**DEPARTMENT OF SOCIAL WORK**

**BSW Student Manual**

**2018-2019**

**WESTERN CAROLINA UNIVERSITY**

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

**Department of Social Work**

**Western Carolina University**

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

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

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

You have chosen to pursue a career in one of the most dynamic, challenging, and rewarding professions. The BSW Program at Western Carolina University prepares students for generalist practice. We are committed to developing leaders in the social work profession who blend practice and community building skills in their efforts to address complex social issues, and promote 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 BSW program at Western Carolina University. 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 in your educational endeavors here at Western Carolina University.

Warm regards,

Rebecca Lasher, EdD, MSW

**Rebecca Lasher, EdD, MSW**

**Undergraduate Program Director**

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

**MISSION, GOALS AND OBJECTIVES**

## **Mission of the University**

Western Carolina University creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and international experiences. The university focuses its academic programs, educational outreach, research and creative activities, and cultural opportunities to improve individual lives and enhance economic and community development in the region, state and nation.

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

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

**Mission of the Department of Social Work**

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

Department of Social Work Goals:

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

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

**Program Objectives, Competencies and Corresponding Practice Behaviors**:

The BSW Program offers opportunity for the development of generalist social work practice skills. Students who complete the program will be able to:

**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.

**Behaviors:**

**B 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

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

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

**B 1.4:** use technology ethically and appropriately to facilitate practice outcomes

**B 1.5:** use supervision and consultation to guide professional judgment and behavior

**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.

**Behaviors:**

**B 2.6:** apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

**B 2.7:** present themselves as learners by engaging clients and constituencies as experts of their own experiences;

**B 2.8:** apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**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.

**Behaviors:**

**B 3.9:** apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

**B 3.10:** engage in practices that advance social, economic, and environmental justice.

**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.

**Behaviors:**

**B 4.11**: use practice experience and theory to inform scientific inquiry and research;

**B 4.12:** apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

**B 4.13**: use and translate research evidence to inform and improve practice, policy, and service delivery.

**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.

**Behaviors:**

**B 5.14:** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

**B 5.15:** assess how social welfare and economic policies impact the delivery of and access to social services.

**B 5.16:** apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**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.

 **Behaviors:**

**B 6.17:** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

**B 6.18:** use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**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.

**Behaviors:**

**B 7.19:** collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

**B 7.20:** 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.

**B 7.21:** develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

**B 7.22:** select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**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.

**Behaviors:**

**B 8.23:** critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

**B 8.24:** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

**B 8.25:** use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

**B 8.26:** negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

**B 8.27**: facilitate effective transitions and endings that advance mutually agreed-on goals

**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.

**Behaviors:**

**B 9.28:** select and use appropriate methods for evaluation of outcomes;

**B 9.29:** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

**B 9.30:** critically analyze, monitor, and evaluate intervention and program processes and outcomes.

**B 9.31:** apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**ADMISSION AND CONTINUATION IN THE BSW PROGRAM**

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

Admission to the Social Work program is a two-part process:

1. **Pre Social Work major**: individuals who have been officially accepted as students at Western Carolina University may declare Pre-Social Work as their major at any time by completing a Declaration of Major Form. These forms may be obtained at the Advising Center or in the Department of Social Work office. All new pre-social work majors will be assigned an advisor on the Social Work faculty. New majors are required to attend Social Work Orientation which is offered on Advising Days each semester.
2. **Applying to the Social Work program**: pre-social work majors will apply to the Social Work program when the student has met the criteria listed below. A student’s application will not be reviewed unless the following are met:
* attained an overall GPA of 2.8 at the time of application (all coursework),
* completed at least **35 hours** including SOCW 151, SOCW 251, and SOCW 253 (or be enrolled in these courses. The students must have at least a grade of C or higher in any required or elective social work course or program requirements at the time of application.

The **student must** complete the application through a web link which will be sent to them when they are eligible to apply (Social Work Department website).

Applications are accepted each semester. Application deadlines will be sent via email to all pre-social work students at the beginning of Fall & Spring semesters.

Students must attain formal admission to the Social Work Program prior to enrolling in social work practice courses (SOCW 360,362 & 364), the Field Practicum, and Field Practicum Seminar (SOCW 486 &496).

**Appeal Process**

Students who wish to appeal the decision of the committee may do so. To appeal an admission decision, a student must submit a written statement to the department head within 10 days of the date of the letter of notification from the undergraduate admissions committee. The statement must specify reasons for disagreement with the committee’s decision. The department head will review the appeal and make a final decision.

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

Formal admission to the Social Work Program and/or acceptance into the Field Practicum does not guarantee continuance in the Social Work Program. After formal acceptance, the Social Work Faculty will review all students’ performance each semester until completion of all degree requirements. A student who is dismissed or drops out of the program will not automatically be readmitted to the social work program. They must first consult with the Department Head and may then be required to re-apply, depending on the situation.

In order to continue in the Social Work Program, students must adhere to the following:

* Maintain an overall 2.8 GPA each semester after acceptance into the Social Work Program. If a student’s overall GPA falls below 2.8 s/he will be terminated from the program and must re-apply for admission. Students are allowed to reapply to the program one time.
* Students must have a ‘C’ or above in all required courses.
* Students may only re-take a social work course for grade replacement **one time**.
* Students are to be familiar with and adhere to the professional ethical guidelines delineated in the NASW Code of Ethics. Failure to do so may result in immediate dismissal from the program.
* Students are to be familiar with and adhere to academic honesty policies that are described in the *WCU Catalog*.
* Students are expected to demonstrate the ability to meet all of the technical and professional performance standards outlined in the *BSW Student Handbook*. (Appendix A)

All students will be evaluated by these standards by the Undergraduate Progressions Committee each semester. If it is determined that the student has issues of concern that hinder their performance, or will potentially hinder their performance, s/he will be notified in writing of the issue(s) by the Undergraduate Program Director. Students may be invited to present his/her views to the Undergraduate Program Director and/or the Progressions Committee, depending upon the nature of the issue. Members of the Undergraduate Progressions Committee will consist of professors that are familiar with the student’s performance and the Undergraduate Program Director. Potential outcomes of progressions process are:

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 follow the same process for appeal as described above for denial of admission to the Social Work Program.

**Physical and Mental Health Issues**

One of the primary responsibilities of the social work program is for the well-being of the client population served by the field placement agency. Occasionally, a student may have a physical or mental health issue that may affect his/her work with a particular client group. This information must be shared with the Director of Field Education at the time of the pre-placement interview.

If deemed necessary, the student should share relevant information about the physical or mental health issue with the prospective field placement supervisor. Or, permission will be given by the student for the Director of Field Education to inform the field placement supervisor.

**Criminal Records (Felony or Misdemeanor)**

The Department of Social Work expects student(s) with prior criminal convictions to inform their advisor as soon as possible. Laws governing work with children and other issues of moral turpitude preclude persons with criminal convictions from working in certain agencies or situations. Students are required to undergo a criminal background check prior to field placement. Some field agencies may also require students to undergo an additional criminal background check. **Students who fail to inform the Director of Field Education of a prior conviction will be dropped from the field agency, resulting in dismissal from the BSW program.**

**Drug Screens**

Select agencies may also 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 BSW Admissions 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 BSW 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.

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 BSW/MSW program.

**BSW 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 degree evaluation located in ‘myWCU.’. Faculty are available each semester during pre-registration to meet with students for advising. It is **VERY IMPORTANT** not to postpone pre-registration advising as many courses fill up very quickly and students may not get required courses when needed.

**Transfer Credit**

Credits transferred to WCU from other institutions are evaluated by the Registrar’s Office. The Registrar’s Office makes decisions on which courses taken will satisfy Liberal Studies requirements. The Social Work Department’s policy is that all social work courses accepted beyond the introductory social work course should have been taught at a CSWE accredited program. **Only social work courses taken within the past six years, including courses taken at WCU, will be accepted by the Department and count towards the student’s social work degree**. Exceptions may be made in special circumstances by the department head. The Department does not grant any credit hours for life experiences, previous work experience, or field practicum.

**Course Requirements for BSW Degree**

In addition to the 42 required hours of liberal studies, the major requires 67 hours (including 480 hours of field work). **Only grades of C or higher in required and elective social work courses will satisfy requirements for the major.** The following courses are required:

* SOCW 151: Introduction to Social Work (3 hrs.)
* SOCW 251: Social Issues Policy and Programs, (3 hrs.)
* SOCW 253: Practice I: Interviewing & Ethics (3 hrs.)
* SOCW 334: Human Behavior and the Social Environment-Life Stages (3 hrs.)
* SOCW 335: Social Work Research and Evaluation I (3 hrs.)
* SOCW 435 Social Work Research and Evaluation II (3 hrs.
* SOCW 354: Human Behavior & the Social Environment-Person in Environment, (3 hrs.)
* SOCW 360: Practice II: Case Management
* SOCW 362: Direct Practice: Individuals and Families (3 hrs.)
* SOCW 364: Community Practice (3 hrs.)
* SOCW 402: Diversity in Contemporary Society (3 hrs.)
* SOCW 396: Field Preparation and Professional Development (1 hr.)
* SOCW 486: Field Practicum (12 hrs.)
* SOCW 496: Field Practicum Seminar (3 hrs.)
* SOCW Electives (9 hrs.)
* BIOL 104: Human Biology (3 hours)
* PSC 101: American Government and Politics, (3 hours)
* PSY 150: General Psychology (3 hours)
* General Electives in any discipline (11 hours)

**Child Welfare Collaborative**

Students participating in the Child Welfare Collaborative must take SOCW 426 (Child Welfare) and complete a supplemental workshop in order to have a field placement as a child protective service worker. The course and the workshop, along with the CPS internship, will satisfy North Carolina state law that mandates 72 hours of pre-service training before any child protection work can be done. Students who complete a field placement as a child protection worker are usually given priority for employment.

Students not participating in the collaborative may be employed as a child welfare worker by the North Carolina Department of Social Services without doing a field placement and without taking SOCW 426 as long as they have a bachelor’s degree. However, they may be employed at a lower level than students who have completed the child welfare course, the workshop and the internship.

**FIELD PRACTICUM**

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

The field practicum consists of 448 hours of work in a field agency, an average of 32 hours per week throughout one semester. (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 as well as 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 will 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 appropriate Field Instructor, 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 BSW or a bachelors or master’s degree, respectively, in a related field will be considered when necessary to provide a unique field experience for a student.
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 Field Instructor should have a willingness to maintain this role 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 reflective, administrative, and (where appropriate) clinical supervision for the student on a regular 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. The interviews should be similar to a job interview. The agency representative 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. Effort will be made during this process to match a student with an agency in a practice area of interest.

**Evaluation of Student in Field Practicum**

Each student will be assigned a Faculty Liaison, who will teach the student’s seminar course and communicate with Field Instructors throughout the placement. 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 during the semester. The final visit is usually made during the last two weeks of the semester to review the practicum experience and obtain the recommended grade from the field instructor. The Faculty Liaison meets with both the student and the Field Instructor at the agency, and communicates with Field Instructors as needed throughout the semester by telephone. The Faculty Liaison will ask the Field Instructor to complete mid- and end-of-semester evaluations with the student. 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 Faculty Liaisons. In addition, all involved parties are given opportunities to evaluate the Director of Field Education.

**ADDITIONAL SUPPORT**

**Academic Tutoring**

Tutoring services at Western Carolina are offered through the Writing and Learning Commons (Belk 207) and Mathematics Tutoring Center (Stillwell 455). The Writing and Learning Commons also provides free, small-group tutoring for more than 100 courses each semester. Most tutoring is conducted on an appointment basis. Appointments can be made online at:

<http://www.wcu.edu/learn/academic-success/tutoring-services/about/index.aspx>

**Counseling, Psychological Services and Psychiatric**

The Counseling and Psychological Services (CAPS), 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. CAPS provides consultations and psychological counseling to students on a short-term basis at no cost. If, following an initial appointment, CAPS staff determines that a student’s needs do not match the services available, or if longer-term counseling is recommended, referrals for other resources will be made by the staff. CAPS also offers after-hours on-campus emergency coverage for trauma and life-threatening situations such as suicide and sexual assault. To activate the system, call the Campus Police Department at 828.227.8911 and ask for the crisis clinician.

Contact the Center at 227-7469 for assistance or visit their web page at

<http://www.wcu.edu/experience/health-and-wellness/caps/index.aspx>

**Student Success**

Student Success is an academic support program provided to eligible students through Student Affairs at WCU and includes several services for all WCU students. Their program assists students in choosing and working toward their academic, career, and personal goals with programs tailored to specific needs. For detailed program listings visit their web page at:

<http://www.wcu.edu/learn/academic-success/index.asp>

**Technology Support**

The Technology Commons, located on the ground floor of Hunter Library, offers technology support to students at Western Carolina University.  All services are **free** of charge, excluding non-warranty hardware support and printing.

* **Software Support**
Free software support and repair is available at the Technology Commons service counter. Assistance with virus/malware removal, data backup, software installation (including operating systems), and other software issues can be requested by all WCU students. Some repairs may require computers to be checked in to the Technology Commons for more in-depth repairs. Software support is available remotely for those who are unable to visit in person; this service can be requested via the IT Help Desk at 828.227.7487 or via our [chat](https://chat.wcu.edu/schrodinger.php).
* **Hardware Support**
Warranty repairs for Apple and Dell computers, purchased through the University's Dell and Apple websites, are free to all WCU students.

Computers that are not under warranty or have damage that is not covered under an existing warranty may be able to be repaired for a fee.

* **Software Downloads**
The latest version of [Avira Antivirus](http://avira.wcu.edu/) and Microsoft Office is available for installation at the service counter **FREE** of charge.
* **Mobile Device Support**
Assistance with connecting smartphones, tablets, and other mobile devices to WCU student email accounts and wireless can be requested at the service counter or find the instructions online for WCU [student email](http://www.wcu.edu/learn/academic-services/it/get-help/faqs-about-catamount-mail/changes-to-your-catamount-mail/catamount-mail-setup-with-smart-phones/index.asp) and [wireless](http://www.wcu.edu/learn/academic-services/it/get-help/wireless-network-access.asp).
* **WCU Account Support**
Catamount Mail, myWCU, and Blackboard account support is available at the service counter,  by contacting the IT Help Desk at 828.227.7487, or through [chat](https://chat.wcu.edu/schrodinger.php).
* **WCU Network Support**(wired & wireless)
Assistance with connecting to the WCU wired or wireless network is available at the service counter or by appointment through the IT Help Desk at 828.227.7487. Support is also provided by Technology Commons' TCOR staff for residence halls.

**APA Documentation**

Students are ALWAYS expected to use APA style when writing papers and citing references. For writing tips and help on APA documentation go to: <http://www.wcu.edu/apa_handout_2012.pdf>

Appendix A

Technical and Professional

Standards for

Social Work Students

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

COLLEGE OF HEALTH AND HUMAN SCIENCES

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

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

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

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

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

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

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

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

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

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

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

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

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

**Professional Performance Standards**

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

**Students must demonstrate:**

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

Appendix B

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

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

### Preamble

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

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

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

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

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

### Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

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

### Ethical Principles

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

**Value:** *Service*

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

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

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

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

**Value:** *Dignity and Worth of the Person*

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

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

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

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

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

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

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

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

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

**1.01 Commitment to Clients**

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

**1.02 Self-Determination**

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

**1.03 Informed Consent**

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

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

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

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

(e) Social workers should discuss with clients the social workers’ policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients’ capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients’ suitability and capacity for electronic and remote services. Social workers should consider the clients’ intellectual, emotional, and physical ability to use technology to receive services and the clients’ ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients’ informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

**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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

**1.05 Cultural Awareness 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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

**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.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker’s presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

**1.07 Privacy and Confidentiality**

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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, the 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client’s informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) 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.

(v) 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.

(w) 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

**1.12 Derogatory Language**

Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

**1.16 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 other services are 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.

**1.17 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 verbal, written, and electronic 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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(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 Sexual Relationships**

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

**2.07 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, written, electronic, or physical contact of a sexual nature.

**2.08 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.

**2.09 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.

**2.10 Unethical Conduct of Colleagues**

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

(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, the NASW National Ethics Committee, 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 (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.

(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, including dual relationships that may arise while using social networking sites or other electronic media. 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 electronic and paper 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 relevant laws, agency policies, and 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

**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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) 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.

(h) 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.

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

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

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

(l) 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.

(m) 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.

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

(o) 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.

(p) 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.

(q) 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

Appendix D

College of Health and

Human Sciences

Alcohol and Drug Testing Policies for Students

**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.
	1. *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.
	2. *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.
	3. *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.
	4. *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**

1. **Prohibited Conduct and Duty to Notify of Charges/Convictions**
2. 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.
3. Nothing in this policy shall be construed to limit or constrain the terms of any agency drug testing policy or scheme.
4. Under no circumstance should a student participate in Program courses or educational experiences while he/she is impaired.
5. 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.
6. 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.
7. 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.
8. 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.
9. **Agreement to Submit to Drug and Alcohol Testing**
10. 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.
11. 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.
12. 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.
13. **Actions Following Positive Drug Tests**
14. 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.
15. 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.
16. 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).
17. Students that are dismissed from the University are dismissed from the Program.
18. 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.
19. 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.
20. **Program Appeal**
21. 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.
22. The Dean may request in writing supportive information from the student, which must be provided within 5 days of the Dean’s request.
23. The Dean will decide on the case within five (5) days of receiving all requested information.
24. The Dean may base his/her decision on any or all information provided and/or learned through investigation conducted him/her self or others.
25. 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.
26. **Pre-Placement Drug and Alcohol Testing**
27. 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.
28. 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.
29. **Reasonable Suspicion Drug and Alcohol Testing**
30. 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.
31. 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.
32. 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.
33. 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.

**Attachment A**

**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.**

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Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name

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

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

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

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

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Student Signature Date

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Printed Name

Appendix E

College of Health and

Human Sciences

Criminal Background Screening Policy for Students

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.

* 1. Homicide
	2. Kidnapping and abduction
	3. Assaults with weapons or inflicting serious injury
	4. Rape or other sex offense
	5. 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:

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