drug which is not legally obtainable; (b) any drug which is legally obtainable but has not been legally obtained; (c) any prescribed drug not being used for the prescribed purpose, in the prescribed dosage and manner, or by the person for whom it was prescribed; (d) any over-the-counter drug being used at a dosage other than the recommended dosage, or being used for a purpose other than the purpose intended by the manufacturer; and (e) any drug being used in a manner that is not consistent with established medical practice standards. Examples of illegal drugs include, without limitation, stimulants, depressants, narcotics, analgesics, hallucinogenics, and cannabis substances such as marijuana and hashish.

“Impaired” means that a person’s mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for disability). An impaired student, by virtue of his/her use of alcohol or illegal drugs, exhibits deteriorated motor/psychomotor function, reduced conceptual/integrative/synthetic thought processes, and/or diminished judgment and attentiveness compared with previous observations of the student’s conduct and performance. For purposes of this policy, the term impaired shall also mean addiction and/or physical or mental dependence upon alcohol or illegal drugs.

**V. Procedural Requirements**

1. **Prohibited Conduct and Duty to Notify of Charges/Convictions**
2. Under no circumstance should a student participate in Program courses or clinical experiences while he/she is impaired.
3. Under no circumstance should a student manufacture, use, possess, sell or distribute illegal drugs in violation of applicable federal and state laws and/or applicable Program and University policies, including the University Code of Student Conduct.
4. Under no circumstance should a student purchase, consume or possess alcohol in violation of applicable state laws and/or applicable Program and University policies, including the University Code of Student Conduct.
5. A violation by any student of applicable federal or state laws or regulations pertaining to the manufacture, use, possession, sale or distribution an illegal drug, or a violation by any student of applicable state laws pertaining to the purchase, consumption or possession of alcoholic beverages is strictly prohibited. Students have an affirmative duty under this policy to report any criminal charges, convictions or plea agreements that are related to the manufacture, use, possession, sale or distribution of an illegal drug, or the purchase, consumption or possession of an alcoholic beverage. Such violations, if substantiated, will result in disciplinary action, up to and including dismissal from the Program, in accordance with established Program disciplinary policies and procedures. Such violations will also result in a referral to the Department of Student Community Ethics (“DSCE”) for investigation and University discipline if warranted.
6. A student who violates any provision of this Section V.A will be deemed to be ***unable to meet the essential functions and technical standards*** of the Program and will be subject to disciplinary action, up to and including dismissal from the Program.
7. **Agreement to Submit to Drug and Alcohol Testing**
8. A student participating in a Program must agree to submit to pre-placement testing and reasonable suspicion testing when circumstances warrant such testing. The student shall sign an acknowledgment and consent form (Attachment A) that evidences the student’s consent to: (a) comply with University, College, and Program policies pertaining to alcohol and illegal drugs; (b) comply with all policies and regulations of affiliated clinical agencies pertaining to alcohol and illegal drugs; (c) submit to pre-placement testing, reasonable suspicion drug testing under this policy, and in the event an affiliated clinical agency requires random drug testing pursuant to its policies, to submit to random drug testing; and (d) authorize the disclosure of drug testing results to the Dean of the College of Health and Human Sciences. Refusal to sign the acknowledgment and consent form shall be grounds for non-placement in clinical experiences and subsequent dismissal from the Program.
9. **Pre-Placement Drug and Alcohol Testing**
10. Pre-placement drug testing will be coordinated through the office of the Dean of the College of Health and Human Sciences, and will be conducted by a qualified vendor under contract with the University. The cost of drug testing shall be borne by the student. The student shall be provided with a list of drugs for testing as may be required by either the Program or an affiliated clinical agency.
11. Positive pre-placement drug tests will be confirmed by additional tests.
12. The Dean of the College of Health and Human Sciences will notify a student of a confirmed positive drug test.
13. A student having a confirmed positive drug test will be subject to disciplinary action, up to and including dismissal from the Program, in accordance with established College or Program disciplinary policies and procedures. Positive drug tests will also be referred to DSCE for investigation and University discipline if warranted.
14. A student’s failure to submit to pre-placement drug testing, or any attempt to tamper with, contaminate or switch a sample will result in disciplinary action, up to and including dismissal from the Program.
15. **Reasonable Suspicion Drug and Alcohol Testing**
16. Reasonable suspicion drug testing may be conducted when individualized and objective evidence exists to support the conclusion that a student (1) has engaged in the use of alcohol and/or illegal drugs in violation of applicable policies, laws, and regulations; or (2) appears to be impaired.
17. Evidence of a student’s use of alcohol and/or illegal drugs or impairment may be provided by any individual, including employees of affiliated clinical agencies. Reasonable suspicion drug testing will be coordinated through the office of the Dean of the College of Health and Human Sciences, and the determination of whether drug testing is warranted under the facts and circumstances shall be made by the Dean and the University General Counsel. The cost of drug testing shall be borne by the student. The student shall be provided with a list of drugs for testing as may be required by either the Program or an affiliated clinical agency.
18. Positive reasonable suspicion drug tests will be confirmed by additional tests.
19. The Dean of the College of Health and Human Sciences will notify a student of a confirmed positive drug test.
20. A student having a confirmed positive drug test will be subject to disciplinary action, up to and including dismissal from the Program, in accordance with established Program disciplinary policies and procedures. Positive drug tests will also be referred to DSCE for investigation and University discipline if warranted.
21. A student’s failure to submit to reasonable suspicion drug testing, or any attempt to tamper with, contaminate or switch a sample will result in disciplinary action, up to and including dismissal from the Program.

**VI. Confidentiality**

All drug testing results shall be used, maintained, and disclosed by the College and/or University only as permitted by and in strict compliance with all applicable federal and state laws and regulations pertaining to confidential and protected health information and student records.

**VII. Appeals**

A student may avail him/herself of any grievance and appeal procedures relating to any Program action taken under this policy, in accordance with the Program’s established grievance procedures, which are published in the applicable Program student manuals.

**Attachment A**

**WESTERN CAROLINA UNIVERSITY**

**College of Health and Human Sciences**

**Acknowledgement and Consent Form**

I have read and understand the College of Health and Human Sciences Alcohol and Illegal Drug Testing Policy for Students (“Policy”). I also have had an opportunity to ask questions about the Policy.

By my signature below, I agree to comply with the requirements of the College, Program, this Policy, and all applicable policies and regulations of the University and affiliated clinical agencies. Further, as a condition of participation in the Program, I knowingly and voluntarily consent to submit to any requisite pre-placement drug testing, reasonable suspicion drug testing required by the University, or any random drug testing required by an affiliated clinical agency.

I hereby authorize the disclosure of any and all drug testing results to the Dean of the College of Health and Human Sciences.

**I hereby agree, for myself and on behalf of my successors, heirs, and assigns, to hold harmless and waive any and all claims and release, satisfy, and forever discharge Western Carolina University and its trustees, officers, and employees, and the University of North Carolina and its governors, officers, and employees from any and all actions, claims, damages, judgments, demands, rights, and causes of action of whatever kind or nature, arising out of or in connection with the College’s, Program’s, and University’s administration of the Policy.**

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Student Signature Date

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Printed Name

Appendix E

College of Health and

Human Sciences

Criminal Background Check Policy

**WESTERN CAROLINA UNIVERSITY**

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

**CRIMINAL BACKGROUND SCREENING POLICY for STUDENTS**

**Policy Statement**

Western Carolina University and the College of Health and Human Sciences is committed to the safety of the campus community and the agencies, clients, and patients we serve. While some programs require criminal background screening of all students prior to clinical placement (e.g. School of Nursing and the Department of Communication Sciences and Disorders) other programs will require background screenings of students if an outside agency or placement requests them. Students should be advised that criminal background screening is also required for many health care provider licensures.

Depending on the terms and conditions of any applicable clinical affiliation agreement, criminal background screening will be performed in accordance with the following academic progression guidelines:

1. **Screening by Clinical Site**

Criminal background screening will be performed in its entirety by the clinical site, in accordance with its applicable policies and procedures.

1. **Investigation by Third Party; Results Provided to Clinical Site**

Criminal background investigation will be performed, at the student’s expense, by a third party vendor under contract with UNC/WCU (e.g., Certiphi), with the results of the investigation sent directly to the clinical site for review and judgment in accordance with its applicable policies and procedures

1. **Investigation by Third Party; Results Provided to College**

Criminal background investigation will be performed, at the student’s expense, by a third party vendor under contract with UNC/WCU (e.g., Certiphi), with the results of the investigation sent to the Dean’s Office for review and judgment in accordance with applicable College policies and procedures. If possible, review and judgment of a student’s criminal background history for placement in a particular clinical site should be performed using that clinical site’s policies and procedures/criteria, which have been provided to College for that purpose. This should be addressed in the clinical affiliation agreement.

Review of criminal background investigations by the Dean’s Office should be performed in accordance with one of the following procedures.

1. **Investigation by Third Party: Reviewed Using College Criteria**

Criminal background investigation will be performed, at the student’s expense, by a third party vendor under contract with UNC/WCU (e.g., Certiphi), with the results of the investigation sent to the Dean’s Office for review and judgment in accordance with applicable College policies and procedures.

**Procedures:**

1. The Dean’s Administrative Assistant (DAA) in the College of Health and Human Sciences will perform a preliminary investigation of students’ criminal background check (CBC) prior to clinical placement.
2. The DAA will notify the School Director or Department Head if students have “passed” the CBC (no criminal activity found) or if the student’s CBC needs review (indicating criminal activity found). No other information will be provided to the Director or Department Head related to the CBC.
3. For students who need review, the DAA will notify the Dean and the Associate Dean. The Associate Dean will convene three to five members of the Academic Action Committee who will then review the case. The Associate Dean will serve as ex officio (non-voting) chair of this committee. At least one faculty member on the committee should represent the major or discipline of the student(s) who need CBC review. In cases of CBC review, students will not serve as committee members (unlike other academic action appeals).
4. The Academic Action Committee will review the student’s CBC for the following felonies. A conviction or plea of guilty or no contest to any of the **felonies** noted below will **disqualify** the student from participating in a clinical learning experience.
5. Homicide
6. Kidnapping and abduction
7. Assaults with weapons or inflicting serious injury
8. Rape or other sex offense
9. Robbery or larceny
10. Abuse, neglect or exploitation of children, disabled adults or elder adults
11. Any other types of felony or misdemeanor convictions, including sale, possession, distribution or transfer of controlled substances, or questionable criminal histories will be reviewed by the Academic Action Committee in accordance with the following criteria:
12. Would the student pose a threat to the health and safety of the university community and any patient or client?
13. What were the:
14. The dates, locations, and nature of the conduct/crime?
15. Characteristics of the victim(s)?
16. Frequency of convictions or pleas?
17. Opinions of law enforcement officials, district attorney?
18. In addition, is/are there:
19. Any pending charges?
20. Evidence of successful rehabilitation?
21. Evidence of remorse/accountability?
22. Positive references?
23. Evidence of the accuracy and truthfulness of the information submitted?
24. Based on the above criteria, a recommendation by the Academic Action Committee will be submitted to the Dean of the College of Health and Human Sciences. The Dean may accept the recommendation of the Committee or make an alternative decision. The decision of the Dean will be final. Once the decision is made, the Dean’s office will notify the School Director or Department Head and the student.

**Note: Confidentiality of Records**

Criminal background screening records are confidential and will not be shared with anyone other than faculty/staff involved in the case as indicated above. All records will be kept in a secure location in the Dean’s office.

**WESTERN CAROLINA UNIVERSITY**

**College of Health and Human Sciences**

**Acknowledgement and Consent Form**

I have read and understand the College of Health and Human Sciences Criminal Background Check Policy for Students (“Policy”). I also have had an opportunity to ask questions about the Policy.

By my signature below, I agree to comply with the requirements of the College, Program, this Policy, and all applicable policies and regulations of the University and affiliated clinical agencies

**I hereby agree, for myself and on behalf of my successors, heirs, and assigns, to hold harmless and waive any and all claims and release, satisfy, and forever discharge Western Carolina University and its trustees, officers, and employees, and the University of North Carolina and its governors, officers, and employees from any and all actions, claims, damages, judgments, demands, rights, and causes of action of whatever kind or nature, arising out of or in connection with the College’s, Program’s, and University’s administration of the Policy.**

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Student Signature Date

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Printed Name