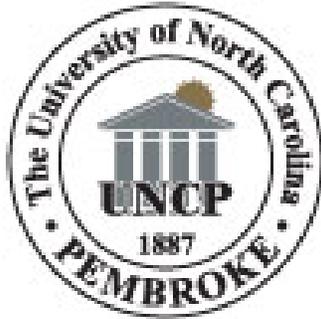


# **Master of Social Work Program Student Handbook 2016-2017**



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# Master of Social Work (MSW) Student Handbook

2016-2017 Edition

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## **Introduction**

### **Master of Social Work (MSW) Program**

The MSW program offers two levels of professional preparation: foundation level generalist social work (first year of study) and advanced generalist social work practice with an emphasis on advanced generalist practice in rural communities and an emphasis in working with populations-at-risk. The courses of study totaling 60 hours may be completed over two years (regular) or in three years (extended program). Students accepted in the Advanced Standing course of study will enroll in the program full-time during Summer I and Summer II (bridge courses) and complete their remaining course work in one year (fall and spring). The Advanced Standing Program consists of 38 hours required for graduation.

The MSW program builds on the Core Values of the University. The MSW program is designed to (1) help meet the immediate and growing need in public, private, and social service agencies in North Carolina for advanced generalist social work professionals, and (2) to offer an advanced generalist program that emphasizes work with rural and Native American indigenous populations. There are few social work programs in rural and Native American communities that prepare students in this manner.

### **Mission of the Department of Social Work**

The mission of the Social Work Program at The University of North Carolina at Pembroke seeks to prepare students to become leaders in enhancing the quality of life and seeking solutions to rural problems. It is particularly concerned with the consequences of injustice, and thus focuses on the empowerment of populations-at-risk and the advancement of economic, political and social justice in all communities.

### **Mission of the MSW Program**

The mission of the Master of Social Work (MSW) program at the University of North Carolina at Pembroke is to prepare students for competent professional social work practice based upon an advanced generalist model. Social workers are prepared for practice in varied settings with diverse client populations. They are equipped to utilize resources available in rural areas and to work with members of indigenous communities. Students will develop an awareness of both historical and contemporary social issues embedded in the context of a larger, more global reality.

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**\*\*Note:**  represents faculty that have completed training to provide a better community to serve our diverse lesbian, gay, bisexual, transgender, queer, intersex, and questioning individuals (LGBTQ) here at the University.

## Goals of the MSW Program

Building on the Bachelor of Social Work (BSW) program, the MSW program at UNCP both continues and enhances the current mission while emphasizing fieldwork as a mechanism for integration of knowledge and experience. The program provides students with opportunities to apply the advanced social work generalist model under the supervision of a practicing social worker. The program includes the following goals:

1. To offer a comprehensive foundation curriculum, based upon the liberal arts perspective, which enables students to develop proficiency in the key competencies of the social work profession.
2. To draw from the generalist and the strengths perspective to offer a comprehensive, integrated advanced generalist concentration curriculum designed to enable students to develop competency in advanced practice.
3. To offer a focus on social work generalist practice at all levels: individual, family, community, state, nation, and international, with an emphasis on rural and Native American communities.
4. To prepare graduates to participate in advanced level education beyond the MSW degree and to promote life-long learning among North Carolina social workers by providing quality continuing education opportunities.
5. To emphasize the rural community in practice, with special emphasis on dealing with populations-at-risk.
6. To promote the active involvement of faculty and graduate students in scholarly production, with a focus on research for community problem solving and social work practice evaluation.
7. To engage in action and analysis that leads to the development, adoption, and implementation of effective and humane policies and programs.
8. To provide professional leadership in planning, organizing, delivering and evaluating quality social services at the community level.

Implementation of the program goals will be driven by the following:

*Regional Rural Focus:* Requires students to become knowledgeable about the regional landscape in which they live and understand the unique circumstances of practicing in culturally diverse rural areas. This addresses the University's goal of improving the quality of life for a culturally diverse society.

*Community Development and Leadership:* Requires students to take leadership roles in public and private social service agencies in such areas as mental health, anti-poverty work, rural community development, substance abuse prevention and treatment and child welfare, while encouraging responsible participatory citizenship. This is in keeping with the University's mission of preparing knowledgeable professionals for future community development.

*Life Long Learning and Professional Development:* The program seeks to develop professional working relationships based on collaboration, and mutual learning dedicated to social justice, equity, and cultural competence.

*Social and Economic Justice:* The MSW program seeks to develop understanding of the multi-level relationships among economic, political, and social systems that contribute to the perpetuation of poverty and oppression.

*International Exchange:* Following the University's mission, the Department of Social Work will continue to support faculty/student exchanges, preparing students with a global perspective.

*Technology:* Graduates from the UNCP MSW program will gain a working knowledge of emerging information technology that meets the needs of the communities and contexts in which they will be practicing.

## **MSW Program Objectives**

The program objectives of the Department of Social Work are derived from the goals of the department and the Educational Policy of the Council on Social Work education, our national accrediting body. These competencies and the associated practice behaviors that students will be challenged to develop are as follows:

### **Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

- advocate for client access to the services of social work;
  - practice personal reflection and self-correction to assure continual professional development;
  - attend to professional roles and boundaries;
  - demonstrate professional demeanor in behavior, appearance, and communication;
  - engage in career-long learning; and
  - use supervision and consultation.
- AGPB1 (Advanced Generalist Practice Behavior) Develop training and educational opportunities for career-long learning,
  - AGPB2 Design opportunities for supervision and consultation, and
  - AGPB3 Negotiate professional roles and boundaries in a rural environment.

### **Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work,
- Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

- AGPB4 Justify practice decisions based on professional social work values and relevant laws.

### **Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
- AGPB5 Use multiple perspectives to analyze client’s strengths and problems.

### **Educational Policy 2.1.4—Engage diversity and difference in practice.**

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

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.
- National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW. International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>
- AGPB6 Assess needs, values, and strengths in applying appropriate interventions for diverse client systems.

### **Educational Policy 2.1.5—Advance human rights and social and economic justice.**

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

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

- AGPB7 Appraise practice delivery and policies to promote social and economic justice and equity from local to global levels.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice
- AGPB8 Evaluate and apply empirically supported evidence to practice, and
- AGPB9 Use empirical evidence to create strategies for system change.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

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

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment
- AGPB10 Synthesize and select human behavior and the social environment theories to match client system needs.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action
- AGPB11 Evaluate agency programs and/or practices in relation to client needs, and
- AGPB12 Promote social policies and program practices to advance social welfare and enhance service delivery.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

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

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
- AGPB13 Employ micro and mezzo practice by monitoring and responding to changing contexts, and
- AGPB14 Continuously scan the environment, forecast, and adapt macro practice based on the acquired knowledge.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.
- AGPB15 Integrate theory--based relational skills in all areas of client engagement, and
- AGPB16 Engage with key stakeholders through active listening and constructive dialogue approaches.

**Educational Policy 2.1.10(b)—Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.
- AGPB17 Design and conduct a multi--level case assessment based on a systematic and conceptually--driven process, and
- AGPB18 Design and conduct community, organizational, and technological assessments.

**Educational Policy 2.1.10(c)—Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and

- facilitate transitions and endings.
- AGPB19 Critically apply interventions to facilitate effective practice, and
- AGPB20 Critically apply systematic interventions that prevent problems, expand opportunities, and enhance quality of life.

**Educational Policy 2.1.10(d) - Evaluate with individuals, families, groups, organizations, and communities**

- Social workers critically analyze, monitor, and evaluate interventions.
- AGPB21 Critically analyze, monitor, and evaluate treatment and adherence to best practices, and
- AGPB22 Develop and recommend program and/or policy changes based on evaluation.

**The Curriculum**

The foundation and the advanced curriculum is designed to prepare students for professional advanced generalist social work practice responsive to the challenges and resources present in rural areas in general and indigenous communities in particular (see Appendix A for Advisement Guides).

**Foundation Year**

The foundation graduate content prepares the students with generalist content similar to what is provided in accredited BSW programs but is more extensive, offers greater depth and breadth, and requires more advanced critical thinking skills. The foundation courses address all of the core competencies at the foundation level. Students are expected to achieve a proficiency in the practice behaviors of each competency at the foundation level of generalist practice. The foundation curriculum is designed as an integrated set of courses that introduce students to the knowledge, values, and skills needed to build on during their advanced generalist concentration year.

**Foundation Generalist Curriculum:**

**Fall Semester**

SWK 5000 Micro Human Behavior and the Social Environment	3 hours
SWK 5050 Foundations of Social Work Practice	3 hours
SWK 5070 Social Welfare Policies and Analysis	3 hours
SWK 5200 Social Work in a Diverse Community	3 hours

**Spring Semester**

SWK 5060 Social Work Practice with Individuals	3 hours
SWK 5100 Generalist Social Work Research	3 hours
SWK 5150 Macro Human Behavior and the Social Environment	3 hours
SWK Elective	3 hours
SWK 5300 Foundation Practicum I and Seminar (215 hour practicum)	3 hours

**Summer Semester**

SWK 5400 Foundation Practicum II and Seminar (215 hour practicum)	3 hours
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## Advanced Year

The Advanced year offers one concentration curriculum, Advanced Generalist Practice with an emphasis on a rural context, and indigenous populations. It is designed to integrate and build upon the foundation curriculum. Graduates will become advanced generalist social workers who are trained to meet the unique needs of clients in rural regions, where practitioners are called upon to serve in a variety of capacities. Social workers who practice in this region must be aware of the unique issues of the indigenous populations and be able to work in rural communities.

### Concentration Objectives

The advanced generalist concentration prepares social workers for advanced practice who:

1. Recognize and understand the needs, responses and strengths of people who experience oppression due to race, ethnicity, gender, sexual identity, social class, national origin, physical and mental abilities, age, religion and spirituality.
2. Practice at a multi-level to include individuals, families, groups, organizations and communities, with special emphasis on rural settings.
3. Understand social work and other appropriate theory and implement practice methods based on theory on that multi-theory basis, allowing for free selection of theories as appropriate.
4. Practice in a manner that supports client strengths, incorporates social justice and facilitates empowerment with individuals, and/or families and/or groups.
5. Practice ethically and promote the values of the social work profession as embodied in the NASW Code of Ethics.
6. Apply advanced skills in differential assessment, intervention and practice evaluation with individuals and/or families and/or groups based on the best available evidence.
7. Practice collaboratively with populations at risk in all settings.
8. Seek and effectively use supervision, consultation and ongoing professional growth and development in advanced social work practice with individuals, and/or families and/or groups.

## Advanced Generalist Curriculum

### Summer Sessions (Advanced Standing Only)

SWK 5110 Advanced Standing Bridge Course - Practice Module	2 hours
SWK 5120 Advanced Standing Bridge Course - HBSE Module	2 hours
SWK 5130 Advanced Standing Bridge Course - Research Module	2 hours
SWK 5140 Advanced Standing Bridge Course - Policy Module	2 hours

### Fall Semester

SWK 5080 Advanced Generalist Practice in Rural Settings	3 hours
SWK 5410 Social Work Practice Administration in Rural Settings	3 hours
SWK 5430 Advanced Generalist Practice with Individuals and Families	3 hours
SWK Elective (if not already completed)	3 hours
SWK 5500 Concentration Practicum I and Seminar (250 hour practicum)	4 hours

## **Spring Semester**

SWK 5450 Advanced Generalist Intervention Research	3 hours
SWK 5580 Advanced Generalist Social Work Practice with Grp Org in Rural Comm	3 hours
SWK 5600 Advanced Clinical Assessment and Intervention Methods	3 hours
SWK 5800 Concentration Practicum II and Seminar (250 hour practicum)	5 hours

## **Course Descriptions**

### **SWK 5000. Micro Human Behavior and the Social Environment**

This course reflects a critical perspective on understanding individuals, families, and their interpersonal and group relationships; lifespan development; theories of well-being, stress, coping and adaptation. The emphasis within this course is on knowledge about individuals and small social systems and the implications of this knowledge for all domains of social work practice. Major components will be concerned with the processes of oppression, privilege, and discrimination and factors that help people and small social systems change.

### **SWK 5050. Foundations of Social Work Practice**

This course provides the context for advanced generalist social work practice. Students will learn about the historical development of the social work profession. The course offers an overview of contemporary social work practice and the need for social services in a modern society. It reviews social work methods and fields of practice with an emphasis on professional values and ethics. The objectives are realized through an Ethical Dilemma Paper, a personal model of advanced generalist social work practice paper, class discussions, and experiential exercises.

### **SWK 5060. Social Work Practice with Individuals**

This course emphasizes social work concepts and fundamental skills of practice with individuals and their families. Students will learn a problem solving process that includes problem identification, needs and strengths assessments, planning, intervention, termination, and evaluation. Skills in relationship building, interviewing, and recording and documentation will be reviewed. Knowledge and skills relevant to practice with populations at risk including women, people of color, gay and lesbian, and/or are economically impoverished will be emphasized. Issues of oppression, diversity, social justice, values, and ethics will be integrated throughout the course. Attention will also be given to the evolution of social work practice from a historical perspective.

### **SWK 5070. Social Welfare Policies and Analysis**

This course provides students with an overview of the history and development of social policy and programs in the United States. Students will learn how to analyze contemporary social policy issues and social programs and to understand the relationship between social policy and law. The course focuses on political, economic and other social conditions that influence policy and law with an emphasis on social justice. Students will learn basic legal research and will become familiar with laws that provide the foundation for many social policies. Students will develop skills necessary to function within the legal system on behalf of various vulnerable populations.

### **SWK 5080. Advanced Generalist Practice in Rural Settings**

This course presents the unique challenges to social work with populations in rural settings, with an emphasis on rural areas of North Carolina. The course will examine the history of the rural experience and how it is affected by changes in the ethnic, economic, technological, and political landscape. The course will include implications of these changes for the practice of social work using an advanced generalist approach.

### **SWK 5100. Generalist Social Work Research**

The purpose of this course is to increase students' knowledge of various research and evaluation methods that can be used in social work settings across a number of populations and modalities. The course will focus on how ethics apply to research and evaluation, how research problems are formulated, how hypotheses or research questions are derived, and the specific designs that researchers may use in addressing specific research topics. Students will learn the processes involved in carrying out social work research, examine social work research issues, evaluate research findings, and assess research.

### **SWK 5110. Advanced Standing Bridge Course - Practice Module** (Currently under review for change)

This course is for advanced standing students in the Social Work Department- students who have completed the Bachelor of Social Work degree from an accredited social work program. This course is designed to provide a conceptual orientation for the Advanced Generalist concentration year. This course is intended to supplement the knowledge, skills, and values foundation developed in participants' BSW programs. It addresses topics necessary for Advanced Generalist MSW-level practice and to support effective and ethical micro- and macro-level interventions. This course will address knowledge and skills gaps in preparation for Advanced Generalist practice curriculum.

### **SWK 5120. Advanced Standing Bridge Course - HBSE Module** (Currently under review for change)

This course is for advanced standing students in the Social Work Department- students who have completed the Bachelor of Social Work degree from an accredited social work program. This course is designed to provide a conceptual orientation for the Advanced Generalist concentration year. Students will demonstrate an understanding of the factors which influence and shape family life and individual development within the context of society, communities, organizations, and institutions at an advanced level. It is designed to supplement and complement the social work training that individuals have received in BSW programs as preparation for students' entry into the second year of the master's program.

### **SWK 5130. Advanced Standing Bridge Course - Research Module** (Currently under review for change)

This course is for advanced standing students in the Social Work Department- students who have completed the Bachelor of Social Work degree from an accredited social work program. This course is designed to provide a conceptual orientation for the Advanced Generalist concentration

year. Students will enhance their skills in evaluation, appraisal, and application of the concepts, design, and process of applied research in social work, focusing on foundation skills in conducting empirical research within the context of theory, literature review, research design and measurement, research ethics, and professional practice.

**SWK 5140. Advanced Standing Bridge Course - Policy Module** (Currently under review for change)

This course is for advanced standing students in the Social Work Department—students who have completed the Bachelor of Social Work degree from an accredited social work program. This course is designed to provide a conceptual orientation for the Advanced Generalist concentration year. The goal of this course is to refresh and enhance students’ welfare policy analysis in preparation for the concentration year. Students will enhance their skills in analyzing contemporary social policy issues and social programs and to understand the relationship between social policy and law. The course focuses on political, economic and other social conditions that influence policy and law with an emphasis on social justice. This course will address knowledge and skill gaps in preparation for the advanced generalist policy curriculum.

**SWK 5150. Macro Human Behavior and the Social Environment**

This course stimulates student thinking about the role of privileged and oppressed statuses and their influence on human development. This emphasis is supported by the NASW Code of Ethics which states that “Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability” (NASW Code of Ethics, 1.05c).

**SWK 5200. Social Work in a Diverse Community**

This course is designed to present students with an overview of the complex issues surrounding social work with diverse populations. Students will explore the impact of sexual orientation, race, ethnicity, ability, and/or gender, and examine the consequences of marginalizing members of oppressed groups. Students will play an active role in their own learning through the use of writing, electronic discussion groups, and other experiential exercises.

**SWK 5300. Foundation Practicum I and Seminar**

This is the first course of two foundation practica that enable students to apply master’s level coursework in a generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The graduate field instruction includes a seminar that will meet four times throughout the semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences.

**SWK 5320. Community Development and Social Planning in Rural Communities**

This course examines methods of organizing people for social and political advocacy on their own behalf or on behalf of others to bring about change in rural communities. Rural community

advocacy is an empowering process to bring together underrepresented groups to generate power and create a more socially just society. This course builds on the foundation course work.

### **SWK 5400. Foundation Practicum II and Seminar**

This is the second course of two foundation practica that enable students to apply master's level coursework in a generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The graduate field instruction includes a seminar that will meet four times throughout the semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences.

### **SWK 5410. Social Work Practice Administration in Rural Settings**

The purpose of this course is to equip students to perform a variety of management functions in a broad range of human service organizations and other non-profits. The course will focus on areas that include the role of the manager, theories of management, specific approaches to management of the organization, motivating workers, management of data, information and budgets, and supervision. Emphasis will be on the integration of theory and the practical application of management tools and techniques for effective functioning of the organization. This course builds on the foundation course work.

### **SWK 5430. Advanced Generalist Practice with Individuals and Families**

This course examines practice with individuals and families. Mastery of tasks that enhance social functioning will be examined. Students will learn effective strength-based interviewing skills. The course will also address family and community-centered assessment within an ecological framework. Special attention is given to the needs of families affected by poverty and oppression in rural communities.

### **SWK 5450. Advanced Generalist Intervention Research**

The purpose of this course is to provide students with a thorough understanding of the research design techniques necessary to evaluate the effects of services on clients, community needs, and address the needs for accountability, as well as practice evaluation. The themes of diversity and social work values and ethics are addressed in relation to macro research methods, program evaluation, and community-based research. Attention is placed on diversity concerns related to indigenous populations. This course covers the applications of research design techniques to data collection in human service agencies and communities, including the use of statistical analysis for program evaluation and needs assessment.

### **SWK 5500. Concentration Practicum I and Seminar**

This is the first practicum in the concentration curriculum. This course enables students to apply Advanced Generalist master's level coursework in an advanced generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities.

## **SWK 5580. Advanced Generalist Social Work Practice with Groups and Organizations in Rural Communities**

This advanced generalist course builds on the content presented during the foundation year. It focuses on the processes of intervention in task and individual change groups. Particular attention will be given to the recruitment and composition of group members, leadership structure of small groups and organizations, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation in the rural setting. Organizational theories will be covered as well. Theories that support social justice will be emphasized. The course will also consider how gender, ethnicity, race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development. A variety of experiential assignments and exercises will be used to help students enhance their leadership knowledge and skills.

## **SWK 5600. Advanced Clinical Assessment and Intervention Methods**

An advanced course in the assessment skills required for professional social work practice in mental health and other clinical settings. The course will focus on clinical assessment as described in the Diagnostic and Statistical Manual of Mental Disorders, DSM IV-TR (\*\*DSM V recent edition). Students will be expected to become conversant with the clinical descriptions used in mental health diagnosis and to master the basic assessment skills required of social workers in clinical settings. Students will apply assessment knowledge and skills in planning practical and effective treatment strategies. Clinical assessment skills are not only necessary for the social worker in many areas of direct practice but are of use to all social workers as they deal with other helping professionals (i.e., psychiatrists, psychologists, school counselors, etc.). This may be particularly true in rural settings where the social work generalist may be called upon to function in multiple roles and fields of practice.

## **SWK 5700. Child Welfare (Rural/Indigenous Communities)**

This course is designed to provide practice knowledge and skills for students preparing for positions in public child welfare. The competencies taught in the course will also give social workers in a variety of settings that serve children a better understanding of the child welfare system and its services in North Carolina. The course is designed to acquaint the student with the tools and techniques necessary to enhance their ability to think critically in a variety of situations and experiences.

## **SWK 5710. Grant Writing**

This course will seek to develop research and grant writing skills and competencies to aid the student in assisting communities, Community Based Organizations, non-profit agencies, etc., in meeting the needs of the communities and/or associated publics. The focus of this course is the practical application of social analysis, critical thinking, and the development of related skill-sets such as community mapping/research, resource identification, program planning/development, capacity building, and change/intervention strategies to aid in the creation of grant proposals designed to address specific community or constituency needs. Students should expect a major time investment in regards to research, writing, and weekly group discussions/activities.

## **SWK 5800. Concentration Practicum II and Seminar**

This is the second practicum in the concentration year. This course enables students to apply Advanced Generalist master's level coursework in an advanced generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities.

Students will complete a Capstone Project that provides a culminating MSW educational experience in which students integrate and synthesize program material in relation to a particular area of interest.

*Complete information concerning field education can be found in the MSW Field Manual for Students and Field Instructors.*

## **SWKS 6xxx. Special Topics in Social Work**

These courses will exam a special area or topic of relevance within the field of social work. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics.

### **MSW Admission and Advisement Procedures**

The UNCP Master of Social Work (MSW) program seeks students for professional social work practice; only those who have a bachelor's degree will be admitted. Graduates will be responsive to the challenges and resources present in rural areas in general and indigenous communities in particular, and understand local historical and contemporary social issues within a global perspective. The selection process will give great consideration to individuals possessing the abilities to meet the mission of the needs in southeastern North Carolina, and the growing need in public, private and social service agencies throughout North Carolina for advanced generalist social work professionals

### **MSW Student Selection Process**

While the primary intent is to meet the critical need for MSW practitioners in Southeastern North Carolina, a long-term goal is to attract students from throughout the state and country who have an interest in one or more of the unique features of this MSW Program: 1) experience in rural social work, and 2) location in an ethnically diverse region that includes American Indian culture and offers experiences with indigenous agencies and communities.

Applicants will be reviewed to determine whether their professional goals are consistent with the mission and goals of the program and will be assessed to ensure that they are prepared to do graduate work with an emphasis in rural areas and with indigenous populations. All applicants must provide quantitative and qualitative evidence of potential for successful completion of a graduate degree program. These include:

1. The full-time or part-time student is required to meet at least one of the following academic records: a minimum of 2.75 overall GPA or 3.0 overall GPA to be competitive (advanced standing students, a 3.2 overall GPA).

2. Satisfactory GRE or MAT test scores (based on application requirements)
3. Positive recommendations
4. An essay, which demonstrates ability to construct an argument and indicates professional and academic goals, which match program objectives.
5. A social work application—for the up to date admission procedure, visit the [Department of Social Work](#) website.

\*The MSW program does not grant academic credit for life or work experience. Only students admitted to the program can take the core Social Work Courses.

### Admissions Requirements and Application Process

For further information, visit the [School of Graduate Studies](#) website. To be eligible for consideration for full or provisional admission to a graduate degree program, an applicant must:

1. Submit a completed online application;
2. Pay a \$45.00 non-refundable application fee (\$60.00 for international applicants);
3. Submit one official transcript from all colleges and universities attended;
4. Submit an official report of satisfactory scores on an entrance examination (based on program requirements);
5. Have three academic and/or professional recommendations submitted on the applicant’s behalf; and
6. Meet the Master of Social Work Program-Specific and prerequisite requirements. See chart below for prerequisite requirements.

### General Education Prerequisite Requirements for Application

In order for an applicant to receive full admission to the Master of Social Work program, the following prerequisite requirements must be completed (in addition to other application requirements). Any courses listed by the applicant as an “equivalent” prerequisite must be reviewed and approved by the MSW Program Director.

Course	UNCP Courses that Meet the Prerequisite Requirement (Place “√” in box if completed)	Equivalent Prerequisite Courses (Write equivalent course, if completed)
Statistics	<input type="checkbox"/> SWK/CRJ/SOC 3600 Social Statistics, or <input type="checkbox"/> MAT 2100 Introduction to Statistics, or <input type="checkbox"/> PSY 2080 Research Statistics	Or equivalent statistics course  Course Equivalent:
Political Science	<input type="checkbox"/> PLS 1000 Introduction to Political Science, or <input type="checkbox"/> PLS 1010 Introduction to American National Government	Or equivalent Introduction to Political Science or American Government  Course Equivalent:
Psychology	<input type="checkbox"/> PSY 1010 Introductory Psychology	Or equivalent Introduction to Psychology

		Course Equivalent:
Sociology	<input type="checkbox"/> SOC 1020 Introduction to Sociology, or <input type="checkbox"/> SOC 2090 Social Problems in Modern Society	Or equivalent Introduction to Sociology or Social Problems  Course Equivalent:
Human Biology	<input type="checkbox"/> BIO 1030 Basic Human Biology, or <input type="checkbox"/> PED 3490 Anatomy and Physiology, or <input type="checkbox"/> BIO 2110 Human Anatomy and Physiology I	Or equivalent Human Biology or Human Anatomy and Physiology  Course Equivalent:
Economics	<input type="checkbox"/> ECN 1000 Economics of Social Issues, or <input type="checkbox"/> ECN 2020 Principles of Microeconomics, or <input type="checkbox"/> ECN 2030 Principles of Macroeconomics, or <input type="checkbox"/> ECN/GGY 2060 Economic Geography	Or equivalent economics course  Course Equivalent:

### **International Graduate Students**

The School of Graduate Studies and Research of The University of North Carolina welcomes applications from potential graduate students from other nations. For further information and specific application requirements, visit International Graduate Students on the [School of Graduate Studies and Research](#) website.

### **Advanced Standing**

Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE. Candidates will have at least a 3.2 GPA (on a 4-point scale) in the last two years of their BSW degree work. The student must show successful completion of application requirements. Candidates with more than five years between the granting of their BSW degree and the current application date will not be considered for advanced standing.

### **Transfer Credit**

A maximum number of twelve credit hours taken at another institution (CSWE accredited program) within the five year time limit may be considered for transfer credit. Requests should be made to the MSW Program Director and the Dean of the School of Graduate Studies. The candidate will need to complete the appropriate forms prior to beginning the MSW Program. Additional information can be found in the UNCP [Graduate Student Handbook](#)

### **Academic Credit for Life Experience**

Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum or of courses in the social work professional foundation curriculum areas.

## Degree Requirements

Students are responsible for completing all requirements for the MSW degree – completing required and elective courses, meeting unit requirements, and maintaining a 3.0 (B) grade point average on a 4.0 grading scale.

## Advising

*The Department of Social Work faculty at UNCP sees the value of both formal and informal advising. The formal advising consists of explaining policy and routine guidance, “how to get things done at the University.”*

Students are assigned a Social Work Program Advisor at the time of acceptance into the program. Students are expected to meet with the assigned academic advisor each semester to review the plan of study and receive the Personal Identification Number (PIN) that is required for registration through Braveweb. Advisors should be made aware of academic concerns that may negatively impact the student. Any changes to a student’s course of study must be approved by the Advisor.

Only full time faculty who teach in the graduate program will be assigned to advise graduate students. Factors that are taken into consideration in the assignment of advisors include faculty workload, number of current advisees, and a student’s request. Students can request a change in advisor anytime by submitting a request to the Department of Social Work Chair. To obtain the form to change an advisor, visit the UNCP [Office of the Registrar](#) website.

The topics that are covered during advisement include:

- Basic information about the profession and career opportunities
- Guidance that helps students understand academic program requirements and assistance with registration.
- A review of students’ transcripts to ensure they meet basic requirements or to help students enroll in prerequisite courses
- Advocacy services that help students with issues that might disrupt their academic success
- Navigating with other departments and support services across campus.

*The informal advising consists of issues related to long-term career and, personal goals, and issues relating to the social work profession. You may want to talk to a professor who shares an interest area with you. We encourage you to take full advantage of the entire social work faculty in helping you through the process. We would ask that for issues related to the university to first see your assigned advisor or in their absence the MSW Program Director.*

All faculty have regular office hours posted on their office doors and listed in their course syllabi. Once a semester we meet for a Professional Development Meeting, at that time the faculty and students discuss issues related to the program and gain student feedback.

## **Academic Policies and Procedures**

### **Statement of Non Discrimination**

The University of North Carolina at Pembroke is one of sixteen institutions of The University of North Carolina. The Pembroke campus and its Social Work Program are dedicated to equality of opportunity within its community. Accordingly, the University of North Carolina at Pembroke and its Social Work Program does not practice or condone discrimination, in any form, against students, employees, or applicants on the grounds of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, or disability. The University of North Carolina and the Social Work Program commits itself to positive action to secure equal opportunity.

### **Accommodations for Students with Disabilities**

Any student with a documented disability needing academic adjustments is requested to speak directly to the Accessibility Resource Center and the instructor as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact the Accessibility Resource Center, DF Lowry Building, room 107, or call 910.521.6695 or TTY 910.521.6490 for an appointment. This publication is available in alternative formats upon request. Students may also access more information visiting the UNCP [Accessibility Resource Center](#) website.

### **Grading and Appeals Policies and Process**

(Information obtained from the [Graduate Student Handbook](#))

#### **Dismissal**

An accumulation of nine (9) semester hours of “C” quality work, or a single grade of “F,” makes a graduate student ineligible to continue graduate studies or to receive a graduate degree at UNCP, and the student will be dismissed. Excepted from this regulation are students readmitted by the Graduate Appeals Committee.

#### **Grading**

It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of “A” designates that the graduate student’s performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of “B” designates that a graduate student’s performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of “C” designates that the graduate student’s performance has been poor and that the student has demonstrated significantly less understanding than normally expected in a graduate class. An accumulation of 3 “C’s” makes the student ineligible to continue graduate studies at The University of North Carolina at Pembroke, and the student will be dismissed (see “Dismissal” section).

A grade of “F” designates failure of the course. A graduate student who receives an “F” is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and the student will be dismissed (see “Dismissal” section).

A grade of “I” (incomplete) is given when the student is unable to complete work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the “I” grade is at the discretion of the individual instructor. It is the student’s responsibility to request the “I” grade. Generally, the student will have completed most of the work required for the course before the grade of “I” is requested.

An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of “F.” In determining quality hours and quality point averages, an “I” is counted as an “F” until it is removed. A grade of “I” does not fulfill prerequisite requirements.

A grade of “W” indicates that a student officially withdrew from a course (see “Withdrawal Regulation” section below).

The Department of Social Work uses the following grading system:

A 90 - 100	B 80 – 89	C 70 - 79	F 69 - Below
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### **Withdrawal Regulation**

Graduate students may find it necessary or advisable to withdraw from one or more courses during a term. If a student withdraws from all courses in which they are enrolled, they must withdraw from the university. The deadline for withdrawal depends upon the schedule for the course and the format of the course. Consult the [Graduate Academic Calendar](#) posted on the website of the School of Graduate Studies and Research for course withdrawal deadlines.

To withdraw from a course (but remain enrolled in at least one course), a student must complete an [Application to Withdraw from a Graduate Course](#) form. It is the student’s responsibility to submit the withdrawal form to the School of Graduate Studies and Research by the withdrawal deadline for each course. Students who do not officially withdraw from a course by the established deadline may receive a grade of “F.” A graduate student who receives an “F” is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and the student will be dismissed.

To withdraw from the university (i.e. cease to attend all courses), a student must complete an [Application to Withdraw from Graduate School](#) before the established deadline of each course. Visit the [Graduate Student Handbook](#) for further information.

### **Appeals for Graduate Students**

Graduate students may choose to file an appeal with The Graduate Appeals Committee (GAC), the “due process” body for all graduate students as designated by The Graduate Council. Appeals may be made for the following: Extension of time to Degree, Credit reinstatement and/or transfer credit after the deadline, Grade Appeal and to Apply for Readmission after Dismissal. The

Graduate Appeals Committee (GAC) of the Graduate Council is the body which considers grade appeals from graduate students. There are two grounds for appealing a grade: (1) evidence of miscalculation, and (2) material deviation from information published in the course syllabus without adequate notice of the change. Graduate students are required to attempt to resolve the grading issue with the course professor before filing an appeal. Visit the [Graduate Student Handbook](#) for specific details about due process and the appeal process.

### **Professional Behavior and Performance Standards**

Nonacademic standards are presented in the Professional Performance Standards. This document outlines behavior to be expected from students as they advance in their professional career in Social Work. This document also references the following codes of conduct which should be followed by all students participating in classes and activities in the Department:

- [CASW Code of Ethics](#). The CASW Code was established by a committee of students and ratified by the Campus Association of Social Workers in 1999
- [UNCP Student Academic Honor Code](#)
- [National Association of Social Workers' Code of Ethics](#) (see Appendix B for NASW Code of Ethics)

### **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 behavior that is consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and larger community.

Professional performance encompasses a commitment to the social work mission and values as found in the [NASW Code of Ethics](#). Signs of such professional performance include: productive work with others; acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients; advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program and University policies and the laws of society.

#### *Elements of Professional Performance*

Specifically, professional performance includes the following elements:

1. Communication Skills (in writing and speaking)
2. Interpersonal Skills
3. Cognitive Skills
4. Self-Awareness and Judgment of Abilities and Limitations
5. Stress Management
6. Skills in Safeguarding Mental and Emotional Functioning
7. Ethical Behavior

#### **1.0 Communication Skills**

Students shall demonstrate sufficient skills in writing and speaking the English language to understand content presented in the program and complete assignments:

- a. Students shall produce written documents that communicate clearly, demonstrate correct grammar and spelling, and adhere to the American Psychological Association ([APA Style](#)).

- b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to others.
- c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for a student by the [UNCP Accessibility Resource Center](#).

## 2.0 Interpersonal Skills

Students shall demonstrate the interpersonal skills necessary to relate effectively to other students, faculty, staff, clients, and professionals. Students are expected to initiate and sustain working relationships with others, both one-to-one and in groups. In doing so, students shall:

- a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
- b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal and non-verbal behaviors.
- c. Listen to and understand the thoughts, feelings and intentions of others.
- d. Work effectively with others regardless of their level of authority.
- e. Advocate for themselves in an appropriate and responsible manner and use proper channels to resolve conflicts.
- f. Accept feedback in a constructive manner and in a way that furthers professional performance.
- g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

## 3.0 Cognitive Skills

Students are expected to conceptualize and integrate knowledge. At a minimum, students shall demonstrate the ability to process information and apply information appropriately. In the course of their studies and training, students are expected to accumulate relevant knowledge from the social, behavioral and biological sciences and apply that knowledge to professional practice.

## 4.0 Self Awareness and Judgment of Abilities and Limitations

Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect their academic and professional performance. Students shall assess how they are perceived by others and be willing to modify their behavior when such behavior interferes in working with clients and other professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and limitations in engaging in specific efforts of professional practice. Students are further expected to seek and accept supervision and advice when necessary for their academic and professional performance.

## 5.0 Stress Management Skills

Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic achievement and professional performance. Such ability includes use of the following skills:

- a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
- b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory relationships when necessary to support such efforts.

## 6.0 Skills in Safeguarding Emotional and Mental Functioning

Students are expected to sustain mental and emotional functioning necessary for scholastic achievement and professional performance. Students shall seek help and support if psychosocial distress, substance abuse, or mental health issues affect such achievement or performance, or compromise the best interests of those to whom students have a professional or collegiate responsibility.

## 7.0 Ethical Behavior

Students are expected to exhibit a strong commitment to the goals and values of social work and to the ethical standards of the profession. Students shall be familiar with ethical values and behaviors appropriate for professional performance as set forth in the following:

- a. The [NASW Code of Ethics](#)
- b. The [UNCP Student Academic Honor Code](#)
- c. The [Campus Association of Social Workers' Code of Ethics](#)

In addition, students are expected to present or demonstrate:

- a. A history free of convictions for offenses contrary to professional practice.
- b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and suspend personal biases during interactions with others. This shall include a comprehension of another's values and beliefs.
- c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with others. Students in the course of their professional training shall strive to deliver appropriate service to all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value system. The student shall not impose personal, religious, or cultural values on others, including clients, colleagues and other professionals.
- d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom of choice, self-determination and other rights as set forth in the [NASW Code of Ethics](#).
- e. Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials in all assignments.
- g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist. In this regard students shall adhere to the [Campus Association of Social Workers' Code of Ethics](#) and the [NASW Code of Ethics](#).

## Sexual Harassment Policy

Sexual harassment is any unwelcome physical or verbal conduct of a sexual nature which interferes with another's ability to receive an education or work. It may consist of physical and/or verbal behavior, or other actions that intimidate or offend an individual or group of persons. **The following actions may be considered sexually harassing behavior:**

1. Unwanted sexual advances, propositions, or questions,

2. Unwelcome touching of a person's body or clothing,
3. Public displays of sexually demeaning objects, photographs, posters, or cartoons in a manner that is intended to interfere with work or education,
4. Implied or overt threats, or punitive action as the result of rejection of sexual advances or rejection of romantic involvement,
5. Sexual assault.

This policy in its entirety is located with the Division of Student Affairs. Additional information may be viewed under the [Sexual Harassment Policy](#) found on the [Division of Student Affairs](#) website.

## **The Social Work Community**

### **Campus Association of Social Workers**

The faculty and students feel that participation in the Campus Association of Social Workers ([CASW](#)) is an important part of the student's professional and academic growth. All students are encouraged to be active participants and to maintain the development of the CASW through various avenues of volunteering and community outreach.

1. Upon admission to the Social Work Program, each student is informed about the [Campus Association of Social Workers](#) and encouraged to join.
2. Elections are primarily held at the end of the academic year. At which time all students in good standing with the university and CASW can campaign to fill a position. As a result, students are well informed about the performance of the candidates.
3. Meeting times vary and are determined by CASW members and the faculty advisor. Announcements and reminders about CASW are made in classes as requested by students to faculty.
4. The Department of Social Work supplies CASW with a faculty advisor.
5. The advisor is responsible for organizing the first meeting of the academic year and monitoring elections and attending all meetings.
6. The Department of Social Work Faculty recognizes curriculum input from CASW with a member from this organization sitting in on department meetings.
7. The CASW names a member from their group to be the liaison to the faculty. This liaison will attend faculty meetings.

### **Alpha Delta Mu Social Work Honor Society**

The UNCP Chapter of the [Alpha Delta MU Social Work Honor Society](#) was established in 2005. The purposes of the Chapter are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Alpha Delta Mu (ADM) fosters high standards of education for social workers and invites into membership, those who have attained excellence in scholarships and achievement in social work. MSW students must complete six hours of graduate course work and have a minimum GPA of 3.5 or above. [Applications for Alpha Delta Mu](#) are available on the Department of Social Work website.

## **Scholarship and Financial Aid Information**

### **Graduate Assistantships and Student Loans**

A limited number of Graduate Assistantships are available to graduate students through the School of Graduate Studies. Interested students should complete the [Application for a Graduate Assistantship](#). Student loans can also provide financial assistance to qualified students. Additional information about the application process is available by contacting the UNCP [Office of Financial Aid](#) at 910.521.6255.

### **Military and Veteran Assistance**

For information and benefits pertaining to military and veteran assistance, contact the UNCP [Military and Veteran Services](#) at 910.775.4438.

## Appendix A

### Advisement Guide: Full-Time MSW Program (60 Credit Hours)

<b>Student Name</b>	<b>Banner ID</b>	<b>Catalog Year</b>	<b>Advisor</b>
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#### Foundation Year Required Course Sequence

Term	Course Title	Credit Hours	Status (Grade Earned or T, D, W, I)
Fall Term	SWK5000 Micro Human Behavior and the Social Environment	3	
	SWK5050 Foundations of SW Practice	3	
	SWK5070 Social Welfare Policies and Programs	3	
	SWK5200 Social Work in a Diverse Community	3	
	<b>Total Credit Hours Earned:</b>		

Term	Course Title	Credit Hours	Status (Grade Earned or T, D, W, I)
Spring Term	SWK5100 Generalist Social Work Research	3	
	SWK5150 Macro Human Behavior and the Social Environment	3	
	SWK5060 Social Work Practice with Individuals	3	
	SWK5300 Foundation Practicum I and Seminar (215 Hour Field Practicum)	3	
	SWK Elective (six elective credit hours required for program) <i>*See the UNCP Academic Catalog to view electives.</i>	3	
	<b>Total Credit Hours Earned:</b>		

Term	Course Title	Credit Hours	Status (Grade Earned or T, D, W, I)
Summer Term	SWK5400 Foundation Practicum II and Seminar (215 Hour Field Practicum)	3	
	SWK Elective (six elective credit hours required for program) <i>*See the UNCP Academic Catalog to view electives.</i>	3	
	<b>Total Credit Hours Earned:</b>		

### Concentration Year Required Course Sequence

Term	Course Title	Credit Hours	Status (Grade Earned or T, D, W, I)
Fall Term	SWK5410 SW Practice Administration in Rural Settings	3	
	SWK5430 Adv Generalist Practice with Individuals and Families	3	
	SWK5080 Advanced Generalist Practice in Rural Settings	3	
	SWK5500 Concentration Practicum I and Seminar (250 Hour Field Practicum)	4	
	SWK Elective (if not completed during foundation year sequence) <i>*See the UNCP Academic Catalog to view electives.</i>	3	
	<b>Total Credit Hours Earned:</b>		

Term	Course Title	Credit Hours	Status (Grade Earned or T, D, W, I)
Spring Term	SWK5450 Advanced Generalist Intervention Research	3	
	SWK5580 Adv Generalist SW Prac with Group/Org in Rural Comm	3	
	SWK5600 Advanced Clinical Assessment and Interv Methods	3	
	SWK5800 Concentration Practicum II and Seminar (250 Hour Field Practicum)	5	
	SWK Elective (if not completed during foundation year sequence) <i>*See the UNCP Academic Catalog to view electives.</i>	3	
	<b>Total Credit Hours Earned:</b>		

**Cumulative Credit Hours Earned:** \_\_\_\_\_

**Notes** (\*\*included for all advisement guides below):

1. **“Status” means:** Grade Earned or T = Transfer, D = Dropped, W = Withdrawal, I = Incomplete.
2. **Field Practicum:** It is important to the preservation of the Department of Social Work’s relationship with field education sites that students do not contact organizations or supervisors to arrange for a field practicum or supervision without the advanced approval of the MSW Field Director. The MSW Field Director will work with students to locate a practicum site.
3. **Electives:** SWK (social work) or SWKS (social work special topics) electives can be located on BraveWeb under the Social Work subject option or the Social Work Special Topics subject option.
4. **Transfer Courses:** All transfer coursework must be approved by the MSW Program Director.
5. This document is for advisement purposes. Students accept responsibility for following program requirements. Refer to the MSW Student Handbook, MSW Field Manual, Graduate Student Handbook, and the UNCP Academic Catalog for further information.



### Second Year Required Course Sequence

Term	Course Title	Credit Hours	Status (Grade Earned or T, D, W, I)
Fall Term	SWK5070 Social Welfare Policies and Programs	3	
	SWK5080 Advanced Generalist Practice in Rural Settings	3	
	SWK5400 Foundation Practicum II and Seminar (215 Hour Field Practicum)	3	
	SWK Elective (if not completed during foundation year sequence)	3	
<b>Total Credit Hours Earned:</b>			

Term	Course Title	Credit Hours	Status (Grade Earned or T, D, W, I)
Spring Term	SWK5450 Advanced Generalist Intervention Research	3	
	SWK5580 Adv Generalist SW Prac with Group/Org in Rural Comm	3	
	SWK Elective (if not completed during foundation year sequence)	3	
	<b>Total Credit Hours Earned:</b>		

### Third Year Required Course Sequence

Term	Course Title	Credit Hours	Status (Grade Earned or T, D, W, I)
Fall Term	SWK5410 SW Practice Administration in Rural Settings	3	
	SWK5430 Adv Generalist Practice with Individuals and Families	3	
	SWK5500 Concentration Practicum I and Seminar (250 Hour Field Practicum)	4	
	<b>Total Credit Hours Earned:</b>		

Term	Course Title	Credit Hours	Status (Grade Earned or T, D, W, I)	
Spring Term	SWK5600 Advanced Clinical Assessment	3		
	SWK5800 Concentration Practicum II and Seminar (250 Hour Field Practicum)	5		
	<b>Total Credit Hours Earned:</b>			

**Cumulative Credit Hours Earned:** \_\_\_\_\_





## Second Year Required Course Sequence

Term	Course Title	Credit Hours	Status (Grade Earned or T, D, W, I)
Fall Term	SWK5080 Advanced Generalist Practice in Rural Settings	3	
	SWK5500 Concentration Practicum I and Seminar (250 Hour Field Practicum)	4	
	<b>Total Credit Hours Earned:</b>		

Term	Course Title	Credit Hours	Status (Grade Earned or T, D, W, I)
Spring Term	SWK5600 Advanced Clinical Assessment and Interv Methods	3	
	SWK5800 Concentration Practicum II and Seminar (250 Hour Field Practicum)	5	
	<b>Total Credit Hours Earned:</b>		

**Cumulative Credit Hours Earned:** \_\_\_\_\_

## Appendix B

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

**Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly**

#### **Preamble**

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

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

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

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

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

#### **Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant

literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

## **Ethical Principles**

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

### **Value:** *Service*

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

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

**Value:** *Social Justice*

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

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

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

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

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

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

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

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

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

## **Ethical Standards**

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

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

### **1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

#### **1.01 Commitment to Clients**

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

#### **1.02 Self-Determination**

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

#### **1.03 Informed Consent**

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

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

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

interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

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

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

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

#### **1.04 Competence**

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

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

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

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

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

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

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

## **1.06 Conflicts of Interest**

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

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

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

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

## **1.07 Privacy and Confidentiality**

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

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

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

- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

### **1.08 Access to Records**

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

### **1.09 Sexual Relationships**

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to

this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

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

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

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

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

## **1.15 Interruption of Services**

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

## **1.16 Termination of Services**

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

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

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

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

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

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

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### **2.01 Respect**

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race,

ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

## **2.02 Confidentiality**

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

## **2.03 Interdisciplinary Collaboration**

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

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

## **2.04 Disputes Involving Colleagues**

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

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

## **2.05 Consultation**

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

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

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

## **2.06 Referral for Services**

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers

believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

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

## **2.07 Sexual Relationships**

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

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

## **2.08 Sexual Harassment**

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

## **2.09 Impairment of Colleagues**

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

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

## **2.10 Incompetence of Colleagues**

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

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels

established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## **2.11 Unethical Conduct of Colleagues**

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

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

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

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

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

## **3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

### **3.01 Supervision and Consultation**

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

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

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

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

### **3.02 Education and Training**

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

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

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

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

### **3.03 Performance Evaluation**

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

### **3.04 Client Records**

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

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

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

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

### **3.05 Billing**

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

### **3.06 Client Transfer**

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

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

### **3.07 Administration**

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

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

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

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

### **3.08 Continuing Education and Staff Development**

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

### **3.09 Commitments to Employers**

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

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

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

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

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

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

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

### **3.10 Labor-Management Disputes**

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

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

## **4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

### **4.01 Competence**

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

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

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

### **4.02 Discrimination**

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

### **4.03 Private Conduct**

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

#### **4.04 Dishonesty, Fraud, and Deception**

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

#### **4.05 Impairment**

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

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

#### **4.06 Misrepresentation**

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

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

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

#### **4.07 Solicitations**

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

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

#### **4.08 Acknowledging Credit**

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

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

## **5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION**

### **5.01 Integrity of the Profession**

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

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

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

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

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

### **5.02 Evaluation and Research**

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

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

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

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due

regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

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

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

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

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

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

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

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

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

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

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

### **6.04 Social and Political Action**

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

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

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

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