



Department of
Social Work

MSW Student Manual

2020-2021

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Table of Contents

Welcome	Page 3
Department of Social Work Faculty	Page 4
Mission, Goals, and Objectives	Page 6
MSW Program Competencies and Corresponding Practice Behaviors	Page 8
Advanced Generalist Practice within a Rural Context	Page 17
Certification Programs and Focus Areas Offered	Page 18
Substance Abuses Studies Certificate Program	Page 18
School Social Work Certification	Page 20
NC Child Welfare Education Collaborative	Page 21
Integrated Health Focus Area	Page 22
Culturally Based Native Health Certificate	Page 22
MSW Curriculum Information	Page 23
Waiver Exams	Page 24
Transfer Credits	Page 24
Field Practicum	Page 25
Admission and Continuation in the Graduate Program	Page 28
Instructional Site Admission and Changes	Page 29
Criteria for Continuation in the MSW Program	Page 29
University, College, and Departmental Policies	Page 32
University Supports	Page 33
Appendix A: Technical and Professional Standards for Social Work Students	Page 36
Appendix B: Curriculum Check Sheets	Page 40
Appendix C: NASW Code of Ethics	Page 45
Appendix D: College of Health and Human Sciences Drug Testing Policies	Page 69
Appendix E: College of Health and Human Sciences Criminal Background Check Policy	Page 76
Attachment A: Alcohol and Illegal Drug Testing Policy for Students	Page 80
Attachment B: Criminal Background Check Policy for Students	Page 82
Attachment C: Request to Change Instructional Site	Page 84

**DEPARTMENT 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,

Tonya M. Westbrook, PhD, MSW

Graduate Program Director,
Department of Social Work

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SOCIAL WORK IS SOCIAL JUSTICE

We affirm to our students that the Department of Social Work supports equity, inclusion and diversity and will not tolerate any discrimination on the basis of race, color, ethnicity, religion, political belief, immigration status, sex, sexual orientation, gender identity or expression, national origin, age, ability or disability, genetic information, and veteran status. To report bias or discrimination, go to:

<https://www.wcu.edu/experience/dean-of-students/complaints-and-concerns.aspx>

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 College of Health and Human Sciences serves students and communities through an active learning environment that uses inter-professional collaboration and scholarship to develop healthcare professionals skilled in patient-centered care, evidence based practice, quality improvement, innovative technology, and community engagement. We value serving the people of Appalachia.

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 informed 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:

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

The nine Social Work Competencies as determined by the Council on Social Work Education (CSWE) are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist foundation level of practice and the advanced generalist specialization level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

At the foundation level, the 9 competencies are operationalized by 31 behaviors (FBs) 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.

At the specialization level, 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 specialization year competencies and behaviors (SBs) 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

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. The CSWE Educational Policies and Accreditation Standards (EPAS) recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique

practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

SOCIAL WORK COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

Competency 1: Demonstrate Ethical and Professional Behavior

- Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.
- Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.
- Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior.
- Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession.
- Social Workers also understand the role of other professions when engaged in inter-professional teams.
- Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.
- Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

At the BSW and MSW Foundation level social work education prepares students to:

FB 1.1: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

FB 1.2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

FB 1.3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

FB 1.4: use technology ethically and appropriately to facilitate practice outcomes

FB 1.5: use supervision and consultation to guide professional judgment and behavior

At the MSW Specialization level social work education prepares students to:

SB1.1: Attend to professional roles and boundaries with specific emphasis on rural considerations

SB 1. 2: Demonstrate a plan for career-long learning and use of supervision and consultation with special consideration for limited access found in the rural environment

SB1.3: Provide leadership, promote collaboration, and advocate across client populations, colleagues, agencies and communities

SB1. 4: 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

Competency 2: Engage Diversity and Difference in Practice

- Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.
- The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.
- Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
- Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

At the BSW and MSW Foundation level social work education prepares students to:

FB 2.1: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

FB 2.2: present themselves as learners and engage clients and constituencies as experts of their own experiences; and

FB 2.3: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

At the MSW Specialization level social work education prepares students to:

SB 2.1: Apply advanced knowledge and skills to engage diversity and difference in practice with appreciation that diversity improves services; and

SB 2.2: 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.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.
- Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.
- Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

At the BSW and MSW Foundation level social work education prepares students to:

FB 3.1: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

FB 3.2: engage in practices that advance social, economic, and environmental justice.

At the MSW Specialization level social work education prepares students to:

SB 3.1: Advocate for human rights and social, economic, and environmental justice at the individual, organizational, community, and political level with special emphasis on the needs of rural client systems

SB 3.2: Develop strategies for influencing policy to effect positive change for rural individuals, families, groups, organizations, and communities; and

SB 3.3: 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.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

- Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.
- Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.
- Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.
- They also understand the processes for translating research findings into effective practice.

At the BSW and MSW Foundation level social work education prepares students to:

FB 4.1: use practice experience and theory to inform scientific inquiry and research;

FB 4.2: apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

FB 4.3: use and translate research evidence to inform and improve practice, policy, and service delivery.

At the MSW Specialization level social work education prepares students to:

SB 4.1: Apply advanced critical thinking skills and research knowledge to inform evidence based social work practice with individuals, families, groups, communities, and organizations with a specific focus on rural populations

SB 4.2: Integrate theory and practice with individuals, families, groups, organizations, and communities to inform research design and implementation

Competency 5: Engage in Policy Practice

- Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

- Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.
- Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings.
- Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.
- They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

At the BSW and MSW Foundation level social work education prepares students to:

FB 5.1: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

FB 5.2: assess how social welfare and economic policies impact the delivery of and access to social services;

FB 5.3: apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

At the MSW Specialization level social work education prepares students to:

SB 5.1: Evaluate the impact and effectiveness of both agency and public policy on service access and delivery

SB 5.2: Work with community stakeholders as a servant leader, to promote collaboration and facilitate client centered policy change with an emphasis on rural communities

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.
- Social workers value the importance of human relationships.
- Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.
- Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

At the BSW and MSW Foundation level social work education prepares students to:

FB 6.1: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

FB 6.2: use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

At the MSW Specialization level social work education prepares students to:

SB 6.1: Differentially apply engagement strategies, knowledge of human behavior and the social environment, and multidisciplinary theoretical frameworks across diverse client systems using evidence-based practices, with particular attention to issues affecting the engagement of rural clients.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.
- Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.
- Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.
- Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.
- Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

At the BSW and MSW Foundation level social work education prepares students to:

FB 7.1: collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

FB 7.2: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

FB 7.3: develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

FB 7.4: select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

At the MSW Specialization level social work education prepares students to:

SB 7.1: Demonstrate the ability to collect and synthesize complex data using knowledge of human behavior and the social environment and multidisciplinary theoretical frameworks in order to assess client systems and inform the selection and planning of evidence-based intervention strategies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.
- Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.
- Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.
- Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.
- Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

At the BSW and MSW Foundation level social work education prepares students to:

FB 8.1: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

FB 8.2: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

FB 8.3: use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

FB 8.4: negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

FB 8.5: facilitate effective transitions and endings that advance mutually agreed-on goals.

At the MSW Specialization level social work education prepares students to:

SB 8.1: Collaborate with, advocate for, and empower client systems in the implementation of evidence-based prevention and intervention strategies from inception to ending while applying knowledge of human behavior and the social environment and multidisciplinary frameworks

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

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

At the BSW and MSW Foundation level social work education prepares students to:

FB 9.1: select and use appropriate methods for evaluation of outcomes;

FB 9.2: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

FB 9.3: critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

FB 9.4: apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

At the MSW Specialization level social work education prepares students to:

SB 9.1: Demonstrate the ability to critically analyze, monitor, evaluate and adjust interventions with client systems while applying knowledge of human behavior and the social environment and multidisciplinary theoretical frameworks with particular attention to issues of rural implementation.

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 that 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).

CERTIFICATION PROGRAMS AND FOCUS AREAS OFFERED

The Department of Social Work offers four specialty focus areas that can be completed during the MSW Program:

- Substance Abuse Studies Certificate Program (soon to be the Addictions Studies Certificate Program)
- School Social Work Certification Program
- North Carolina Child Welfare Education Collaborative to earn the Department of Social Services Pre-Service Certificate
- Integrated Health (HRSA-BHWET Stipend Recipient) focus area
- Culturally Based Native Health Certificate

SUBSTANCE ABUSE STUDIES CERTIFICATE PROGRAM

The Department of Social Work offers a substance abuse studies certificate program for students accepted into the MSW program. In fall 2021, this program will become the Addictions Studies Certificate Program in order to better align with addictions studies and treatment vernacular. 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 in North Carolina.

Students in the program will also be required to complete their specialization 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 instructional site or the main campus in Cullowhee. 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*** (soon to be renamed *Methods of Addictive Disorder 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*** (soon to be renamed *Cultural Humility in Addictive Disorder Treatment*) 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 525 – *Science of Addiction*** Biological basis of addiction; physiological and psychological effects of substance abuse [PREQ SOCW 520]

Students who complete the Substance Abuse (Addictions Studies) 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 525 & SOCW 520**)
2. Psychological and emotional factors related to substance abuse. Relationship of blood levels and behaviors (**SOCW 525 & 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 525**)
5. Criteria for diagnosis including systems for tool assessment (**SOCW 520, SOCW 522, & SOCW 525**)
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 & 525**)
16. Steps, traditions, and philosophy of Alcoholics Anonymous and its relation to Al-Anon and Al-a-teen (**SOCW 520, SOCW 522 & SOCW 525**)

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)**

Interested students should contact Professor Beth Young, Substance Abuse Studies Coordinator at llyoung@wcu.edu or 828.227.3896.

SCHOOL SOCIAL WORK CERTIFICATION PROGRAM

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 contact Dr. 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 option 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

NORTH CAROLINA CHILD WELFARE EDUCATION COLLABORATIVE

The NC Child Welfare Education Collaborative (Collaborative) is a program designed to provide educational support to BSW and MSW students who are interested in working in public child welfare (Department of Social Services) 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. For more information about the program, please go to 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. All students who participate in the Collaborative 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, (3) complete the non-competitive Collaborative application online (the application opens for a few weeks each semester, dates will be announced), (4) attend the Collaborative orientation (typically offered online a few weeks after the application deadline, and (5) 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 the DSS Pre-Service Certificate.

If you are interested in applying to be a NC Child Welfare Collaborative Scholar, discuss your interest in applying for the Collaborative with Dr. Tonya M. Westbrook twestbrook@wcu.edu.

INTEGRATED HEALTH FOCUS AREA

The Integrated Health program is aimed at expanding the behavioral health workforce serving the needs of individuals across the lifespan who have or are at risk of mental health and substance use disorders and reside on the Qualla Boundary, home of the Eastern Band of Cherokee Indians, and across the Western North Carolina (WNC) region of Southern Appalachia. As part of a 4 year federal grant which began in 2017, students may apply for a **stipend up to \$10,000** in their Specialization year funded by Health Resources and Services Administration (HRSA). Advanced Standing and part-time students are also eligible to apply. A limited number of stipends are available. Students will have completed coursework in Integrated Healthcare (SOCW 530) and an online Interprofessional Education module, identified an appropriate integrated health field placement, and engage in a variety of interprofessional education experiences, be in good academic standing, and sign a letter of commitment.

CULTUARALLY BASED NATIVE HEALTH CERTIFICATE PROGRAM

The Culturally-Based Native Health Program provides training for health professionals serving Native peoples, grounded in a tribal community, and integrated into the core of Western Carolina University. The graduate certificate program is for health professionals who serve American Indian populations in the South and the East. This interdisciplinary, online program requires *12 hours of courses* and is intended to reach a population of students considered underrepresented and underserved. This culturally-oriented certificate option will enable professionals in the region, who are Cherokee or serve a Native American population, to acquire the cultural knowledge and methodological understanding to serve more effectively in their professions. For more information contact program director Lisa Lefler (llefler@wcu.edu ; 828-227-2164) or go to this site <https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/chokeokee-studies/culturally-based-native-health-certificate-program/index.aspx>

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 (this can be accessed through the MyWCU site at <https://www.wcu.edu/mywcu/index.aspx>). Faculty are available each semester during pre-registration to meet with students and to help ensure all needed courses are scheduled for the upcoming semester.

Course Requirements

The Master of Social Work degree requires 54-60 credit hours of graduate coursework including 1008 field practicum hours (336 for the Foundation field placement and 672 for the Specialization field placement). The total number of required hours depends on whether the student qualifies to take and successfully passes waiver exams for SOCW 534 and 535 (see “*waiver exams*” below). Unless students are accepted into the Advanced Standing Program, **all first year (foundation) MSW courses (and first year practicum) must be completed before proceeding to second (specialization) year courses/practicum.**

The Master of Social Work Advanced Standing degree requires 33 credit hours of graduate coursework including 672 specialization field practicum hours.

Foundation Year Courses

- SOCW 504: Diversity (3 hrs.)
- SOCW 534: Human Behavior in the Social Environment (3 hrs.)
- SOCW 535: Research (3 hrs.)
- SOCW 551: Social Policy (3 hrs.)
- SOCW 553: Practice I Foundations of Social Work Practice (3 hrs.)
- SOCW 562: Practice II Psychopathology and Assessment (3 hrs.)
- SOCW 564: Communities and Organizations (3 hrs.)
- SOCW 586: Foundation Field Practicum (6 hrs.)
- SOCW 596: Foundation Field Seminar (2 hrs)

Specialization Year Courses

- SOCW 627: Practice III Interventions (3 hrs.)
- SOCW 662: Practice IV Families and Groups (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. for Regular MSW) – (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 (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. Waiver exam dates will be announced each summer in the weeks before fall semester begins.

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 MSW Program Director by sharing a copy of their undergraduate course syllabus. The MSW Program Director 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 faculty.

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. Please see the MSW Field Education Manual for the most recent policies.

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 specialization 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 hours 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.

ADMISSION AND CONTINUATION 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 professional references (at least 1 must be academic) and bachelor degree transcripts. Applicants must write an essay that reflects their personal goals, professional 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 at least a 2.85 on a 4.0 scale cumulatively,
- 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 10 months (full-time) or 2 years (part-time) 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 January 15 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 of the BSW degree is received.

The Advanced Standing Program is comprised of the specialization 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 (specialization year) of the regular MSW program. Full-time and Part-time status in the Advanced Standing Program are available.

Instructional Site Admission and Change

Students are admitted to a specific WCU instructional site (either Cullowhee-Health and Human Sciences Building or Asheville-Biltmore Park) based on the preference indicated on the student’s MSW application when possible. Students will take all required courses at their assigned instructional site throughout the duration of their tenure in the MSW Program. In the event a student cannot be admitted to the instructional site of their preference, the student will be offered enrollment in the other instructional site.

In the rare event that extenuating circumstances necessitate a move to a different instructional site, the student must submit a formal request to the MSW Program Director using the Request to Change Instructional Site form (see Attachment C). Requests will be approved if there is sufficiently substantial need for the change and program circumstances allow.

Students who change sites without permission will be asked to return to their approved site as students are not allowed to change their instructional site without permission of the MSW Program Director.

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 and 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 the WCU academic integrity policies or the WCU Social Work Professional and Technical Standards.

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 according to these standards by the Graduate Student Progressions Committee each semester. The progressions committee consists of the students' instructors who are teaching them that semester, instructors who taught them in prior semesters as deemed appropriate, 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. A student may be invited to present his/her views to the Graduate Program Director and/or the Graduate Student Progressions Committee, depending upon the nature of the issue or concern.

Decisions of the progressions committee may include:

- a. Continuance in the program.
- b. 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.
- c. 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. 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, continuation, and graduation.

Criminal Records (Felony or Misdemeanor)

The Department of Social Work expects student(s) with prior criminal convictions to have indicated this on the application for admission. The College of Health and Human Sciences requires students to undergo a criminal background check prior to entering 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 and the University.

UNIVERSITY, COLLEGE, AND DEPARTMENTAL POLICIES

SOCIAL WORK IS SOCIAL JUSTICE: We affirm to our students that the Department of Social Work supports equity, inclusion and diversity and will not tolerate any discrimination on the basis of race, color, ethnicity, religion, political belief, immigration status, sex, sexual orientation, gender identity or expression, national origin, age, ability or disability, genetic information, and veteran status. To report bias or discrimination, go to: <https://www.wcu.edu/experience/dean-of-students/complaints-and-concerns.aspx>

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.

APA Documentation

Students are ALWAYS expected to use APA style when writing papers and citing references (unless expressly stated by a course instructor). For writing tips and help on APA documentation go to: <http://www.wcu.edu/11743.asp> or go to Purdue's OWL site at https://owl.purdue.edu/owl/purdue_owl.html

CHHS Emergency Action Plan

Western Carolina University is committed to a safe and healthful environment that protects its students, faculty, staff, and the public, as well as its property. Employees and students at every level are responsible and accountable for the University's overall safety. Complete and active participation by everyone, every day is necessary. All staff and students are responsible for following all procedures detailed in the College of Health and Human Sciences Emergency Action Plan as well as working safely to prevent incidents.

As a student, you must know:

- The location of the closest emergency exit throughout the Health and Human Sciences building for all your classes and other common areas (these may be exits you don't normally use).
- Safe procedures for emergency evacuation, shelter in place, and adverse weather as well as other emerging situations.
- Emergency evacuation assembly areas.
- How you will be contacted during emergencies - consider signing up for the RAVE system

WCU Graduate Student Catalog

Students are expected to follow policies and requirements found in the WCU Graduate Student Catalog (<http://catalog.wcu.edu/index.php>) as well as those in this Social Work Handbook.

UNIVERSITY SUPPORTS

Office of Accessibility Resources

Accommodations for Students with Disabilities: <https://www.wcu.edu/learn/academic-services/disability-services/> 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 Accessibility Resources. All information is confidential. Please contact the Office of Accessibility Resources at (828) 227-3886 or come by Suite 137 Killian Annex for an appointment.

Student Financial Support

HEERF: Western Carolina University students have access to financial assistance through the Higher Education Emergency Relief Fund (HEERF), a new federal grant program that is part of the Coronavirus Aid, Relief and Economic Security, or CARES, Act. These emergency grant funds will be available to eligible WCU students who are experiencing unexpected expenses or financial hardships that are directly related to changes in campus operations due to the global COVID-19 pandemic. For more information go to <https://www.wcu.edu/coronavirus/higher-education-emergency-relief-fund.aspx>

Student Emergency Fund: WCU students with an immediate financial hardship resulting from an emergency, accident, or other critical incident can apply for a one-time funding award of up to \$500. The expense must be unexpected, unforeseen, and of an urgent nature. Applicants must be currently enrolled students, undergraduate or graduate students, and taking at least one credit hour in the current semester. Students may apply for funds when they have exhausted all other resources (including but not limited to financial aid eligibility). All applicants must provide detailed documentation of need (lease agreement, utility bill, etc.). For more information or to apply, go to https://cm.maxient.com/reportingform.php?WesternCarolinaUniv&layout_id=6

Counseling, Psychological Services, and Psychiatric Assistance

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 <https://www.wcu.edu/experience/health-and-wellness/caps/>

Hunter Library:

Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles.

These resources can be searched online and often accessed there (<http://www.wcu.edu/hunter-library>) or library staff and subject specialists skilled in their

specific disciplines can be contacted via the library's research guides (<http://researchguides.wcu.edu/>).

Blackboard Support:

The learning management system for this class is Blackboard and can be found at <http://wcu.blackboard.com>

Additional help with Blackboard can be found at tc.wcu.edu, (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.

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.

Writing and Learning Commons (WaLC)

Electronic format (with hyperlinks):

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 (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.

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> .

Appendix A
Technical and Professional
Standards for
Social Work Students

Social Work Professional and Technical Standards

MASTERS AND BACHELORS DEGREE PROGRAMS IN SOCIAL WORK

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

Course of Study Part-Time, Full-Time Regular and Advanced Standing MSW Programs

MSW Course Schedule
Regular and Advanced Standing Programs Full and Part-Time
Cullowhee Campus and Asheville Site

Full Time Regular MSW Program (complete in 2 years)

Foundation Curriculum (1st Year)

FALL—Classes are Monday afternoons and all day Tuesdays

- _____ **SOCW 551:** Social Policy
- _____ **SOCW 534:** Human Behavior in the Soc. Environ (waiver exam available)
- _____ **SOCW 553:** Practice I: Foundations of Social Work Practice
- _____ **SOCW 562:** Practice II: Assessment and Psychopathology
- _____ **SOCW 504:** Diversity, Difference, and Social Justice

SPRING—Classes are all day on Fridays

- _____ **SOCW 535:** Research (waiver exam available)
- _____ **SOCW 564:** Organizational and Community Practice
- _____ **SOCW 586:** Foundation Field Practicum **24 hrs/week**
- _____ **SOCW 596:** Foundation Field Seminar
- _____ **SOCW Elective (or during the summer)**

Specialization Curriculum (2nd Year)

FALL— Classes are all day Fridays

- _____ **SOCW 627:** Practice III: Interventions
- _____ **SOCW 662:** Practice IV: Families and Groups
- _____ **SOCW 686:** Advanced Field Practicum I **24 hrs/week**
(Field Seminar Meets 5 times during the semester)
- _____ **SOCW Elective (or during the summer)**

SPRING— Classes are all day Thursdays

- _____ **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 previous summer)**

PART TIME REGULAR MSW PROGRAM of STUDY (3 and 4 year options)

Foundation Curriculum (Year 1)

FALL Tuesdays

_____ **SOCW 553:** Practice I: Foundations of Social Work Practice

_____ **SOCW 562:** Practice II: Assessment and Psychopathology

_____ **SOCW 504:** Diversity, Difference, and Social Justice

SPRING- Fridays

_____ **SOCW 535:** Research

_____ **SOCW 564:** Organizational and Community Practice

SUMMER

_____ **SOCW Elective**

Foundation Curriculum (Year 2)

FALL Monday Afternoon

_____ **SOCW 551:** Social Policy

_____ **SOCW 534:** Human Behavior in the Social Environment

SPRING

_____ **SOCW 586:** Foundation Field Practicum **24 hrs/week**

_____ **SOCW 596:** Foundation Field Seminar

SUMMER

_____ **SOCW Elective**

Specialization Curriculum (Year 3) * *

FALL Mondays

_____ **SOCW 627:** Practice III: Interventions

_____ **SOCW 662:** Practice IV: Families and Groups

SPRING Thursdays

_____ **SOCW 664:** Management in Human Service Organizations

_____ **SOCW 673:** Rural Community Advocacy

SUMMER

_____ **SOCW Elective**

*** * Part-time students who choose to do their specialization year field placement and take classes concurrently can finish the regular MSW program in three years.**

Specialization Curriculum (Year 4)

Fall

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

(Field Seminar Meets 5 times during the semester)

SPRING

_____ **SOCW 687: Advanced Field Practicum II 24 hrs/week**
(Field Seminar Meets 5 times during the semester)

Advanced Standing MSW Program

Full Time Course of Study (Complete in 10 months)

SUMMER- July

_____ SOCW 553: Advanced Standing Bridge Course (online and face-to-face)
 _____ SOCW Elective

FALL— Classes are all day Mondays

_____ SOCW 627: Practice III: Interventions
 _____ SOCW 662: Practice IV: Families and Groups
 _____ SOCW 686: Advanced Field Practicum I **24 hrs/week**
 (Field Seminar Meets 5 times during the semester)
 _____ SOCW Elective (or during the summer)

SPRING— Classes are all day Thursdays

_____ 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)

Advanced Standing MSW Part-time Course of Study (Complete in 2 years)

SUMMER (July)

_____ SOCW 553: Advanced Standing Bridge Course (online and face-to-face)
 _____ SOCW Elective

Year 1 FALL Classes are all day Mondays

_____ SOCW 627: Practice III: Interventions
 _____ SOCW 662: Practice IV: Families and Group

Year 1 SPRING Classes are all day Thursdays

_____ SOCW 664: Management in Human Service Organizations
 _____ SOCW 673: Rural Community Advocacy
 _____ SOCW Elective

Year 2 FALL

_____ SOCW 686: Advanced Field Practicum I **24 hrs/week**
 (Field Seminar Meets 5 times during the semester)

Year 2 SPRING

_____ SOCW 687: Advanced Field Practicum 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
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

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

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

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

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships,

integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients'

actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should

ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other

professionals should disclose, with clients' consent, all pertinent information to the new service providers.

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Appendix D

College of Health and
Human Sciences

Drug Testing Policies

**WESTERN CAROLINA UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SCIENCES**

Approved 1-2017

ALCOHOL AND DRUG TESTING POLICY for STUDENTS

I. University 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

The University recognizes its responsibility to provide for a safe learning environment for University students and personnel, as well as a safe clinical/internship setting for patients and employees of affiliated agencies. The use of alcohol and/or drugs, lawfully prescribed or otherwise, which interfere with the student's judgment or motor coordination poses an unacceptable risk to the aforementioned. For the foregoing reasons, the College has adopted this policy to further the following interests of the University:

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 cooperate with affiliated agencies by ensuring, to the extent possible, that students comply with agency policies, rules, and regulations pertaining to the placement of students in clinical/internship experiences, including agency alcohol and drug testing policies;

III. Definitions

1. *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 an illegal drug or alcohol.
 - a. *Pre-placement drug testing* means drug testing conducted prior to a student engaging in a learning experience at an affiliated agency if the agency requests such testing.

- b. *Reasonable suspicion drug 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.
 - c. *Repeat drug testing* means a drug test that is repeated following a positive test. This test will be conducted within 5 days following notification of a positive test and will test the broadest spectrum of drugs.
 - d. *Random drug testing* means drug testing where employees or students of affiliated agencies are tested randomly at the discretion of the agency without reasonable suspicion.
2. "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, illegal or legal 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, illegal, or legal drugs.
 3. "Illegal drug" means (1) any drug or substance whose use, possession, and manufacture are regulated by the Commission for Mental Health, Developmental Disabilities, and Substance Abuse Services pursuant to Article 5 of Chapter 90 of the North Carolina General Statutes (the "Controlled Substances Act"); or (2) a drug whose use is strictly controlled by a physician's prescription or other order and such use is inconsistent with the prescription or other order.
 4. "Legal drug" means any drug or substance that is available without a prescription and/or any drug or substance that has been prescribed by a healthcare provider.
 5. "*Program*" means all degree granting programs in the CHHS.
 6. Each program will have one or more "Program Designees" that will oversee student affairs issues.

IV. College Procedural Requirements

A. Prohibited Conduct and Duty to Notify of Charges/Convictions

1. All conduct specified in University Policy 38 Illegal Drugs and Illegal Use or Abuse of Alcohol (Policy 38) and University Policy 81 Alcoholic Beverages (Policy 81) is expressly prohibited. The terms of Policy 38 and Policy 81 shall be made a part of this policy. Nothing in this policy shall be construed to limit or otherwise constrain the terms of Policy 38 or Policy 81.
2. Nothing in this policy shall be construed to limit or constrain the terms of any agency drug testing policy or scheme.
3. Under no circumstance should a student participate in Program courses or educational experiences while he/she is impaired.
4. Under no circumstance should a student manufacture, consume, possess, sell or distribute illegal drugs or alcohol in violation of applicable federal and state laws and/or applicable Program and University policies, including the University Code of Student Conduct.
5. 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 to 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 IV.A will be deemed to be **unable to meet the essential functions and technical standards** of their Program and will be subject to disciplinary action, up to and including dismissal from the Program.
7. A student should be aware that a positive drug test may impede his/her ability to part-take in clinical/internship experiences and therefore may impede his/her ability to progress in a Program.

B. Agreement to Submit to Drug and Alcohol Testing

1. A student entering or progressing in a Program that requires a drug test(s) as a condition of enrollment must submit to the said drug testing as required by the Program.
2. A student participating in a Program must agree to submit to pre-placement drug testing; reasonable suspicion drug testing when circumstances warrant such testing; and/or repeat drug testing as required by the Program.
3. All students 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 agencies pertaining to alcohol and illegal drugs; (c) submit to all drug testing as described in this policy; and (d) authorize the disclosure of drug testing results to the Dean

of the College of Health and Human Sciences (CHHS) or his/her designee. Refusal to sign the acknowledgment and consent form shall be grounds for non-placement in clinical/internship experiences and subsequent dismissal from the Program.

C. Actions Following Positive Drug Tests

1. Upon receipt of a positive drug test, the Dean of College of CHHS or his/her designee shall inform the Program Designee of the positive drug test, the student who received the positive test, as well as any other information needed to evaluate the positive drug test.

The Program Designee shall notify the student in writing of the result of the drug test; the option to repeat the drug test one time; as well as any disciplinary action imposed. The repeat drug test shall be conducted by a mutually agreed upon qualified vendor and all costs of the repeat test shall be borne by the student.

If a student chooses to submit to a repeat drug test, any appeal time-line designed in this policy shall be stayed until the Program Designee notifies the student of the result of the repeat drug test.

A student who receives a positive drug test, or a positive repeat drug test, will be subject to disciplinary action.

2. Disciplinary action at the Program level for a positive drug test will be decided by a designated group of Program faculty and may include dismissal from the Program. Program level disciplinary action may be appealed pursuant to Section D of this policy.
3. A positive drug tests will also be referred to Department of Student Community Ethics (DSCE) for investigation pursuant to the Western Carolina University Student Code of Conduct (Code).
4. Students that are dismissed from the University are dismissed from the Program.
5. Any attempt to tamper with, contaminate or switch a sample during any drug test will result in disciplinary action, up to and including dismissal from the Program and will be referred to the DSCE for investigation pursuant to the Code.
6. If a student is permitted to continue in the Program following a positive drug test result, the agency that required the test may handle the issue according to its policy. In the event that the agency refuses to permit the student to continue with the agency an alternative placement will be sought; however, if placement cannot be found the student may not be able to progress through the program, depending on the program's requirements.

D. Program Appeal

1. A student who wishes to appeal the decision of the Program have the option to do so in writing to the Dean of CHHS within five (5) days of notification as specified in Section C.1.
2. The Dean may request in writing supportive information from the student, which must be provided within 5 days of the Dean's request.
3. The Dean will decide on the case within five (5) days of receiving all requested information.
4. The Dean may base his/her decision on any or all information provided and/or learned through investigation conducted him/her self or others.
5. In order to maintain an appeal, a person must remain a student in good standing of the university. All appeal rights terminate with the loss of student status.

E. Pre-Placement Drug and Alcohol Testing

1. Pre-placement drug testing will be coordinated through students' Program and will be conducted by a qualified vendor or as determined by the affiliated agency. The cost of all drug testing shall be borne by the student, unless it is otherwise provided by the affiliated agency. Any positive pre-placement drug test shall be evaluated pursuant to this policy.
2. If a student is permitted to continue in the Program following a positive pre-placement drug test result, the agency that required the test will handle the issue according to its policy. In the event that the agency refuses to permit the student to work with the agency an alternative placement will be sought; however, if placement cannot be found the student may not be able to progress through the program, depending on the program's requirements.

F. Reasonable Suspicion Drug and Alcohol Testing

1. Reasonable suspicion drug testing may be conducted when individualized and objective evidence exists to support the reasonable suspicion 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.
2. Evidence of a student's use of alcohol and/or illegal drugs or impairment may be provided by any individual, including employees of affiliated agencies.
3. The determination of whether or not reasonable suspicion testing is warranted shall be made by an agency, or by the Program Designee and Dean of CHHS.
4. Reasonable suspicion drug testing will be coordinated through the student's Program Designee, and the cost of drug testing shall be borne by the student.

V. 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.

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 (College) is committed to the safety of the campus community and the agencies, clients, and patients we serve. All students who are formally accepted into undergraduate or graduate programs that require clinical internships* in the College of Health and Human Sciences must participate in a criminal background screening prior to placement in the clinical internship. The individual degree program(s) will determine initial and subsequent criminal background screening requirements and deadlines. Students who do not comply with the program requirements may delay their clinical placement, delay their progression within the program, and/or may be dismissed from the program.

*Exceptions to this Policy (do not require clinical internships):

Environmental Health

Online EMC program

Undergraduate Communication Sciences and Disorders

Undergraduate Nutrition and Dietetics

Procedures:

1. Initial criminal background check (CBC) will be performed by a third party vendor under contract with UNC/WCU/College of Health and Human Sciences (e.g., Certiphi), with the results of the Investigation sent to the College of Health and Human Sciences Dean's Office for review and judgment in accordance with applicable College policies and procedures.
2. All initial, additional and subsequent required criminal background screenings will be at the student's expense.
3. The program designee will submit student names and the deadline for when the CBC must be completed to the Dean's Administrative Assistant (DAA). The DAA in the College of Health and Human Sciences will monitor completion of the CBC and report incomplete screenings to the appropriate Program Designee prior to clinical placement. If CBC information is not available at a designated time, the student's matriculation through the program may be negatively impacted as clinical sites can make the ultimate decision on pass vs. fail of a CBC; therefore; clinical placement is not assured.
4. If a CBC indicates a criminal history that could impact the student's ability to be placed in a clinical setting, progress in the specific program, and/or successfully complete the specific program, the DAA will notify the College Dean, the College Associate Dean, and Program Designee of the students' identity. The Program

Designee will then notify the student that the CBC Review Committee will be reviewing his/her case. The Associate Dean will assemble the CBC Review Committee; an ad hoc subcommittee of the College Clinical Education Committee composed of five members including the Program Designee and the College Associate Dean who will serve as ex officio (non-voting) chair of this committee.

5. At the request of either the student or the CBC Review Committee, the student may present additional information to the CBC Review Committee. Additional information must be made available to the College Associate Dean within 5 calendar days following notification to the student that the CBC Review Committee will be reviewing the case.
6. Once all information is available, the CBC Review Committee will make a recommendation based on criteria listed in Appendix A, and any materials presented by the student. The College Associate Dean will communicate the committee's recommendation to the student, the Program Designee and the College Dean.
7. The College Dean shall have access to all information regarding the student, including but not limited to all information made available to the CBC Review Committee. In addition, the College Dean may request new information from the student, which must be presented within 5 calendar days of the request. The College Dean will either accept the recommendation of the CBC Review Committee or make an alternative decision. The Dean's office will notify the appropriate Program Designee and the student of the final decision.

Note: Confidentiality of Records

Criminal background check records are confidential and will not be shared with anyone other than (1) faculty/staff involved in the review as indicated above, including the CBC Review Committee membership, and (2) with the agencies or hospitals that request them pursuant to applicable law and policy.

Individual Courses

On occasion students who take particular courses, but are not yet accepted into any programs within the College, are required to submit a CBC to participate in an "observation activity" at a particular agency that requires background screening. In these cases the results will be submitted to the agency/hospital setting for review as appropriate. Those students who are unable to participate in the activity due to activity discovered on their CBC will be required to withdraw from the course or receive a failing grade.

The CBC Review 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 may disqualify the student from participating in a clinical learning experience in the College.

Additionally, this may preclude a student from being admitted or completing an academic program within the College.

- a. Homicide
- b. Kidnapping and abduction
- c. Assaults with weapons or inflicting serious injury
- d. Rape or other sex offense
- e. Abuse, neglect or exploitation of children, disabled adults or elder adults

Other types of felony or misdemeanor convictions, including sale, possession, distribution or transfer of controlled substances, robbery or larceny, program specific offense as supplied by the program to the College Dean, or questionable criminal histories will be reviewed by the CBC Committee in accordance with the following criteria:

- a. Would the student pose a threat to the health and safety of the university community and any patient or client?
- b. Discipline expectations and requirements (e.g.. Program specific offenses).
- c. Discipline received from external sources (e.g. courts, administrative agencies, etc.)

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Attachment A

**Alcohol and Illegal Drug Testing Policy for Students
(Print, Sign, and Submit to the Department of Social Work)**

WESTERN CAROLINA UNIVERSITY
College of Health and Human Sciences

Acknowledgement and Consent Form

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

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 this Policy, and all applicable policies and regulations of the University and affiliated agencies. Further, as a condition of participation in the Program, I knowingly and voluntarily consent to submit to any drug testing required by the University, College, or Program, or any requisite pre-placement drug testing or 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 or his/her designee.

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.

Student Signature

Date

Printed Name

Attachment B

**Criminal Background Check Policy for Students
(Print, Sign, and Submit to the Department of Social Work)**

**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.

Student Signature

Date

Printed Name

Attachment C
Request to Change Instructional Site Form

WCU MSW Program
Request to Change Instructional Site

Complete and submit to the MSW Program Director via email at twestbrook@wcu.edu

Instructional site you wish to move to: _____

Semester and year you wish to change instructional site: _____

Reason you are requesting a change in instructional site:

Printed Name: _____

Date: _____