SOCIAL WORK PROGRAM

STUDENT HANDBOOK

2023-2024

VITERBOUNIVERSITY

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SECTION ONE: INTRODUCTION

WELCOME
Welcome to the Viterbo University Social Work Program. You have chosen a dynamic and challenging profession to prepare for. This handbook will familiarize you with the Social Work Program at Viterbo University. We hope that it will answer any questions you may have; please call or visit with the program faculty for further information. The Social Work Program faculty offices are in Murphy Center.

SOCIAL WORK PROGRAM FACULTY AND STAFF

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PROFESSIONAL OPPORTUNITIES IN SOCIAL WORK
Social work is a profession expected to expand tremendously in the next decade; there are a growing number of challenges facing society in the U.S. and globally such as immigration and refugee issues, outsourcing of work, poverty, hunger, HIV/AIDS and crises such as hurricanes and tsunamis. Locally, faced with issues of child abuse and neglect, individuals in need of health care without insurance, individuals dealing with chronic mental illness and addictions, veterans returning from war and dealing with PTSD and homelessness. There is increasing recognition that professional social workers are well prepared to address these challenges. In addition, as we see significant growth in our aging population, there will be an increase in need for social workers to help seniors live independent and satisfying lives. Employment opportunities will expand in social work with the elderly but also in other areas of social work practice as the need for social workers outpaces the supply. As in other professions, the current workforce of professional social workers is aging and as baby boomers retire, employment opportunities will arise for new social workers. The Bureau of Labor Statistics Occupational Outlook Handbook provides excellent employment projection information for social work:

http://www.bls.gov/ooh/home.htm   or

http://www.bls.gov/ooh/community-and-social-service/social-workers.htm

Social workers with degrees from accredited social work programs are prepared to work in a wide variety of settings, and our graduates are now working in a broad range of private and public social service agencies. Areas within social work that are growing especially rapidly include child welfare, elder services, social work within the area of criminal justice and work with individuals who experience addictions and chronic mental illness. Your senior field education experience will be immensely helpful to you in making decisions about where you wish to begin your professional work.

The following are examples of jobs our recent graduates have obtained upon completion of their social work major.

Employer	Position
Houston County Human Services, Caledonia, MN	Social Worker, Children's Mental Health
Lutheran Social Services, La Crosse, WI	Treatment Foster Care, La Crosse, WI
Inclusa, WI	Social Worker, Elderly and Disabled
Independent Living Resources, La Crosse, WI	Independent Living Specialist, Disabilities Benefit Specialist
Mulder Health Care Facility, West Salem, WI	Social Worker, Elderly and Disabled
New Horizons Shelter & Outreach, La Crosse, WI	Crisis Advocate Domestic Violence Children's Advocate
Tellurian CARE Center, La Crosse, WI	Crisis Counselor, Adult Mental Health
Tomah Health & Rehabilitation Center, Tomah, WI	Social Worker, Elderly
Southwest Family Care Alliance, Prairie du Chien, WI	Social Work Case Manager
Sagen Center-St. Joseph's Rehabilitation Center, La Crosse, WI	Social Worker, Elderly
Family Services of Northeast WI, Sheboygan, WI	Social Worker-Crisis Counselor
La Crosse County Human Services, La Crosse, WI	CPS-Initial Assessment Social Worker Justice Support-Jail Social Worker Justice Support- Bond and Sentencing Worker Permanency Unit- Social Worker
Golden Living Care Facility, La Crescent, MN	Social worker, Elderly
Trempealeau County Health Care Center, Whitehall, WI	AODA Coordinator
Morrow Memorial Homes & Apartments, Sparta, WI	Social Worker, Elderly
Ministry Health Care, Wausau, WI	Hospice, Volunteer/Community Outreach
Monroe County Human Services, Sparta, WI	CPS, Initial Assessment Social Worker Social Worker, Family Services Social Worker, Adult Mental Health Social Worker, Juvenile Justice
Army Community Services, Germany	Family Advocacy Trainer
St. Mary's Care Center, Madison, WI	Rehabilitation Social Worker
Vernon County Human Services, Viroqua, WI	CPS & Kinship Care Coordinator
Iowa County Human Services, Dodgeville, IA	Social Worker, Juvenile Delinquency
Gundersen Health System, La Crosse, WI	Medical Social Worker- Emergency Room Medical Social Worker-OB Clinic, Postpartum Hospice and Home Health Social Worker
Lutheran Life Communities, Arlington Heights, IL	Social Worker, Discharge Planner
Catholic Charities, La Crosse	Emergency Services Social Worker Adoption Social Worker
Heritage Manor Nursing Home, Elroy, WI	Director of Social Services
Jackson County Human Services, Black River Falls, WI	Social Worker
Legal Aid Society of Orange County, Orlando, FL	Guardian ad Litem Case Coordinator
Mayo Clinic Health System, La Crosse, WI	Medical Social Worker, Oncology Gerard Hall, Family Service Sienna Hall, Adult Mental Health
Center for Independence, Milwaukee, WI	Case Manager, Adult Mental Health
Bureau of Milwaukee County, Milwaukee, WI	CPS, Initial Assessment Social Worker
Bethany Riverside Nursing Home, La Crosse, WI	Social Worker, Elderly
Jackson County Department of Correction, Black River Falls, WI	Social Worker
Hopkins Care Center, Hopkins, MN	Social Worker, Elderly
Vernon Memorial Healthcare, Viroqua, WI	Patient and Family Services
Parenting Place, La Crosse, WI	Birth to Three Service Coordinator

GRADUATE EDUCATION IN SOCIAL WORK

Our graduates decide to work in the profession upon graduation to gain valuable experience. However, on occasion our graduates choose to enter graduate school immediately. These students report that they are well prepared for the rigors of graduate school after leaving Viterbo. There are a variety of universities that offer Master of Social Work (MSW) degrees throughout the country. Viterbo University does not offer an MSW program. The Council on Social Work Education lists all accredited social work programs on their website at www.cswe.org and you can search for programs by state and other criteria.

The following is a list of schools that offer MSW programs in the region:

Wisconsin:
- Concordia University Wisconsin
- George Williams College of Aurora University at Williams Bay
- Loyola University at the Carthage College campus
- University of Wisconsin – Green Bay

- University of Wisconsin - Madison
- University of Wisconsin - Milwaukee
- University of Wisconsin - Oshkosh
- University of Wisconsin - Whitewater

Minnesota:
- Augsburg University
- Capella University
- College of Saint Scholastica
- Minnesota State University - Mankato
- Saint Mary's University of Minnesota
- St. Catherine University

- St. Cloud State University
- University of Minnesota - Duluth
- University of Minnesota – Twin Cities
- University of St. Thomas
- Walden University
- Winona State University

Iowa:
- Clarke University
- St. Ambrose University

- University of Iowa
- University of Northern Iowa

Master of Social Work (MSW) programs grant advanced standing to applicants with a Baccalaureate degree in social work from an accredited program allowing them to complete an MSW in a shortened period (in most cases one year as opposed to two).

SECTION TWO: OVERVIEW OF THE VITERBO UNIVERSITY SOCIAL WORK PROGRAM

SOCIAL WORK PROGRAM ACCREDITATION PROCESS

What is Accreditation?

Accreditation is a process that assures clients, employers, and graduates that the individuals with a major in social work has graduated from a program that meets specific standards for quality social work education. The Council on Social Work Education (CSWE) is the agency that is authorized to accredit baccalaureate and master's degree programs in social work education in the United States. Accredited Social Work Education Programs must demonstrate that they meet minimum standards set by CSWE for social work education. A brief description of CSWE Accreditation Standards can be found in section 8 of this handbook, and a complete description can be found online here:

Why is Accreditation important?
Accreditation is extremely important to students for the following reasons. Most states require a degree in social work from an accredited program credentialed as a social worker. Certification or licensure as a social worker is a requirement for variety of jobs and it gives graduates a tremendous advantage in finding employment. Graduating from an accredited program also prepares one for entering a master's degree program in social work. Master of Social Work (MSW) programs grant advanced standing to applicants with a Baccalaureate degree in social work from an accredited program allowing them to complete an MSW in a shortened period (in most cases one year as opposed to two).

What is the Accreditation status of the Viterbo University Social Work Program?
The Viterbo University Social Work Program has been accredited since 2000. The program is fully accredited until October 2030 when it becomes reviewed for continued accreditation.

MISSION OF THE SOCIAL WORK PROGRAM
The mission of the Viterbo University Social Work Program is to prepare baccalaureate students for entry level generalist social work practice. In an atmosphere of integrity and respect, students will develop professional knowledge, values, and skills for service provision and social change. This program, guided by the Franciscan values of human dignity, social justice, strengths of diverse populations, and respect for disenfranchised members of our global society (updated 2019).

PROGRAM GOALS (linked to CSWE 2015 Social Work Competencies):

1. Prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities (Competency 6, 7, 8, 9).

2. Prepare students for social work practice with diverse populations and cultures (Competency 2).

3. Prepare student in the use of social work research to inform and evaluate practice (Competency 4, 9).

4. Prepare students for development of a professional identity consistent with social work values and ethics (Competency 1).

5. Prepare students to promote social and economic justice for disenfranchised groups through social change and advocacy (Competency 3, 5).

DEFINITION OF GENERALIST SOCIAL WORK PRACTICE
Generalist practice embedded in the liberal arts and the person-in-environment framework. Generalist practitioners use a range of evidence-based prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities to promote human and social well-being. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners recognize diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are initiative-taking in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (Educational Policy, CSWE, 2015)

SECTION THREE: ADMISSION

ADVANCEMENT IN THE SOCIAL WORK PROGRAM

Professional advancement in the Social Work Program involves a three-step process:

Step 1: Declare a social work major and a social work faculty advisor guides you through your journey.

Step 2: Apply to the Professional Phase of the Social Work Program upon completion of pre-requisite requirements. Complete and submit the *online form* located on the Social Work Program webpages. Professional Phase admission typically occurs in the spring semester of the sophomore year. Transfer students can enter the social work major at any time but must also formally apply for the Professional Phase.

Step 3: Prior to entering field education, students complete the *Application for Acceptance to Social Work Field Education Program*. Deadline for application to Field Education is early in August of the senior year. The Field Director coordinates this process.

ADMISSION TO THE PROFESSIONAL SOCIAL WORK PROGRAM

The professional social work sequence of courses begins at the junior level. Students apply to the professional phase of the Program by completing a formal application for admission typically in the spring of their sophomore year. The application is due February 1st for current students at Viterbo for admission to the professional phase courses (junior level) the following fall. Applications from change of major or transfer students will be accepted through the summer prior to fall classes all documents must be processed before classes begin. The Professional Phase application is available online on the Social Work Program webpage. Professional phase courses are sequential, and students can only begin these courses in the fall semester.

ADMISSION REQUIREMENTS FOR THE SOCIAL WORK PROFESSIONAL PROGRAM

1. Admission to Viterbo University.
2. Completion of thirty credits prior to admission to the Social Work Program.
3. Cumulative GPA 2.5/4.0 at the time of application.
4. Grade of B or better in SOWK 210—Introduction to Social Work or transfer equivalent course. You can repeat this course only once.
5. Completion of the following prerequisite courses with grades of C or better. These courses may be in progress at time of application. Transfer students may have taken the equivalent of these courses at their prior college. Articulation agreement transfers may have slightly altered English requirements. If you have questions regarding transfer credits, please contact the Social Work Program Director.

ENGL	103: *	Reading, Writing, and the Elements of Argument I
ENGL	104: *	Reading, Writing, and the Elements of Argument II
SOCL	125:	Introduction to Sociology
POSC	121:	Introduction to American Government
BIOL	203:	Human Biology
PSYC	171:	General Psychology
SOWK	210:	Introduction to Social Work (must earn B or better)
SOWK	240: **	Introduction to Research and Analytical Writing
SOWK	275:	Pre-Practice Experience

> *ENGL 105 or 195 can take the place of 103 & 104
> **SOWK 240 is only available at Viterbo. Transfer students will take this course after their transfer.

6. Effective written communication.

A student who does not meet one or more of the above requirements at the time of application, will become considered for conditional admission to the Social Work Program.

ADMISSION PROCESS
- Complete and submit the online Application for Admission.
- Academic Writing Sample uploaded with the application.
- Interview required at the discretion of the admissions committee.

CRITERIA FOR REVIEWING APPLICATION FOR ADMISSION

Admission to the Viterbo University Social Work Program is based upon an assessment by the Admissions Committee, made up of the social work faculty, using the criteria listed below. **Meeting minimum standards does not guarantee admission to the Social Work Program. Social work is a professional program thus varying factors become taken into consideration, including an applicant's capacity to acquire the requisite knowledge, values, skills and professional conduct of the profession of social work.** Students thus become evaluated based on prior course work, admission application, interviews (if requested) and other information presented by social work faculty members. Factors included in the admission assessment are:

- class attendance and academic performance
- participation in classroom activities
- ability to meet deadlines
- ethical conduct
- ability to maintain positive relationships with faculty and other students as well as clients and supervisors in volunteer placements
- evidence of willingness to be open to innovative ideas and beginning ability to examine one's own values and biases as they relate to social work practice
- ability to communicate effectively both in written and oral form
- reasonable emotional stability and maturity
- criminal record which would indicate a history of physical violence, sexual misconduct, or any other offense which would prohibit employment as a social work professional.

RESPONSE TO STUDENT APPLICATIONS
1. Full admission into the Social Work Program.
2. Conditional admission into the Social Work Program with specific requirements and deadline for removal of conditions.
3. Not admitted into the Social Work Program with specific reasons for the denial listed.
4. Decision deferred for further consideration by the social work faculty. (The student can supplement admissions materials.)

Once a decision is determined, the student will receive notification via email, and reasons for denial or conditions decided. A student may appeal a denial of admission by following the Appeal Process for the Social Work Program.

CONDITIONAL ADMISSION

If a student admitted to the Social Work Program on conditions, a written notification given to the student stipulating the conditions for admission. Conditions may include completing prerequisite courses, tutoring, raising GPA, taking a specific course, providing a plan to address academic concerns, developing writing skills, or a variety of other measures.

Students admitted under conditions remain reviewed by the social work faculty at the end of each semester to determine whether they have fulfilled their conditions and could then move to good standing or should continue as conditional status under a revised plan.

No student on conditional status will transition as admitted into Social Work Field Education without special permission.

TRANSFER STUDENTS

The Social Work Program makes provision for transfer of credits for coursework. The purpose of transfer credit review is to provide the opportunity for transfer students to demonstrate required course knowledge and competencies to prevent the repeat of courses with similar content. A two-step process is employed to evaluate transfer of credit. The Viterbo University Registrar's Office evaluates the transfer of earned credit from other institutions to Viterbo University and decides regarding fulfillment of university and Core Curriculum requirements and articulation agreements.

The Social Work Program Director, in consultation with social work faculty, evaluates transfer credit for prerequisite, support and social work professional phase courses. Students will need to provide a course syllabus as well as assignments completed in the course for review. Course equivalency will be determined based on a review of learning outcomes, content outline, textbooks and readings, learning activities, instructor credentials, and theoretical perspectives.

A transfer student requesting admission and transfer credit will need to complete a Social Work admission interview. A student accepted into Viterbo University as a transfer student that had previously become refused admission or dismissed by another social work program are asked to sign a release of information allowing the Viterbo Social Work Program to communicate with faculty at the previous social work program.

Viterbo University does not offer proficiency exams for any social work courses.

CREDIT FOR LIFE EXPERIENCE

The Social Work Program does not give academic credit for life experience, previous work experience, or volunteer work for any courses in the professional phase of the social work curriculum.

READMISSION OF STUDENTS IN GOOD STANDING OR ON CONDITIONS

Professional phase students in good standing with the social work program who withdraw from Viterbo or take a leave of absence in accordance with Viterbo University policy and then wish to re-enter the professional phase of the social work program may be required to reapply for admission as determined by the Social Work Program Director. Professional phase students on conditions who withdraw from Viterbo or take a leave of absence in accordance with Viterbo University policy and then wish to re-enter the professional phase of the social work program must complete a re-entry application that addresses their conditions. The Social Work Program Director will coordinate the re-entry and provide support for this process. Immediate placement in social work courses is not assured; continuously enrolled professional phase students will have enrollment priority.

Students who have been dismissed from the social work program and wish to be re-entered must follow the readmission procedures found in Section Five: Student Rights and Responsibilities.

SECTION FOUR: CURRICULUM

The curriculum leads to a Bachelor of Science or a Bachelor of Arts Degree with a major in social work.

SOCIAL WORK CURRICULUM

The Council on Social Work Education (CSWE) sets educational standards for all social work programs (see appendix). The baccalaureate social work curriculum is grounded in the liberal arts and prepares its graduates for generalist practice through proficiency in core competencies. The curriculum has an intentional design to develop measurable competencies in students that are comprised of specific social work knowledge, skills, and cognitive/affective processes.

Upon graduation from the Viterbo University Social Work Program, students will be able to demonstrate the following competencies outlined by CSWE. These nine competencies are used as the basis for the professional curriculum design.
1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

INTRODUCTORY COURSES

SOWK 210: *Introduction to Social Work*, 3 Cr.
This course introduces students to the profession of social work within contemporary society including the historical, social, economic, and political context of social work practice. Students develop an understanding of the connection between social work practice and social welfare policy. Social work values and ethics, including the profession's commitment to social justice and valuing of diversity, will be emphasized. Students are introduced to the social service delivery system, the person-in-environment perspective, and generalist social work practice. The course will help students consider the social work profession as a career choice.

SOWK 240: *Introduction to Research and Analytical Writing*, 3 Cr.
This sophomore level writing emphasis course introduces students to the research process, critical thinking, and analytic writing. Students will learn to critically read and evaluate sources and scholarly writing. Emphasis will be placed on learning to write in APA style. An overview and basic understanding of the scientific research process, with an emphasis on quantitative research is stressed. Ethical issues in human subject research and evidence-based practice in social work are examined. This course is the first course in a two-course research sequence required for social work majors. Prerequisite: ENGL 104, 105 or 195. Restricted to social work majors. Other majors with permission.

SOWK 275: *Pre-Practice Experience*, 1 Cr.
This one credit course allows students to experience social work populations and organizations outside the classroom. Students complete 25 hours of service in an approved setting that facilitates interactions with clients and staff. Assignments support the integration of generalist social work models with the experience. Students examine the congruence of personal values with professional values, study social work ethics and learn about professional boundaries. Diversity and underserved client populations encountered in social work are discussed. Prerequisite: 210 or concurrent.

SOCIAL WORK PROFESSIONAL PHASE COURSES

SOWK 280: *Interview Skills for Social Work*, 3 Cr.
Students will learn essential interviewing skills for an empowering and strength-based social work practice. The skills necessary for ethical practice from engagement to assessment in the planned change process are defined, modeled, rehearsed, and evaluated. Practice skills sensitive to the needs of diverse and vulnerable populations are learned and practiced in an actual interview. The course includes a structured lab with recorded interviews, instructor, and peer evaluations. Prerequisites: 210, admission to professional phase.

SOWK 321: *Social Work Practice with Individuals and Families*, 3 Cr.
This course will provide students with knowledge and skills of generalist social work practice with individuals and families. Students will develop interviewing and practice skills in relation to collaborating with clients of diverse racial, cultural, class, and religious backgrounds, as well as address social work values and ethics. The planned change process, ethical and purposeful use of self, and use of theory to guide practice will be emphasized. Prerequisites: 280, 331; admission to the social work program.

SOWK 331: *Human Behavior in the Social Environment*, 3 Cr.
This course focuses on theory and knowledge of individuals and families including biological, social, psychological, spiritual, and cultural factors that impact human development and behavior. Utilizing the generalist approach to social work practice, a social systems perspective is applied to understand the relationships between individuals, families and the broader social environment. Diversity is presented in its varying facets covering ethnicity, culture, race, social class, gender, sexual orientation, age, and disability. The impact of discrimination and other forms of oppression on individual development and behavior are examined. Prerequisites: BIOL 203; PSYC 171; SOCL 125, admission to the social work program.

SOCL 338: *Social Science Research*, 3 Cr.
This course will provide an overview of research in the social sciences. In this course, you will learn how to read and evaluate research methods and design your own research study. The course follows the basic steps in social science research: problem identification, research design, subject selection, data collection, analysis, and interpretation. In learning these steps, you will also be introduced to the dominant methods used in social science research: surveys, experiments, qualitative interviews, ethnography, program evaluation, and mixed methods. Prerequisite: SOCL 125.

SOWK 341: *Social Welfare Policy*, 3 Cr.
This course provides students with an understanding of basic, university human rights and social welfare policy as a potential instrument to advance social justice. The historical, social, cultural, economic, environmental and global influences on social welfare are examined. Students learn about the major social welfare programs that address financial and basic human needs, civil rights, aging, health, mental health and child welfare. Knowledge of and skills in policy formulation, analysis and advocacy will be developed. Prerequisite: POSC 121, admission the social work program.

SOWK 442: *Theory and Practice with Groups and Communities*, 3 Cr.
This course focuses on the theory, practice skills, and knowledge needed for social work practice with groups, and communities. Emphasis is on executing the planned change process with multiple system levels in generalist practice. Inclusion and diversity issues are examined in mezzo and macro system change efforts. Theory provides a basis for understanding social issues in communities and groups and underpinning for intervention models. Students examine ethical conflicts in community and group work. Prerequisite: admission to the social work program, 321, 331.

SOWK 479: *Competent Practice for Field Education*, 3 Cr.
This course provides students with an overview of the field education experience and focuses on the work required to obtain an approved field education placement. The course will meet for one hour per week and covers material regarding admission to field education, agency sites, placement process, agency interviews, field education expectations, learning contracts, NASW *Code of Ethics* field issues, and upcoming field education and senior capstone course overview. Students will complete a variety of the course requirements outside of class. Prerequisite: concurrent enrollment or completion of social work professional courses except for 480 and 482. Restricted to students with senior standing.

SOWK 480: *Field Education*, 9 Cr.
In this agency-based practicum students practice with the knowledge, values, and skills developed throughout the social work curricula. Students engage in a structured, individualized, educational experience in a certified community agency setting. Viterbo University faculty liaisons, agency instructors and students collaborate to facilitate the transition from classroom to generalist social work practice. During the semester students will provide social work services 30 hours per week, for a minimum of 450 hours, in an agency setting approved by the Viterbo University social work field director. A learning contract describes the EPAS Core Competencies and corresponding forty-one practice behaviors that the student will learn and demonstrate in their agency practicum. Prerequisite: admission to social work field placement, SOCL 320, MATH 130 or PSYC/SOCL 233, PSYC 340. Must be taken concurrently with 482. Graded CR/NC.

SOWK 482: *Senior Capstone*, 3 Cr.
This course is designed as a transition from academia to generalist practice in the final social work major course. The capstone is designed to support the student in their field agency and assist in the integration of the social work curricula. Emphasis is on organizational practice including ethics in agency settings, supervision, organizational functions and client systems. Information on credentialing, licensure and career development further the students' identification as a professional social worker. Must be taken concurrently with 480. Prerequisite: PSYC 340, MATH 130 or PSYC 223 or SOCL 223.

SOCIAL WORK ELECTIVES

SOWK 328: *Understanding and Working with Mexicans in the U.S.,* 3 Cr.
The objective of this course is to learn and respect cultural diversity through the study of the complex relationship between Mexico and the U. S. The focus of this course is the present-day realities of Mexican people working and living in the U.S. The course will offer knowledge, values and skills necessary to understand and work with Mexicans in the U.S. Students will learn about selected historical, social, cultural, political and economic events that shape the life of today's Mexicans as well as current policy and political decisions that are impacting Mexican in the U.S.

SOWK 332: *Interprofessional Practice with the Elderly,* 3 Cr.
With a focus on inter-professional practice, students will gain an understanding of long living individuals in contemporary society and learn the diverse needs of aging adults and appreciate the issues impacting gerontological practice. Students will gain elder assessment skills and learn tools to screen for spiritual needs, depression, substance abuse, suicide and physical abuse or neglect. Students will learn how to practice in multidisciplinary teams to serve older adults in a wide range of settings, from hospitals to community centers. Prerequisite: 210 or SOCL 125 or PSYC 171.

SOWK 333: *Child Welfare***, 3 Cr.**
This course surveys the field of child welfare. Students will acquire an understanding of the issues that impact the welfare of children in our society, including poverty, substance abuse, violence, and mental health concerns, the relationship between these issues and child abuse and neglect. Students will examine the issues involved in providing services to children affected by child abuse and neglect, unplanned pregnancy, foster care, and institutional care. The student will acquire knowledge relevant to working with children, biological parents, foster parents, adoptive parents, and other systems involved in for the welfare of children. Prerequisite: 210 or SOCL 125 or PSYC 171. Restricted to students with sophomore standing or higher.

SOWK 334: *Interdisciplinary Work with Today's Families***, 3 Cr.**
This course explores issues that impact families in today's society such as resiliency, trauma, family violence, mental illness, poverty, hunger, homelessness, autism, and bullying. Evidence based methods for prevention and intervention will be explored in relation to these issues with an emphasis on interdisciplinary approaches. Prerequisites: 210 or PSYC 171 or SOCL 125. Restricted to students with sophomore standing or higher.

SOWK 360: *Interpersonal Violence***, 3 Cr.**
This course will provide an overview of common forms of interpersonal violence (sexual assault, relationship violence, stalking, sexual harassment, human trafficking, and prostitution/pornography). Students analyze the interrelationships and connections between these and other social problems such as poverty, homelessness, crime, and substance abuse in the context of a sexist and racist culture. The impact of interpersonal violence on special populations (LGBT, the elderly, persons with disabilities) will be examined. Throughout the course students will have the opportunity to gain experience about community resources and agencies that work to combat this type of violence. Prerequisite: 210 or PSYC 171 or SOCL 125.

Bachelor of Arts in Social Work: Four Year Plan 2023-2024 Catalog

	Pre-professional program: courses in BOLD are required for admission to the social work program.		
Credits	First Year Students-Fall	Credits	First Year Students-Spring
3-4	**ENGL 103/104/105- CCF Written Communication**	3-4	**ENGL 104/105/195 CCF Written Communication**
3	**SOCL 125 Introduction to Sociology**	3	**SOWK 210 Introduction to Social Work/** Oral Communication
3	**PSYC 171 General Psychology**	3	MATH 130 or SOCL/PSYC 223- Statistics (CCF Quantitative Literacy)
3	VUSM FVT-Franciscan Values and Traditions	3	CCWOT (Recommend Theological Inquiry)
4	Language Requirement	3	Language Requirement
15-16		15-16	
Credits	Sophomore-Fall	Credits	Sophomore-Spring
3	**SOWK 240 Introduction to Research and Analytical Writing** (CCF Written Communication II)	1	**SOWK 275 Pre-Practice Experience**
3	**POSC 121 American Government**	4	**BIOL 203 Human Biology** (CCF Natural Science)
3	VUSM LDW- Living in a Diverse World	3	CCWOT (Recommend Integrating Faith and Practice)
3	Literary Analysis	3	CCWOT (Recommend Philosophical and Moral Inquiry)
3	Language Requirement	3	CCWOT (Recommend Historical Analysis)
		3	Elective
15		17	
	Professional Program: Courses in BOLD must be taken concurrently and sequentially.		
Credits	Junior-Fall	Credits	Junior-Spring
3	**SOWK 280 Social Work Interviewing**	3	**SOWK 321 Social Work Practice with Individuals and Families**
3	**SOWK 331 Human Behavior in the Social Environment**	3	**SOWK 341 Social Welfare Policy**
3	SOCL 320- Race and Ethnicity (VUSM SJE- Social Justice and Equity)	3	PSYC 340 Behavior Disorders
3	CCWOT (Recommend Artistic Engagement)	3	General Elective/Minor
3	General Elective/Minor	3	General Elective/Minor
15		15	
Credits	Senior-Fall	Credits	Senior-Spring
3	**SOCL 338 Social Science Research**	3	**SOWK 482 Senior Capstone**
3	**SOWK 442 Social Work Theory and Practice with Groups and Communities**	9	**SOWK 480 Field Education**
3	**SOWK 479 Competent Practice for Field Education**		
3	VUSM- The Ethical Life (TEL)		
3	General Elective/Minor		
1	General Elective/Minor		
16		12	

- Social work majors must formally apply and be accepted into the professional program to enter junior and senior level courses. Application to the professional program occurs during the sophomore semester two.
- Students must complete SOCL 320, MATH 130 or PSYC/SOCL 223, and PSYC 340 prior to SOWK 480.

- Students need 120 credits to graduate; forty must be upper division credits.
- This is a sample schedule, and it may need to be modified to fit student interests and course availability. Every effort should be made to take major and support courses when indicated to make sure students have prerequisites for later courses. General Education courses and electives may be taken at times other than indicated.

Bachelor of Science in Social Work: Four Year Plan 2023-2024 Catalog

Pre-professional program: courses in BOLD are required for admission to the social work program.			
Credits	First Year Students-Fall	Credits	First Year Students-Spring
3-4	**ENGL 103/104/105- CCF Written Communication**	3-4	**ENGL 104/105/195 CCF Written Communication**
3	**SOCL 125 Introduction to Sociology**	3	**SOWK 210 Introduction to Social Work/ (CCF-Oral Communication**
3	**PSYC 171 General Psychology**	3	MATH 130 or SOCL/PSYC 223- Statistics (CCF Quantitative Literacy)
3	VUSM FVT-Franciscan Values and Traditions	3	CCWOT (Recommend Historical Analysis)
4	CCWOT (Recommend Natural Science)	3	CCWOT (Recommend Theological Inquiry)
16-17		15-16	
Credits	Sophomore-Fall	Credits	Sophomore-Spring
3	**SOWK 240 Introduction to Research and Analytical Writing** (CCF Written Communication II)	1	**SOWK 275 SOWK Pre-Practice Experience**
3	**POSC 121 American Government**	4	**BIOL 203 Human Biology** (CCWOT Natural Science)
3	VUSM LDW- Living in a Diverse World	3	CCWOT- (Recommend Literary Analysis)
3	CCWOT (Recommend Artistic Engagement)	3	CCWOT- (Recommend Philosophical and Moral Inquiry)
3	General Elective/Minor	3	General Elective/Minor
		3	General Elective/Minor
15		17	
Professional Program: Courses in BOLD must be taken concurrently and sequentially.			
Credits	Junior-Fall	Credits	Junior-Spring
3	**SOWK 280 Social Work Interviewing**	3	**SOWK 321 Social Work Practice I**
3	**SOWK 331 Human Behavior in the Social Environment**	3	**SOWK 341 Social Welfare Policy**
3	SOCL 320 Racial and Ethnicity in Society (VUS SJE- Social Justice and Equity)	3	PSYC 340 Behavior Disorders
3	CCWOT (Recommend Integrating Faith and Practice)	3	General Elective/Minor
3	General Elective/Minor	3	General Elective/Minor
15		15	
Credits	Senior-Fall	Credits	Senior-Spring
3	**SOCL 338 Social Science Research**	3	**SOWK 482 Senior Capstone**
3	**SOWK 442 Social Work Theory and Practice with Groups and Communities**	9	**SOWK 480 Field Education**
3	**SOWK 479 Competent Practice for Field Education**		
3	VUSM- The Ethical Life (TEL)		
3	General Elective/Minor		
15		12	

- Social work majors must formally apply and be accepted into the professional program to enter junior and senior level courses. Application to the professional program occurs during the sophomore semester two.
- Students must complete SOCL 320, MATH 130 or PSYC/SOCL 223, and PSYC 340 prior to SOWK 480.
- Students need 120 credits to graduate; forty must be upper division credits.

- This is a sample schedule, and it may need to be modified to fit student interests and course availability. Every effort should be made to take major and support courses when indicated to make sure students have prerequisites for later courses. General Education courses and electives may be taken at times other than indicated.
- This is an unofficial course outline. For complete degree requirements, refer to the undergraduate catalog.

PART-TIME COURSE OF STUDY

The courses in the Professional Phase of the Social Work Program are carefully planned to build upon one another in a sequential manner. Any student planning to proceed through the Professional Phase of the Social Work Program part-time should discuss this with their academic advisor and disclose this on their application to the social work program so that a part-time plan can be put in place that will best meet their needs.

FIELD EDUCATION PROGRAM

The purpose of Social Work Field Education at Viterbo University is to prepare students for entry level social work practice by providing opportunities to reinforce social work values and ethics, apply knowledge, and practice social work skills in an education focused practice setting. Field Education provides the opportunity to integrate empirical-based knowledge into practice and promote professional competence. The field program is systematically designed, supervised, coordinated and evaluated based on criteria by which students demonstrate the achievement of program competencies. In this block model, social work students spend a semester of the senior year completing a minimum of 450 hours, usually 30 hours per week for a 15-week period, in a Field Education Agency. Concurrent with SOWK 480 Field Education, students complete a three-credit integrative SOWK 482 Senior Capstone course on campus. Students must be available to complete field education hours M-F during daytime hours.

Field students are placed in an entry level setting and are provided structured individualized learning opportunities in generalist social work practice. Students are supervised by dedicated; well-qualified social work practitioners familiar with current trends in the profession. Each field education student is assigned a Viterbo University social work faculty liaison who collaborates with the student and agency instructor to facilitate the knowledge and practice transition from classroom to direct social work practice. Students are prepared for field education the semester before SOWK 479 Competent Practice for Field Education. In the SOWK 479 seminar, students apply for acceptance to field education, complete Wisconsin Caregiver Background check and national criminal background check, interview with a potential practicum agency, and then they are matched to an agency based on their individual goals, agency opportunities, and Field Program criteria.

The field experience places increased demands on students intellectually, emotionally, and professionally. Therefore, students should be adequately prepared to assume responsibility for and exhibit professional behavior by completing required criteria for admission to the Field Education Program, ongoing compliance with the Social Work Program Academic and Professional Standards and adhering to professional standards of the NASW *Code of Ethics*.

MINORS

In addition to completing courses for a social work major, students may choose to complete one or more minors. A minor provides an opportunity for students to have a focus of study in addition to their social work major. Students may consider minoring in a subject area that they have a personal interest in exploring such as history, English or religion or they may want to pursue a minor that is complementary to social work. Minors that are complementary to social work include Community and Criminal Justice, Family Studies, Gerontology, Latin American Studies, Legal Studies, Neuroscience, Psychology, Servant Leadership, Spanish, Sociology, or Substance Abuse Counseling.

Requirements for a minor may be satisfied using courses taken to fulfill general education requirements, major support courses and electives. A minor is optional: not required. Students declare a minor by completing a form obtained from the academic advising web page at https://www.viterbo.edu/academic-advising/forms, in the Student Help Office, from the academic advising coordinator or the Office of the Registrar. This form must be on file in the Office of the Registrar at least six months prior to graduation. Students should discuss their interest in a minor with their academic advisor early in the academic program. Requirements for each minor may be found in the Viterbo University Catalog.

STUDY ABROAD

Social work majors are highly encouraged to consider a study abroad experience during their time at Viterbo University. Study abroad deepens student's understanding and appreciation of global issues as a foundation for decision making in preparation to lead and serve society. Study abroad opportunities include both course embedded experiences as well as semester or year-long study. Study abroad requires early planning for social work majors. Students interested in study abroad should work closely with their academic advisor and the Study Abroad Coordinator to determine course transfer, timing, access to financial aid, and other assistance in planning your experience. Contact the Study Abroad Coordinator for more information.

SECTION FIVE: STUDENT RIGHTS AND RESPONSIBILITIES

STATEMENT OF STUDENT RIGHTS

Social work students deserve and have a right to:
- Competent and supportive academic advising which addresses the student's strengths and areas for improvement, as well as guides students through the necessary coursework and sequencing for completion of the social work major.
- Be included in discussions relative to decisions that affect the policies, procedures and structure of the Social Work Program and the Social Work Club.
- Have opportunities to evaluate teaching faculty, field education agency instructors and their experience in the social work program at graduation.
- Effective and competent instruction.
- Clear and accurate information regarding academic requirements and assignments.
- Fair and just grading procedures.
- Current licensure/certification and career information.
- Quality field education experiences and support.
- A program that maintains accreditation status.
- Opportunities for professional development outside of the classroom.
- Be treated with respect for their dignity and strengths.
- Have their academic and personal records kept secure.
- Have social work faculty who adhere to the NASW *Code of Ethics*.
- Access to program assessment outcomes. Program assessment reports can be found on the Social Work Program website.

CLASS ATTENDANCE

Regular attendance and timely assignments are ways to demonstrate a commitment to preparing for a professional degree and field readiness. Therefore, regular class attendance and timely submission of assignments are expectations. An extremely limited number of exceptions may be allowed for extraordinary circumstances. Each course syllabus will define specifically policies for that course.

COURSE EXPECTATIONS

At the beginning of each semester, a course syllabus will be posted on Moodle for each enrolled social work course which outlines the course of study, required and recommended textbooks, course objectives and requirements, a description of criteria for student evaluation and course grading, and the grading scale. The criteria will include the number of exams, required papers, outside readings, class presentations, and type of participation required with a list of appropriate dates and deadlines.

STUDENT CONTACT INFORMATION

The Social Work Program uses the student's Viterbo University email account to communicate with social work majors. Social work majors are expected to check this email account daily.

STUDENT EDUCATIONAL FILES

All education records of social work students are maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974. Please refer to the Viterbo University Student Handbook for the University policy implementing this Act. Upon declaration of the social work major, a social work faculty advisor has access to a student's academic planning file. The Social Work Program maintains electronic records tracking student progress through the Social Work Program. The electronic file is a repository for reference letters, progress letters, etc. Student files are open files and can be viewed by the student upon request. Social work faculty and staff have access to these files and follow FERPA guidelines.

REPORTING OF CHILD ABUSE AND NEGLECT

Viterbo University prioritizes safety and strives to provide a safe learning environment for everyone. Children under the age of eighteen come into contact with Viterbo University employees and volunteers through various programs, camps, and events.

All Viterbo University employees must report if an employee, in the course of employment, observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has occurred or will occur. This includes abuse or neglect that occurs off campus and/or at a child's home if a Viterbo University employee observes or learns about it in the course of his or her employment.

A person with knowledge of child abuse or neglect must report to the county department of human/social services or to law enforcement (county sheriff or the police department of the city, village, or town). A verbal or written report must be made as soon as possible, but no later than 24 hours after learning of the incident.

The employee should also report the incident to the Vice President for Academic Affairs, Vice President for Student Development, Human Resource Director, or the Vice President of Finance and Administration as soon as possible. The Vice President for Academic Affairs, Vice President for Student Development, Human Resource Director, or the Vice President of Finance and Administration shall, in turn, report the incident to the President as soon as possible. The official repository for all incident reports will be with the Vice President for Academic Affairs.

These reporting requirements are mandatory and are not optional. Any Viterbo University employee who fails to report suspected child abuse or neglect in violation of this policy is in violation of this requirement and may also be found to be in violation of other applicable and related work rules. Those who fail to comply with this reporting requirement may be subject to disciplinary action up to, and including, termination of employment.

All Viterbo University employees should treat information regarding suspected abuse or neglect as sensitive and confidential and share it only with appropriate individuals, such as the agencies to whom reports are to be made and appropriate University officials.

A Viterbo University employee making a report of child abuse or neglect in good faith will not be discharged from employment, disciplined or otherwise discriminated against in regard to employment, or threatened with any such treatment because that employee made a report in good faith.

Any Viterbo University employee who is a mandatory reporter under Wisconsin, Minnesota, and/or Iowa state statutes must comply with the requirements of a state mandatory reporter law. Approved 11/14/12 from Viterbo University Employee Handbook

SOCIAL WORK MAJOR WITH A CRIMINAL BACKGROUND

The Viterbo University Social Work Program does receive inquiries regarding how a person's past conviction of a crime could affect their becoming a social worker. There is no simple or easy answer to these questions. What we can share with you is general information and our experiences; however, you need to be aware that the ultimate decision regarding your eligibility to be a credentialed social worker is up to others and you need to check into how the law applies to your circumstances.

Can I become a social work major?

At this time, the Viterbo University Social Work Program does not have any policy pertaining to criminal convictions that would prevent you from completing a social work major. However, one of the main requirements of the major is a field education experience in your senior year. The application for field education requires a caregiver background check and a national criminal background check. The result of your background checks may have bearing on your admission to field education, your ability to secure a field education placement, or even employment as a social worker.

We strongly encourage you to review the following website from the Wisconsin Department of Health Services that offers a detailed section on Caregiver Program Rules and Regulations.

Go to: http://dhs.wisconsin.gov/caregiver/StatutesINDEX.HTM

On the site, click on the Background Information Disclosure (BID) form, F82064. On the form you will find a list of type of agencies that require the background check.

Field Education Placements

Agencies take social work field education students on a voluntary basis. An agency can decide not to accept a student with a conviction for field education if the agency feels that the nature or severity of the conviction would put the population they serve at risk. Therefore, if you have a conviction, we cannot guarantee that you will be able to secure a field placement.

Keep in mind that our Field Education Director will work with you to find an appropriate field placement. However, if you have not been accepted after two interviews then we are under no obligation to keep looking for a field education placement for you.

Our experience has been that our certified field education agencies evaluate these situations on a case-to-case basis. The social work profession believes that people grow, develop and can make changes in their lives so agencies are likely to consider several factors when considering a social work student with a criminal background for field placement. The Field Education Director along with our certified field agencies will want to know what happened and what have you done to change since then. Are you clean and sober? Have you had subsequent encounters with the criminal justice system? How long has it been seen your conviction? Who can speak to your character? These factors will be taken into consideration by the Social Work Program before admitting you into Field Education and by agencies considering taking you for a field education placement.

Can I Become Certified or Obtain a License?

If you graduate as a social work major and wish to apply for certification (BSW) or go on to get a master's degree (MSW) and apply for licensure, again a caregiver background check is required in the state of Wisconsin. Other states may have different requirements. Information about state social work credentialing can be found at www.aswb.org.

In Wisconsin, all professions are subject to the Wisconsin state law (sections 111.321, 111.322, and 111.335, Stats.) that prohibits discrimination against applicants based on conviction records unless convictions are substantially related to the practice of the profession. The phrase "substantially related" is interpreted broadly in order to protect the public, especially in health service professions where licensees interact with vulnerable populations, so convictions that involved harm to others or that suggest an impaired ability to perform licensed duties will probably be considered to be substantially related to the practice of the profession. *For example, persons convicted of felony sexual assault are typically unable to obtain a credential.*

If you apply to the Wisconsin Department of Safety and Professional Services (Social Worker Section) and your application is denied, it is common for the Section to ask the applicant to appear in person, to explain the circumstances of his or her conviction record, and to discuss the person's development since the offense(s). Once the Social Worker Section evaluates all the information submitted by the applicant, including any in-person interview, the Section then has wide discretion to grant or deny the application. Being denied for a certification/license would not prevent a person from applying again later.

STUDENT PROFESSIONAL DEVELOPMENT, RETENTION AND TERMINATION POLICY

The social work major at Viterbo University is a professional program which requires that students meet standards of academic and professional comportment. Becoming a professional social worker involves maturation of a professional identity in addition to academic success. The Viterbo University Social Work Program is committed to assisting students in their development as a professional social worker. The National Association of Social Workers (NASW) *Code of Ethics* and the Council on Social Work Education (CSWE) *Educational and Accreditation Policy* serve as the guiding documents in this process. Professional development occurs over the duration of the social work curriculum, throughout all social work courses including field education. Students become familiar with the expectations and requirements of professional social work practice throughout the major and are provided multiple opportunities to develop professionally.

The Social Work Program uses a developmental process to assist students in reaching their goal of becoming a social worker. The process is educationally focused, supportive, and directive. Professional social work standards and expectations are detailed in the *Social Work Program Student Handbook* and *Field Education Handbook*, course syllabi and other documents. In each core social work course students learn about professional expectations through the NASW *Code of Ethics* which specifies the standards for appropriate social work practice. Students are offered opportunities to observe and practice professional behaviors in a number of increasingly complex social work settings. The social work curriculum facilitates individual growth and empowers each student to become a unique practitioner grounded in the values and standards of the social work profession. Students are encouraged to share challenges and questions about their professional development with faculty at any time.

Procedures for Professional Development, Retention and Termination

It is the intention of the Social Work Program to facilitate and support the success of students through a collaborative professional development process. Students are expected to be proactive in communicating to the social work faculty concerns or personal changes which may affect their professional development and success.

The process utilized by the Viterbo University Social Work Program to support students to develop an identity as a social work professional is operationalized as follows:

- Students are encouraged to meet individually with their advisor and/or instructors throughout their academic program to discuss issues, questions, and challenges related to academic and professional success in the major. It is important that students inform their advisor or instructor of any concerns that may affect their professional development.
- Upon application to the Professional Phase of the Social Work Program, students receive and are asked to sign the Viterbo University Social Work Program's *Academic and Professional Standards* which articulates the ethical and professional behaviors expected of students in the program.
- The Social Work faculty holds regular program meetings where concerns are discussed that may be affecting students' success. These concerns may be brought forward by students, classroom instructors, academic advisors, agency field instructors, faculty field liaisons, or other Viterbo University employees. The purpose of these faculty discussions is to provide opportunity for early intervention to support student success. If there are issues identified that could be a barrier to professional development and academic success the faculty may contact the student to discuss the issues further.
- At the end of each semester the Social Work Faculty reviews the progress of each student utilizing the *Academic and Professional Standards* and course policies to guide this review in light of each individual student situation.
- If there are significant concerns that are identified at any time during the professional phase of the social work program, the student may be put on "Conditional Standing" in the social work program. Students are directed to meet with his/her academic advisor or other members of the social work faculty and discuss steps to address the concerns and review university resources available to support student success. Ultimately it is the student's responsibility to demonstrate behaviors that address the identified concerns.
- The NASW *Code of Ethics*, the *Academic and Professional Standards*, and standards for admission to field education, performance in field or specific course expectations are used to determine progress toward addressing the identified concerns. If the identified concerns are not resolved, the faculty may be required to make decisions about the suitability of a student for the social work profession.
- All students on "Conditional Standing" will be formally reviewed by the faculty minimally at the end of each semester to determine whether a student should be continued "Conditionally" under the current or revised plan, moved to "Good Standing," advised to change majors or formally dismissed from the Social Work Program. If dismissed, the student's academic advisor would assist the student in selecting a new major.
- The Social Work Program retains the right to dismiss a student without placing a student on "conditions" if there is an egregious violation of the NASW *Code of Ethics*, the *Academic and Professional Standards* or other student behavior.
- Students who are not in agreement with the social work faculty's decision can utilize the Social Work Program Appeal Process.

STUDENT ACADEMIC AND PROFESSIONAL STANDARDS

Purpose
The Viterbo University Social Work Program is committed to assisting students in their development as a professional social worker. Professional development occurs over the duration of the social work curriculum, throughout all social work courses including field education. Students become familiar with the expectations and requirements of professional social work practice throughout the major and are provided multiple opportunities to develop professionally.

The Social Work Program is a professional academic program. Therefore, the faculty has a responsibility to the standards of the profession, to the Field Education agencies, to the students, and ultimately, to the clients our students are educated to serve. It is with these obligations in mind that the following standards are implemented.

The standards and criteria for the Student Academic and Professional Standards are based on numerous sources, including the NASW *Code of Ethics*, the Council on Social Work Education (CSWE) *Educational Policy and Accreditation Standards* and the social work education literature.

Professional Standards
CSWE requires that social work programs have policies and standards to determine students' competency and readiness for professional social work practice. What follows are the ethical and professional behaviors that students are expected to demonstrate in the Professional Phase of the Social Work Program. Behavior that does not meet these standards may indicate that a student requires development or support to follow the standards of the NASW *Code of Ethics* and the behavioral criteria of the Social Work Program. The following is not intended to be all-inclusive and will be used as guide for faculty to review student progress. Students who do not meet these standards will be reviewed by the social work faculty and may be placed on "Conditional Standing" or dismissed from the Social Work Program.

STUDENT COMMITMENT TO STANDARDS
The following student standards are indicators of the requisite knowledge, values and skills of a developing professional social worker. *Students commit to these standards upon application to the professional phase of the Social Work Program.*

Accountability: The student demonstrates responsibility to profession, field agency, colleagues, clients, faculty, student peers and self.
- Comes to class and field agency on time and prepared, with readings and assigned work complete.
- Turns in assignments and field tasks complete and on time.
- Plans for his/her special needs.
- Abides by course attendance policies and follows the University and Field Education calendar.
- Actively participates in discussion and activities in class and in the field agency.
- Is responsible to peer group or field colleagues with assignments/tasks completed at the student's current developmental level.
- Engages in proper physical contact with peers, faculty, co-workers and clients.
- Engages in personal behavior that does not impede academic and field responsibilities.

Communication: The student strives to improve verbal and written communication with instructors, peers and clients.
- Practices positive, constructive, respectful and professional communication skills with peers, instructors and field individuals.
- Demonstrates developing skill in correct spelling, proper use of punctuation, clear structure, paragraphs, organization and logical sequence in written assignments and client records.
- Demonstrates ability to communicate verbally through clear articulation of ideas, thoughts and concepts.
- Demonstrates ability to use electronic communication platforms in an ethical and professional manner.

Competence: The student applies self to all academic and field pursuits seriously and conscientiously. The student constantly strives to improve abilities.
- Comes to class with books, handouts, syllabus and necessary learning tools.
- Takes responsibility for the quality of academic and field work, tests and assignments.
- Demonstrates ability to work cooperatively with others.
- Demonstrates developing judgment, decision-making and critical thinking skills.
- Forms effective client-student-social work intern relationships.
- Uses critical thinking skills in academic and field work.
- Accepts constructive feedback from peers, faculty and field agency instructor.
- Develops a plan and seeks suitable support and services when experiencing personal or academic difficulties to ensure academic and field success.

Diversity and Inclusivity: The student is open to people, ideas, ability and creeds that are unfamiliar and embraces diversity.
- Demonstrates a willingness to learn about diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, and populations at risk.
- Maintains speech and behavior free of racism, sexism, ageism, heterosexism, and stereotyping.
- Demonstrates sensitivity to diversity and inclusivity when serving individuals.
- Demonstrates an understanding of how values and culture interact.

Integrity: The student practices honesty with self, peers, instructors and field professionals.
- Completes and takes credit for one's own work.
- Abides by University standards regarding honesty and plagiarism.
- Demonstrates ability to use citations *according to APA*.
- Follows university and agency alcohol and drug use policies.
- Honest representation of caregiver and criminal background.
- Honest representation on Application for Admission to Field Education.

Professional Identity and Conduct: The student develops the behavior, values, skills, and knowledge of a professional social worker, both inside and outside the classroom.
- Practices personal reflection and self-correction to assure professional development.
- Understands the effect of one's behavior on others.
- Seeks support and guidance regarding personal or academic challenges.
- Attends to professional roles and boundaries.
- Uses supervision and consultation.
- Acts professionally in demeanor, behavior, appearance and communication in both in-person and electronic environments.

Respect: The student treats all members of the University and social work community with dignity and respect at all times.
- Listens while others are speaking.
- Shows respect for others' opinions.
- Provides constructive and sensitive feedback to peers.
- Responds to uncomfortable topics or emotional issues with regard for others and self.
- Approaches differences and conflict in a cooperative manner.
- Demonstrates respect and dignity in all forms of electronic communication and social media on and off campus.

Confidentiality: The student regards personal information heard or observed from peers, instructors, clients or field individuals as strictly confidential.

- Maintains confidentiality on information shared in class, dyads, small groups or field agency, unless this information could pose a threat of harm to self or others. Checks with social work faculty on any question related to sharing information.
- Demonstrates development of professional boundaries when self-disclosing personal information in class or in field agency.
- Never uses names of clients or discloses identifying information in the classroom or written work.
- Maintains confidentiality on all electronic communication networks.

Academic Performance: The student will demonstrate academic competency for entry level social work practice.

- Maintains an overall grade point average of 2.5.
- Receives minimum grade of C or higher in all prerequisites (ENGL 103, 104, SOCL 125, SOWK 240, SOWK 275, PSYC 171, POSC 121, BIOL 203) and support (SOCL 320, MATH 130 or PSYC/SOCL 223, PSYC 340) courses.
- Achieves a 2.5 cumulative grade point average in the following courses SOWK 280, 321, 331, 341, 442, 479, 482, and SOCL 338.
- Receives a minimum grade of B or better in SOWK 210 Introduction to Social Work.
- Receives a minimum grade of C or better in all professional phase social work courses (SOWK 280, 321, 331, 341, 442, 479, 482, and SOCL 338).
- Receives a grade of "credit" in SOWK 480.

Revised June 2021

APPEAL PROCESS

Appeals may include, but are not limited to mistreatment by faculty, adjunct faculty, or staff, decisions regarding admission, dismissal or readmission to the Social Work Program, being placed on conditions, field education grievances. Grades in specific courses may be grieved following the Grade Appeals procedure outlined in the *Viterbo University Student Handbook.*

The following procedures are applicable for a student with an appeal request:
1. Discuss the issue with the person(s) alleged to have caused the grounds for the appeal.
2. If the matter is not resolved after discussion with the person(s) involved, the student should contact the Social Work Program Director to discuss the matter.
3. If the matter is not resolved after discussion with the Social Work Program Director, the student may request that the matter be reviewed by the Social Work Program Appeals Committee. Such a request shall be made in writing and must be received by the Social Work Program Director within fifteen working days of the discussion of the matter with the Program Director.
4. The Social Work Program Director shall convene a four-member Appeals Committee appointed for this purpose. Committee members shall include the Chair of the Department of Social Work and Criminal Justice or his/her designee, a faculty member from an accredited professional program at Viterbo University, and a third faculty member. The Social Work Program Director will serve as an ex officio (non-voting member of the Appeals Committee.
   a. The student shall present the appeal electronically to the Committee with any necessary documentation. Additional evidence may also be presented orally.
   b. A copy of the appeal shall be presented to the aggrieved party who in turn shall present electronically a response with any necessary documentation. After studying the documentation, the Committee shall meet separately with the student and the aggrieved party.

    c. If desired, either or both parties may have legal or other counsel in attendance at hearings in an advisory capacity only; other than advising his/her client, counsel shall not play a participating role in the proceeding.

    d. The committee shall meet in closed session.

    e. The committee shall submit its findings and recommendations in writing to both parties of the dispute.

5. The decision of the Social Work Program Appeals Committee may be brought by either party to the Dean of the College of Nursing, Health and Human Behavior for review. The request for review must be written and submitted to the Dean within two weeks of the decision by the Appeals Committee. After considering the matter, the Dean may grant or deny the review and shall notify both parties of the decision within one week of this review.

PROCEDURE FOR READMISSION FOLLOWING DISMISSAL

The Readmission Committee will consist of the Social Work Program Director, the Field Education Director, and one other faculty. The Social Work Program Director will coordinate the re-entry application and provide support for the process. A one semester waiting period (excluding summer session) is required before readmission may be requested. Immediate placement in social work courses is not assured; qualified students who have not taken the course previously will have enrollment priority to those repeating a course. Readmission to the program is contingent upon the availability of field education placements and priority will be given to students who have had continuous enrollment.

READMISSION PROCESS

The process begins with a meeting between the student and the Social Work Program Director to discuss the students' readiness to apply for readmission. A student may apply for readmission one time. November 15th is the deadline for following spring semester and July 15th is the deadline for the next fall semester. The Social Work Program Director will convene the Readmission Committee and advise student of the meeting date and expectations of the committee.

The student will prepare an electronic readmission folder and submit to the Social Work Program Director at least two weeks prior to the meeting. If the folder is incomplete, the application for readmission may be rejected. The folder will include:

    a. A letter of application stating the circumstances of the dismissal from the social work program and the reasons the student should be considered for readmission.

    b. Three letters of support addressing the student's growth since leaving the program and potential for academic success. These letters may come from college faculty or staff, employers, or other professionals.

    c. Demonstration of readiness to handle academic load. For most students this will be demonstrated by the completion of at least twelve credits at Viterbo or other university with grades of C or higher since dismissal. College transcripts from other schools should be submitted if other schools were attended since leaving the Viterbo social work program.

    d. An organized and detailed plan for successful completion of the program including how the student remedied the concern(s) resulting in dismissal.

    e. Evidence of meeting current university catalog and Social Work Program Handbook requirements.

In addition, the following shall be taken into consideration by the Readmission Committee:

    a. Viterbo academic record

    b. Evidence of growth, commitment, motivation, and ability to succeed

    c. Organized and detailed plan for successful completion of the program

    d. Employer evaluations/references

    e. Social work faculty assessment

Student requests for readmission will be heard individually. Students should be prepared to briefly present their case to the Readmission Committee. The committee will hear the student's request and consider all material presented. The student will be notified in writing of the outcome within five working days of the meeting. The application file and the record of action taken by the committee will be kept in the student's academic advising file, the student's Social Work Program file and in the office of the Director of Student Academic Success.

If the student is accepted for readmission to the Social Work Program, a contract will be negotiated between the student, the academic advisor, and the Director of Student Academic Success. Two elements of this contract will be:
1. The student must achieve a grade of C or above in all subsequent social work courses.
2. There will be no opportunity for academic regression on conditions.

If readmission is granted, certain academic requirements may be specified to insure currency in social work knowledge and skills prior to enrolling in Field Education. These requirements may include remediation and/or repetition of courses, depending on academic standing or length of time since leaving the program.

Applicants who are not in agreement with the Readmission Committees decision may utilize the Social Work Program Appeal Process.

NON-DISCRIMINATION STATEMENT
It is the policy of Viterbo University not to discriminate against students, applicants for admission, or employees on the basis of sex, race, color, religion, national origin, ancestry, age, sexual orientation, or physical or mental disabilities unrelated to institutional jobs, programs, or activities. Viterbo University is a Title IX institution. Violations of this policy should be reported to the Title IX Coordinator. For more information, contact the Title IX Coordinator.

SEXUAL HARASSMENT
Viterbo University is committed to maintaining a learning and working environment which respects the dignity of all individuals and is free from sexual harassment. Accordingly, Viterbo University will not tolerate the sexual harassment of one member of the university community by another, or by external parties/individuals providing services to Viterbo University including social work field education agencies. The university community member's subject to this prohibition includes faculty, administrators, staff, students, and social work field education agency instructors. Please refer to the Viterbo University Student Handbook for the Viterbo University Sexual Harassment policy.

AMERICANS WITH DISABILITIES ACT (ADA)
It shall be the policy of the Social Work Program at Viterbo University to comply with the Rehabilitation Act and Americans with Disabilities Act and regulation issued thereunder to the extent applicable to Viterbo University. Students who have a diagnosed disability and are requesting accommodations should contact the Director of the Academic Resource Center (ARC) and Coordinator of Disability Services. Once your documentation is on file and you have been approved to receive services, you should meet with the ARC Director to discuss accommodations and to receive appropriate documentation needed for instructors. Subsequent meetings between student and director are required at the start of each semester to continue eligibility to receive services.

STUDENT SUPPORT SERVICES (TRIO)

The Student Support Services program (TRIO) is an academic support program funded by the United States Department of Education. Student Support Services (SSS) is designed to assist students who are first generation, low income, or have diagnosed disabilities. The goal of the program is to increase graduation and retention rates. You are considered a first-generation student if neither of your parents has a bachelor's degree. SSS is funded to serve two hundred students each year. Students are encouraged to complete an application found on the SSS Frequently Asked Questions web page to determine if they qualify. Contact Jane Eddy (jleddy@viterbo.edu), for more information.

CAREGIVER BACKGROUND AND CRIMINAL HISTORY CHECK

The 1997–99 Biennial Budget (Wisconsin Act 27) includes provisions requiring background and criminal history checks of certain personnel who are responsible for the care, safety and security of children and adults. Social Work applicants need to be aware that while having a criminal background does not preclude acceptance into the Social Work Program, certain criminal offenses may bar an individual from being credentialed as a social worker upon graduation. A criminal background also may present challenges at the time of placement for Field Education. The Viterbo University Field Education Director will make a good faith attempt to place a student with criminal background in field education but cannot guarantee that a field education site will be secured. To comply with Wisconsin Act 27, the Social Work Program requires a Caregiver Background and Criminal History Check and a national criminal background check on all social work students before they are accepted into Field Education. Should there be a change in a student's criminal background history, such as new criminal charges being filed; the student must inform the Field Education Director for the Social Work Program within one working day of the circumstances involved. For further information about this law and the state requirements, check the web site for the Wisconsin Department of Health Services at:
http://www.dhs.wisconsin.gov/caregiver/INDEX.HTM

SECTION SIX: STUDENT RELATED SERVICES

ADVISEMENT

Student advisement is essential to social work education. As majors and as developing Social Work practitioners, students require and benefit from the assistance and guidance of an advisor. Viterbo utilizes a dual advising model for first year students, sophomores, and first-semester transfer students. These students will have two advisors: an academic advisor from the Center for Student Success and a social work faculty advisor. First Year Students will work more with the academic advisor their first year, with three meetings a semester, and begin the transition to working with the faculty advisor the second year. Students will meet with their academic advisor twice a semester and the faculty advisor once a semester for registration during their sophomore year. Transfer students will transition to the faculty advisor after one or two semesters with the academic advisor. The student may make a request to the Social Work Program Director, for a change in their faculty advisor and whenever possible this request will be honored.

Role of the Academic advisor:
- Assist the transition to the university.
- Teach students to use campus technology including Student Planning, Moodle, and Starfish (student early alert system).
- Aid students as they develop their educational and career goals.

- Provide ongoing support for success in the classroom, assist students experiencing academic difficulty and guide them to resources to support their academic success (tutoring, writing assistance, tips for communicating with professors, etc.).
- Assist students with time management and scheduling.
- Assist in the development of an electronic four-year plan by the end of their first year as a student.
- Integrate career planning resources if the career/major goals are uncertain.

Role of the Social Work Faculty Professional advisor:
- Assist students in assessing their aptitude and motivation for a career in social work.
- Provide academic guidance in the choice of courses consistent with the objective of preparation for generalist social work practice and related to student interests.
- Assure that social work majors have a Social Work Student Handbook and know how to apply for admission to the professional phase of the Social Work Program.
- Provide for regular review of the student's educational performance in all facets of the Social Work Program.
- Monitor and modify a student's academic plan to assure timely graduation.
- Provide a role model in the areas of social work values and professionalism.
- Coach and mentor students in the development of professional demeanor and comportment.
- Be available to discuss personal/academic concerns of students related to the pursuit of their educational goals and serving as a broker to link students to services to support their success.
- Assist students in their efforts to obtain employment upon graduation.
- Provide information and guidance about graduate school opportunities and credentialing for Social Workers Work Program.

Students should use the example four-year schedules found in this handbook as well as their social work advisor to guide their academic planning and course registration.

STUDENT SOCIAL WORK CLUB

The purpose of the Social Work Club is to promote awareness of the social work profession within the Viterbo University community, as well as educate and advocate for social causes through coordinating events on campus and in the community. The Social Work Club President and/or the club faculty advisor acts as a liaison between students and social work program. Students may forward concerns to the social work program and participate in formulating and modifying policies affecting academic and student affairs through their participation in the Club. Students are encouraged to actively participate and support the activities of the Club. The Club supplements and supports the education of students by facilitating information exchange, socialization and community service. Career exploration is encouraged through programs, speakers or trips related to social work employment. The club offers students opportunities to participate in service and educational activities. The club may collaborate with other clubs/organizations on campus to sponsor events.

Membership is the Social Work Club is open to all students and faculty. The officers of the Club are President, Vice President, Secretary/Treasurer and Public Relations. The officers are elected annually.

NATIONAL ASSOCIATION OF SOCIAL WORKERS

The National Association of Social Workers (NASW) is the primary professional organization for practicing social workers in the United States. It provides leadership on social issues at the national level, supports a wide variety of social legislation beneficial to social workers and their clients, publishes a quarterly journal entitled *Social Work* and is dedicated to encouraging high standards of social work practice. La Crosse is in the Southwest division of the Wisconsin Chapter of NASW. Students are strongly encouraged to join NASW and to attend local meetings. Applications are available online at www.naswdc.org .

SECTION SEVEN: STUDENT PARTICIPATION ON PROGRAM COMMITTEES AND PROGRAM INPUT

APPEALS COMMITTEE

The Appeals Committee consists of four members appointed for purpose of hearing appeals including but not limited to mistreatment by faculty, adjunct faculty, or staff, decisions regarding admission to or dismissal from the Social Work Program, field education decisions, being placed on conditions, discrimination on the basis of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation, or national origin or other improper treatment. Committee members shall include the Chair of the Department of Social Work or his/her designee, a faculty member from an accredited professional program at Viterbo University, and a third faculty.

SOCIAL WORK PROGRAM ADVISORY COUNCIL

The Advisory Council provides planned, regular exchanges among the Program, field education agencies, representatives of groups that benefit from social policies and services, and other social work practitioners. While advisory in nature, the Program will use this input for purposes of evaluation and development regarding the program's educational goals and objectives, curriculum, student performance, program policies and developments in the field setting that affect student learning. Student representation on the advisory council is provided by a professional phase student alum of the Social Work Program.

STUDENT INPUT TO PROGRAM POLICIES

Students are able to provide feedback on program policies via in person meetings, email, phone, or written document to the Program Director. Feedback can be anonymous. Students are also able to provide feedback through annual course evaluations, which are administered by the university at the end of all courses each semester. At the end of the senior year, students are also able to provide feedback on program polices through the Social Work Senior Exit survey, as well as the Social Work Field Education Survey.

The program also offers an annual focus group for students to meet with neutral facilitators and share feedback about program policies. The feedback students provide is used to improve program policies and processes. All students are informed of focus group dates/times and the groups will be held when juniors/seniors are available. The senior exit survey provides students an opportunity to share input across all areas of student development; advising, admission, Academic and Professional Standards, diversity and inclusion, faculty, and other non-course related aspects of the program.

Code of Ethics of the
National Association of Social Workers

Approved by NASW Delegate Assembly 2017. (Revised by NASW 2/19/21)
(The following is not the entire code of ethics. It does not include the "Preamble" nor the "Statement of Purpose.")

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 should take measures to care for themselves professionally and personally. 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 period covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

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

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

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

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

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

1.04   Competence

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

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

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

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

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

1.05   Cultural Competence

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

(b) Social workers should demonstrate knowledge that guides practice with their clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must act against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction); recognizing clients as experts of their own culture; committing to life-long learning; and holding institutions accountable for advancing cultural humility.

(d) Social workers should obtain education about and demonstrate understanding of 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, or mental or physical ability.

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06   Conflicts of Interest

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

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

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

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

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

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

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

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

1.07   Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit confidential information from clients unless it is essential to providing services or conducting social work evaluation or research. Once confidential 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) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

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

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

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

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

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

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

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

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

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

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

1.08   Access to Records

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

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

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

1.09   Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

1.10   Physical Contact

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

1.11   Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal 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 limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14   Clients Who Lack Decision-Making Capacity

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

1.15   Interruption of Services

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

1.16   Referral for Services

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

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

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

1.17   Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01   Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

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

2.02   Confidentiality

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

2.03   Interdisciplinary Collaboration

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

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

2.04 **Disputes Involving Colleagues**
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 **Consultation**
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 **Sexual Relationships**
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

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

2.08 **Impairment of Colleagues**
(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should act through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 **Incompetence of Colleagues**
(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should act through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 **Unethical Conduct of Colleagues**
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.
(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

(d) When necessary, social workers who believe that a colleague has acted unethically should act 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 (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

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

3.02   Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03   Performance Evaluation

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

3.04   Client Records

(a) Social workers should take reasonable steps to ensure that documentation in 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 ability.

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

4.04   Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05   Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06   Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

**4.07	Solicitations**

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

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

**4.08	Acknowledging Credit**

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

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

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

**5.01	Integrity of the Profession**

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

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

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

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

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

**5.02	Evaluation and Research**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01   Social Welfare

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

6.02   Public Participation

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

6.03   Public Emergencies

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

6.04   Social and Political Action

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

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

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

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

CSWE EDUCATIONAL POLICIES AND ACCREDITATION STANDARDS (2015)

Competency 1: Demonstrate Ethical and Professional Behavior

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

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

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their firsthand experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and people skills to effectively engage diverse clients and constituencies.

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.