



# ***STUDENT HANDBOOK***

*Seventh Edition 2009 – 2010*

# Table of Contents

<b>Section One: Introduction</b>	
Welcome.....	1
Professional Opportunities in Social Work .....	1
Graduate Education in Social Work .....	2
<b>Section Two: Overview of Viterbo University Social Work Program</b>	
Social Work Program Accreditation.....	3
Mission of the Social Work Program .....	3
Goals and Objectives of the Social Work Program .....	3
Definition of Generalist Social Work Practice .....	4
<b>Section Three: Admission</b>	
Advancement in the Social Work Program .....	5
Admission Requirements for the Social Work Professional Program.....	5
Criteria for Admission Approval.....	5
Response to Student Applications .....	6
Conditional Admission .....	6
Transfer Students.....	6
Associate of Arts/Science Bridge Students .....	7
Credit for Life Experience .....	7
<b>Section Four: Curriculum</b>	
Social Work Curriculum .....	8
Four Year Schedule for Social Work Major: Bachelor of Arts Degree.....	14
Four Year Schedule for Social Work Major: Bachelor of Science Degree .....	15
Part-Time Students .....	16
Field Education Program .....	17
Minors and Study Abroad.....	17
<b>Section Five: Student Rights and Responsibilities</b>	
Statement of Student Rights .....	19
Class Attendance .....	19
Course Expectations .....	19
Student Contact Information .....	19
Student Educational Files .....	19
Student Professional Development, Retention and Termination Policy.....	20
Student Code of Conduct.....	22
Appeal Process .....	25
Non-Discrimination Statement .....	25
Sexual Harassment .....	25
Americans with Disabilities Act (ADA) .....	26
Caregiver Background Criminal History Check .....	26
<b>Section Six: Student Related Services</b>	
Advisement.....	27
Student Social Work Club .....	27
National Association of Social Workers.....	27
<b>Section Seven: Student participation on Program Committees</b>	
Appeals Committee .....	28
Viterbo University Social Work Program Advisory Council.....	28
<b>Section Eight: NASW Code of Ethics</b>	
National Association of Social Workers Code of Ethics .....	29
<b>Appendix A: How to Read Your Degree Audit</b> .....	<i>i</i>

## 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 has been written to familiarize you with the Social Work Program at Viterbo University. We hope that it will answer some of your bigger questions. Please call or visit with the program faculty for further information. The Social Work Program faculty offices are located on the 5<sup>th</sup> floor of Murphy Center.

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### PROFESSIONAL OPPORTUNITIES IN SOCIAL WORK

Social work is recognized as one profession that is expected to expand greatly in the next decade. There are a variety of reasons for this projection. First of all 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 we are 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. Also with the significant growth in our aging population, there will be an increase in need for social workers to help senior's 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. Finally, as in other professions, the current workforce of professional social workers is aging and as baby boomers retire, employment opportunities will be created for new social workers.

Social workers with degrees from accredited social work programs are prepared to work in a wide variety of settings. 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 chronic mental illness. Your senior field education experience will be very 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 obtain upon completion of their social work major.

<u>Employer</u>	<u>Position</u>
Bethany Riverside Care Center, La Crosse	Social Worker
Catholic Charities, Madison, WI	Supportive Living Program Manager
Catholic Charities, La Crosse, WI	Emergency Support Services Coordinator
	Adoption Social Worker
Calumet County Human Services, WI	Social Worker in Aging and Disability Resources
Family and Children’s Center, La Crosse	Independent Living Program Coordinator
Gerard Hall, La Crosse, WI	Case Manager, Unplanned Pregnancies
Gundersen Lutheran, La Crosse, WI	Medical Social Worker
Heritage Manor, Elroy, WI	Social Worker, Elderly
Hopkins Care Center, Hopkins, MN	Social Worker, Elderly
Houston County Human Services	Case Manager, Adults with Disabilities
Jackson County Human Services	Family Services Case Manager
Long Term Care and Aging Services	Case Manager, Elderly and Disabled Adults
Independent Living Resources, La Crosse, WI	Independent Living Specialist
La Crosse County Human Services	Crisis Intervention Specialist
	Child Protective Services Investigator
	Justice Sanctions Jail Social Worker
Legal Aid Society, Orlando, FL	Case Coordinator, Child Advocacy
Lutheran Home, Arlington Heights, IL	Social Worker, Elderly
Marquette County Human Services	Family Services Case Manager
Minnesota Department of Human Services	Mental Health Provider Care Provider Specialist
SafePath, La Crosse, WI	Parent Support Worker
Siena Hall, La Crosse, WI	Case Manager with Chronic Mental Illness
St. Joseph Care Center	Social Worker, Elderly
Vernon County	Family Services Case Manager
	Foster Care and Independent Living Case Manager
	Probation and Parole
Western Lutheran Care Center, Milwaukee, WI	Social Worker, Elderly

**GRADUATE EDUCATION IN SOCIAL WORK**

Most of our graduates decide to work in the profession upon graduation to gain valuable experience. However several of our graduates have gone right on to graduate school immediately and report that they feel very well prepared for graduate school. There are many 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](http://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: University of Wisconsin-Green Bay and Oshkosh, University of Wisconsin-Madison, University of Wisconsin-Milwaukee, Loyola University at the Carthage College campus, George Williams College of Aurora University at Williams Bay.

Minnesota: Augsburg College, College of Saint Catherine/University of Saint Thomas, University of Minnesota-Duluth, University of Minnesota-Twin Cities.

Iowa: St. Ambrose University, University of Iowa, University of Northern Iowa.

## **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 individuals with a major in social work have 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.

#### **Why is Accreditation important?**

Accreditation is extremely important to students for several reasons. Most states require a degree in social work from an accredited program to be credentialed as a social worker. Certification or licensure as a social worker is required for many 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. Many 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 time frame (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 continuously accredited since 2000. The program is currently fully accredited until October 2014 when we will be 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 professional opportunities in generalist social work practice with individuals, families, groups, organizations and communities. The program facilitates an integration of knowledge and ethical values and a critical awareness of one's own heritage and culture, as well as those of others. In an atmosphere of mutual care, honesty and respect, students will develop skills in service provision and leadership rooted in the values of human dignity, social justice and respect for disenfranchised members of our global society. Graduates will be prepared for BSW practice in the region, as well as entrance into graduate school.*

Adopted 11-23-04

### **GOALS AND OBJECTIVES OF THE SOCIAL WORK PROGRAM-REVISED 1-28-05**

#### **Goal I: Prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities.**

Objectives: Upon graduation, students will be able to:

1. Use empirically based theories of bio/psycho/social/spiritual/cultural development to understand human behavior in the social environment with individuals, families, groups and communities.
2. Exercise effective communication skills with a variety of client populations, colleagues, and members of the community.
3. Effectively use supervision and consultation to guide social work practice.
4. Use the knowledge and skills of generalist social work practice in assessing the strengths, needs, and challenges of systems of all sizes and apply empirically based interventions to facilitate planned change.
5. Understand and function within the structure of public or private organizations and service delivery systems, seeking organizational change when necessary.
6. Demonstrate critical thinking in social work practice.

**Goal II: Prepare students for social work practice with diverse populations and cultures.**

Objectives: Upon graduation, students will be able to:

7. Practice with respect and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation and demonstrate knowledge of regional special populations including the elderly, Hmong, physically or mentally challenged, and persons living in rural areas.
8. Understand the forms and mechanisms of oppression and practice without discrimination.

**Goal III: Prepare students in the use of social work research to inform and evaluate practice.**

Objectives: Upon graduation, students will be able to:

9. Utilize social work research skills and knowledge to evaluate practice and program effectiveness.

**Goal IV: Prepare students for development of a professional identity in concert with social work values and ethics.**

Objectives: Upon graduation, students will be able to:

10. Support and uphold professional social work standards, values and ethics in social work practice.

**Goal V: Prepare students to promote social and economic justice for disenfranchised groups through social change and advocacy.**

Objectives: Upon graduation, students will be able to:

11. Understand the history of the social work profession and its current structures and issues.
12. Analyze the adequacy and effects of social policy on client populations, colleagues, agencies and communities and formulate appropriate policy in response to human needs.
13. Use appropriate social work interventions including political and case advocacy to advance social and economic justice.

**DEFINITION OF GENERALIST SOCIAL WORK PRACTICE**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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 proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

(Educational Policy and Accreditation Standards, CSWE, 2008)

## **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 be assigned a social work faculty advisor.
- Step 2: Complete the Application for Admission to the Social Work Program in the spring semester of the sophomore year. The Social Work Program application deadline is the first Monday in February. Application decisions are made early in March.
- Step 3: Complete the application for acceptance to Social Work Field Education Program. Deadline for application to Field Education is early in September of the senior year.

### **ADMISSION REQUIREMENTS FOR THE SOCIAL WORK PROFESSIONAL PROGRAM**

1. Admission to Viterbo University
2. Completion of 36 semester hours 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
5. Thirty hours post-high school human service experience (can be completed through SOWK 275, Social Work through Service Learning)
6. Written application to the Social Work Program
7. Current copy of Viterbo University degree audit and the Viterbo University evaluation of transfer credits if applicant is a transfer student
8. Written admission essay
9. Interview may be required if SOWK 210: Introduction to Social Work is transferred, or at the discretion of the Social Work faculty
10. Completion of the following prerequisite courses with grades of CD or better. These courses may be in progress at time of application.
  - ENGL 103: Composition and the Elements of Argument
  - ENGL 104: Composition and Literature
  - SOCL 125: Introduction to Sociology
  - POSC 121: American Government
  - THTR 150: Fundamentals of Speech
  - BIOL 203: Human Biology for Social Services
  - PSYC 171: General Psychology
  - SOWK 275: Social Work through Service Learning (grade of C or better required)
11. Two letters of reference
12. An example of academic writing.

A student who does not meet one or more of the above requirements at the time of application, may be considered for conditional admission to the Social Work Program by submitting a written plan to complete the above requirements with the application for admission to the Program.

### **CRITERIA FOR REVIEWING APPLICATION FOR ADMISSION**

Approval for admission to the Viterbo University Social Work Program is based upon an assessment by the Admissions Committee, made up of the social work faculty, of the criteria listed below. Meeting minimum standards does not guarantee admission to the Social Work Program. Social work is a professional program thus numerous factors are taken into account including an applicant’s capacity to acquire the requisite knowledge, values, skills and professional conduct of the profession of social work. Students are evaluated based on prior course work, admissions essay, volunteer evaluations, letters of reference, 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 new 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
- maintenance of at least one year in recovery if student has history of chemical dependency
- 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 may be given the opportunity to supplement admissions materials.)

Once a decision has been reached, the student will be notified in writing, and reasons or conditions are identified. A student may appeal a decision considered unjust by following the Appeal Process for the Social Work Program.

### **CONDITIONAL ADMISSION**

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

Students admitted under conditions are reviewed by the social work faculty at the end of each semester to determine whether they have fulfilled their conditions and should be moved to good standing, or should continue on conditional status under a revised plan.

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

### **TRANSFER STUDENTS**

The Social Work Program employs a two-step process in regards to the transfer of credit from other colleges. The Viterbo University Registrar's Office evaluates the transfer of earned credit from other institutions to Viterbo University and makes a determination regarding fulfillment of General Education requirements. This evaluation is forwarded to the Program. The Social Work Program Director, in consultation with social work faculty, evaluates transfer credit for prerequisite, support and social work foundation courses. Students may be asked 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 course objectives, content outline, textbooks and readings, learning activities, and theoretical perspectives. The Social Work Program Director may require that courses varying significantly in content and objectives be retaken. For courses that have only minor gaps, a plan will be put forth wherein students will cover the necessary content. The Program Director will contract with the student on items that need completion and identify a faculty member to work with the student. Only courses taken through other accredited baccalaureate Social Work Programs may be evaluated for equivalency of a Viterbo University professional foundation social work course.

A student requesting admission and transfer of credit for Introduction to Social Work may be asked to complete a Social Work Program admission interview. A student accepted into Viterbo University as a transfer student who has been refused admission or dismissed by another Social Work Program, will be required to sign a release of information allowing the Viterbo Social Work Program Director to communicate with faculty at the previous Social Work Program.

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

### **ASSOCIATE OF ARTS / SCIENCE BRIDGE-STUDENTS**

*Below are the Policies and Procedures for Associate of Arts/Science students who bridge into a Viterbo University Bachelor's degree program:*

1. All graduating AA/AS students must complete an "Application for Degree" form upon registration for the semester in which they will complete their requirements, regardless of whether or not the student intends to participate in commencement ceremonies. The deadline to complete this form is October 1, for December graduation and January 15, for May or July graduation. This form provides Viterbo with information to order a cap and gown, send ceremony information, place the student's name on the graduation list, order a diploma and post the degree.
2. Students should complete a "Change of Major" form and an undergraduate "Admissions Application" (no fee required) and forward both of these completed forms to Wayne Wojciechowski, the Assistant Academic Vice President.
3. Wayne Wojciechowski will forward the "Change of Major" form to Terry Norman, Director of Financial Aid, who will make any aid adjustment and award the student a merit scholarship, if the student qualifies. The merit scholarship will be based on existing scholarship grids and the student's GPA. The student will NOT need to participate in Exit Loan Counseling as long as the Financial Aid office is notified in a timely manner of the student's intention of continuing in a bachelor's degree program.
4. The "Change of Major" form will be forwarded to the Office of the Registrar and a new "program" (major) will be assigned in the Datatel system, along with a new advisor.
5. The AA/AS Program Advisor, Darcie Mueller, will forward the student's file to the new advisor.
6. The combination of the "Change of Major" form with the "Admissions Application" will ensure that the student continues seamlessly as a Viterbo student and does not lose access to services or their priority for registration.

### **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 foundation of the social work curriculum.

## **SECTION FOUR: CURRICULUM**

The curriculum leads to a Bachelor of Science or a Bachelor of Arts Degree.

### **SOCIAL WORK CURRICULUM**

The Council on Social Work Education (CSWE) sets educational standards for all social work programs. The Educational Policy and Accreditation Standards can be found on the Social Work Program's website at <http://www.viterbo.edu/socialwork>. The baccalaureate social work curriculum is grounded in the liberal arts and prepares its graduates for generalist practice through mastery of core competencies. The curriculum has an intentional design to develop measurable practice behaviors in students that are comprised of specific social work knowledge, values and skills.

Upon graduation from the Viterbo University Social Work Program, students will be able to demonstrate the following core competencies outlined by CSWE:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

These 10 core competencies are used as the basis for the professional curriculum design.

### **Introductory Curriculum**

#### **SOWK 210: Introduction to Social Work, 3 Cr.**

This course is designed to introduce students to the profession of social work within contemporary society including historical background and social, economic, and political conditions influencing its development. Students will gain an understanding of the connection between social work and social welfare policy. Social work values and ethics, including the profession's commitment to social justice and valuing of diversity, will be addressed. Students will learn about the social service delivery system, the social system's perspective of generalist social work, fields of social work practice, and social work roles and functions. The course will provide information that will assist students in considering the profession as a career choice. G8, G9 (See SOCL 210)

### **Social Work Practice**

#### **SOWK 275 The Social Work Profession through Service Learning, 3 Cr.**

This course will explore the diverse field of social work in and outside the academic classroom through exposure, observation, and service in social service agencies. The course will focus on the choice of social work as a profession through 30 hours of service as an agency volunteer. Students will examine the congruence of personal values with professional values and explore the professional use of self in generalist social work practice utilizing a strengths perspective. Various client populations encountered in social work will be discussed. Students will develop an awareness of professional expectations, integration of knowledge, values and skills, and cultural competence. Highly recommended for sophomore level social work students. Prerequisite: 210 or SOCL 210 or concurrent enrollment.

**SOWK 280 Interview Skills for Social Work, 3 Cr.**

Students will learn essential interviewing skills for an empowering and strength-based method of planned change. The skills necessary for ethical practice at each stage in the planned process are defined, modeled, rehearsed, and evaluated. Practice methods sensitive to the needs of vulnerable populations are applied at each stage of the planned change process. Through a structured lab format, recorded interviews, and case study, social work perspectives and theories are applied in the acquisition of interview skills. Prerequisites: 210 or SOCL 210; admission to the social work program.

**SOWK 321 Social Work Practice I: Individuals and Families, 3 Cr.**

This course will provide students with knowledge and skills of generalist social work practice with individuals and families. Social work values and ethics, as well as interviewing and practice skills with clients of diverse racial, cultural, class, and religious backgrounds will be addressed. 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 421 Social Work Practice II: Groups and Communities, 3 Cr.**

This course will further develop the knowledge and skills of generalist social work practice by applying the planned change process to groups and communities. Students will learn alternative intervention strategies with populations at risk, and examine ethical conflicts in work with groups and communities. Prerequisites: 280, 321, 431; admission to the social work program.

**SOWK 482: Senior Capstone Course, 3 Cr.**

This course integrates the knowledge, values, and skills developed throughout the social work curricula. Students engage in structured, individualized learning opportunities in a community agency setting. Viterbo University faculty, agency field instructors, and students collaborate to facilitate the transition from classroom to generalist social work practice. During the semester students will complete 30 hours per week, for a minimum of 450 hours, in an agency setting approved by the Viterbo University social work field coordinator. Prerequisite: admission to social work field placement; demonstrated readiness for social work practice. Corequisite: 482. Graded CR/NC.

**Social Work Research****SOWK 340: Social Work Research, 3 Cr.**

This course will provide an overview of research methods appropriate for evaluating all levels of social work practice. Students will study the logic and ethics of research designs and practice evaluation. Selected research strategies will include single subject design, needs assessment, and program evaluation. A key component of evaluation includes the effect that diversity has on all phases of the research process. Prerequisite: admission to the social work program.

**Human Behavior in the Social Environment****SOWK 331: Human Behavior in the Social Environment I, 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 many 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: 210 or SOCL 210; BIOL 203; ENGL 103, 104; PSYC 171; SOCL 125; admission to the social work program.

**SOWK 431: Human Behavior in the Social Environment II, 3 Cr.**

This course focuses on the theory and knowledge needed to understand human interaction in the social environment from a social systems perspective, including groups, communities, and organizations. Emphasis will be placed on viewing human behavior and social problems as multi-causal and involving intervention with multi-person client systems utilizing the generalist approach to social work practice. Students will develop an understanding of how human diversity impacts the functioning of families, groups, communities, and organizations with particular focus on race, ethnicity, gender, and sexual orientation. Prerequisites: 331; admission to the social work program.

**Social Welfare Policy and Services**

**SOWK 341: Social Welfare Policy I, 3 Cr.**

**3 S.H.**

This course will provide an overview of the history of American social welfare programs, the assessment of socio-economic attitudes that underlie policies related to social and economic justice, and the process of governmental policy making. Students will be introduced to social policy analysis. Special emphasis will be placed on poverty, welfare programs, and welfare reform. An overview of current social policy associated with economic support, housing, food, and immigration will be provided. Prerequisite: admission to the social work program.

**SOWK 441: Social Welfare Policy II, 3 Cr.**

**3 S.H.**

This course presents an overview of the development, implementation, and effectiveness of current policies and programs associated with aging, health, mental health, and disabilities and implications for social work practice. The impact of these social policies and programs on the well being of racial and ethnic groups and populations at risk will be examined. Students will strengthen their skills in analyzing the adequacy, effectiveness, and equity of these policies and learn how to influence the course of social welfare policy. Prerequisite: admission to the social work program. W

**Field Education**

**SOWK 479 Field Education Preparation, 1 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 cover material regarding admission to field education, agency sites, placement process, agency interviews, field education expectations, learning contracts, NASW Code of Ethics issues pertinent to field education, and Senior Capstone course overview. Students will be completing many of the course requirements outside of class. Prerequisite: concurrent enrollment or completion of social work core requirements except for 480 and 482. Restricted to students with senior standing. Graded CR/NC.

**SOWK 480: Field Education, 9 Cr.**

This course integrates the knowledge, values, and skills developed throughout the social work curricula. Students engage in structured, individualized learning opportunities in a community agency setting. Viterbo University faculty, agency field instructors, and students collaborate to facilitate the transition from classroom to generalist social work practice. During the semester students will complete 30 hours per week, for a minimum of 450 hours, in an agency setting approved by the Viterbo University social work field coordinator. Prerequisite: admission to social work field placement; demonstrated readiness for social work practice. Corequisite: 482. Graded CR/NC.

**SOWK 482: Senior Capstone Course, 3 Cr.**

This course integrates the knowledge, values, and skills developed throughout the social work curricula. Students engage in structured, individualized learning opportunities in a community agency setting. Viterbo University faculty, agency field instructors, and students collaborate to facilitate the transition from classroom to generalist social work practice. During the semester students will complete 30 hours per week, for a

minimum of 450 hours, in an agency setting approved by the Viterbo University social work field coordinator. Prerequisite: admission to social work field placement; demonstrated readiness for social work practice. Corequisite: 482. Graded CR/NC.

**Approved Social Work Electives- Select 12 credits from this list of approved courses**

**CRMJ/SOCL 150—Introduction to Criminal Justice, 3 Cr.**

This course will provide students with an overview of the criminal justice system. The structure and function of the police, courts, and corrections, as well as research on the experiences of offenders and professionals within these agencies will be examined. Students will also debate controversial issues related to criminal justice processing and compare the ideal of justice with the reality under this system.

**CRMJ 380—Community-based Corrections, 3 Cr.**

An examination of the field of community-based corrections, including pre-and post-trial duties, patterns of diversion, probation and parole, restitution, intensive probation, supervision, and violation revocations. A special focus on alternatives to incarceration in community settings will be addressed. Restorative Justice approaches such as community conferencing, and victim-offender mediation and offender accountability to the community as well as victim assistance and community service for offenders will be addressed. Legal issues and trends in community-based corrections will be examined. *Restricted to students with junior standing or higher.*

**NURS 351—Women’s Health Issues, 3 Cr.**

Designed to examine women’s health issues from a feminist perspective. The historical role of women as providers and consumers of health care as well as the relationship of women to the health care system are explored. Women’s health issues and concerns across the life span are discussed from a holistic model. A half day workshop on domestic violence and sexual assault is held on a Saturday. The third credit is earned through independent work on an action project affecting women’s health and presentation of the work in class. Prerequisites: PSYC 100 or 171; SOCL 320 or 330 is strongly recommended. D, G9 (see WMST 351)

**PHIL 321—Ethics, Life Decision, and Medicine, 3 Cr.**

The ethical issues of health care are some of the most controversial and interesting of our day. In this course, ethical theory is critically examined and applied to moral problems in health care, sometimes using the medium of films and case studies. Moral problems in contemporary medical practice and public policy such as informed consent, euthanasia, confidentiality, termination of treatment, HIV/AIDS, genetics, the allocation of scarce resources, surrogate decision making, advance directives, paternalism, and research involving human and animal subjects are analyzed and discussed. The early part of the course is organized around the principles of respect and autonomy, justice, nonmaleficence, and beneficence. Recommended for non-health care professionals. G3, G9

**PYSC 205—Introduction to Chemical Dependency, 3 Cr.**

This course provides an overview of chemical abuse and dependence, examining the impact on society, families, and individuals. Students will be introduced to the scope and nature of the field of chemical dependency, including a historical perspective. Special emphasis will target the Biopsychosocial model of addiction, prevention, family dynamics, special populations, and treatment modalities.

**RLST 230—Theology of Justice and Peace, 3 Cr.**

A study of the meaning of justice and peace: in the Biblical context, in social encyclicals and in our lives as Christians today. An examination of forms of violence and oppression in persons and in structures. Emphasis on possible positive responses: acting justly, making peace, liberating the oppressed. Prerequisite: 102 or 130. G2, G9

**SOCL/RLST 370—Homelessness, 3 Cr.**

The study of homelessness in America. The course will address homelessness as a social problem and as a critical essay on society, and homeless people as theological, humanistic, and experienced realities. Learning experiences will include sleeping outside in a cardboard box and living for several days in a homeless shelter. Prerequisite: RLST 102 or 130; three SOCL credits. D, G9 (See RLST 370)

**SOWK/SOCL 328 – Mexicans in the United States: Knowledge, Values and Skills to Serve, 3 Cr.**

The objective of this course is to begin to learn about the complex nature of the relationship between the United States of Mexico and the United States of America through the lived experience of Mexican people. The focus of this course is the present day realities of Mexican people working and living in the US. The course will offer knowledge, values and skills necessary to understand and work with Mexicans in the US. 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 US. The skills necessary to communicate with and serve Mexicans will occur through 10-15 hours of volunteer service, enhancing students' cross-cultural practice experiences.

**SOWK/SOCL 332: Social Work with the Elderly, 3 Cr.**

This course surveys policies, programs, and social work services for the older persons. Students will gain an understanding of aging persons in contemporary society, the social service delivery system, diverse needs of aging persons, social policies and issues impacting the elderly, and social work practice with the elderly. Restricted to students with sophomore standing or higher. (See SOCL 332)

**SOWK/SOCL 333: Child Welfare, 3 Cr.**

This course surveys the field of child welfare. Students will acquire an understanding of the issues involved in providing services to children who have been affected by child abuse and neglect, unplanned pregnancy, foster care, institutional care, and mental health concerns. The student will acquire knowledge relevant to working with children, biological parents, foster parents, adoptive parents, and other systems involved in the welfare of children. Restricted to students with sophomore standing or higher. (See SOCL 333)

**SOWK/SOCL 334: Social Work with Families, 3 Cr.**

This course provides an overview of social work practice with families. Using a family systems and family life cycle perspective, diversity in families will be examined. The dynamics of families experiencing a wide variety of life challenges such as divorce, remarriage, family violence, caring for aging parents, or homosexual family life and social work interventions with these family issues will be explored. Students will have the opportunity to reflect on their own family for the purpose of better understanding family dynamics from a nonjudgmental perspective. Prerequisite: 210 or PSYC 100 or 171 or SOCL 125 or 210. Restricted to students with sophomore standing or higher.

**SOWK/SOCL 366: Community Based Mental Health Services, 3 Cr.**

Social workers and other helping professionals perform critical roles in mental health treatment teams, community support programs, and as advocates for mental health issues. This course provides an introduction to the community based mental health care delivery system. The strengths perspective is stressed with an emphasis on biopsychosocial aspects of mental health, social constructionist perspective of mental illness, and generalist practice. Psychological diagnosis for common mental illness is introduced for the purpose of working in interdisciplinary teams and in supportive roles with families. Evidence-based, best practice approaches are reviewed. Prerequisite: 210 or SOCL 210; PSYC 171; SOCL 125. Restricted to students with sophomore standing or higher. (See SOCL 366)

**SOWK/SOCL 456 – Capstone Seminar in Gerontology, 3 Cr.**

This course will apply an interdisciplinary perspective to understand aging focusing on the topics of quality of life, diversity in aging populations, values and ethics in working with elders, impact of aging on the family, and preparing communities and organizations for this growing segment of the population. The challenges of aging will be viewed through a multidisciplinary approach applying knowledge from various disciplines such as nursing, nutrition, sciences, humanities, sociology, psychology, social services, criminal justice and religion. Students will examine issues from the perspective of their own discipline and discuss multidisciplinary perspectives to address the challenges of aging. This course is intended to be a capstone course for the gerontology minor and should be taken as one of the last courses in the minor sequence. Prerequisite: SOCL 244 or 344. Restricted to students with junior standing or higher. (See SOCL 456)

**SOWK 486—Special Topics, 1–3 Cr.**

Courses on topics of interest to social work students offered on the basis of need, interest, or timeliness. Prerequisites as determined by instructor. Restricted to students with junior standing or higher. May be repeated for credit.

**SOWK 488—Independent Study, 1–3 Cr.**

Independent readings and/or research under the guidance of a faculty member. Refer to the academic policy section for independent study policy. Independent study contract is required. May be repeated for credit.

**SPAN 364—Spanish for Social Work, 3 Cr.**

This course focuses on practical Spanish intended to strengthen students' communicative skills in Spanish for professions with an emphasis on social work. It will also increase students' knowledge of the cultures of Spanish-speaking peoples, ethical concerns, and their awareness of the needs/opportunities in our diverse communities. Prerequisite: 306.

**SPAN 412—Introduction to Translation and Interpretation, 3 Cr.**

This course is an introduction to the theory, methods, techniques, and problems involved in translating and interpreting, as well as a class where we will improve language skills by using the translation as a tool. The emphasis is on general material taken from journals, newspapers, with some consideration of specialized material from the fields of business, literature, and the social sciences. Emphasis will be placed on translating and interpreting from Spanish to English, with some consideration given to English to Spanish translation. Required readings will be in both languages. Prerequisites: BC or higher in 306, 340 or equivalent.

**Viterbo University**  
**Social Work Major**  
**Bachelor of Arts Degree**  
Sample 4 Year Schedule

**2009–2010 Catalog**

**Pre-Professional Program: Courses in BOLD are required for admission to the Social Work Program**

<u>Credits</u> <u>Freshman—Semester 1</u>	<u>Freshman—Semester 2</u>
3 <b>ENGL 103—Composition &amp; Argument</b>	3 <b>ENGL 104—Composition &amp; Literature</b>
3 <b>SOCL 125—Introduction to Sociology</b>	3 <b>SOWK 210—Introduction to Social Work</b>
4 <b>PSYC 171—General Psychology</b>	3 History
3 Philosophy	4 World Language
<u>4</u> World Language	<u>3</u> Elective
17	16
<u>Sophomore—Semester 1</u>	<u>Sophomore—Semester 2</u>
3 <b>POSC 121—American Government</b>	4 <b>BIOL 203—Human Biology for the Social Sciences</b>
2 <b>THTR 150—Fundamentals of Speech</b>	3 Religion
3 <b>SOWK 275—SW Service Learning</b>	3 SOCL 320—Racial & Ethnic Groups
3 World Language	3 Elective for Social Work major
3 Religion	<u>3</u> World Language
<u>3-4</u> MATH 130 or MATH 155	16
17-18	

**Professional Program: Courses in BOLD must be taken sequentially**

<u>Junior—Semester 1</u> 3 <b>SOWK 280—Social Work Interviewing</b> 3 <b>SOWK 331—HBSE I</b> 3 <b>SOWK 340—Social Work Research</b> 3 Elective for Social Work major 2 Fine Arts <u>3</u> Literature 17	<u>Junior—Semester 2</u> 3 <b>SOWK 321—Practice I</b> 3 <b>SOWK 341—Policy I</b> 3 <b>SOWK 431—HBSE II</b> 3 Statistics (MATH 130 or PSYC 230) or Elective 3 Elective for Social Work major <u>2</u> Fine Arts 17
<u>Senior—Semester 1</u> 3 <b>SOWK 421—Practice II</b> 3 <b>SOWK 441—Policy II</b> 1 <b>SOWK 479—Field Education Preparation</b> 3 PSYC 340—Behavior Disorders or SOWK 366—Community Based Mental Health 3 Elective for Social Work major <u>3</u> Elective 16	<u>Senior—Semester 2</u> 9 <b>SOWK 480—Field Education</b> <u>3</u> <b>SOWK 482—Capstone</b> 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.*
- Diversity Overlay—6 cr. (Completion of the social work major fulfills 3 credits of diversity overlay for General Education)
- Environmental Overlay—3 cr.
- Students need 128 credits to graduate. Forty-three must be upper division.

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 the prerequisites for later courses. General Education courses and electives may be taken at times other than indicated.

**Viterbo University**  
**Social Work Major**  
**Bachelor of Science Degree**  
 Sample 4 Year Schedule

2009–2010 Catalog

**Pre-Professional Program: Courses in BOLD are required for admission to the Social Work Program**

Credits	<u>Freshman—Semester 1</u>	<u>Freshman—Semester 2</u>
3	<b>ENGL 103—Composition &amp; Argument</b>	3 <b>ENGL 104—Composition &amp; Literature</b>
3	<b>SOCL 125—Introduction to Sociology</b>	2 <b>THTR 150—Fundamentals of Speech</b>
4	<b>PSYC 171—General Psychology</b>	3 <b>SOWK 210—Introduction to Social Work</b>
3	Philosophy	3 History
<u>3-4</u>	Math (MATH 130 or 155) or Natural Science	3 Religion
16-17		<u>3</u> Elective
		17
	<u>Sophomore—Semester 1</u>	<u>Sophomore—Semester 2</u>
3	<b>POSC 121—American Government</b>	4 <b>BIOL 203—Human Biology for the Social Sciences</b>
3	<b>SOWK 275—SW Service Learning</b>	3 History, Philosophy, or World Language
3	Literature	3 SOCL 320—Racial & Ethnic Groups
3-4	Math (MATH 155 or 130) or Natural Science	3 Elective for Social Work major
<u>4</u>	Elective	<u>3</u> Elective
16-17		16

**Professional Program: Courses in BOLD must be taken concurrently and sequentially**

<u>Junior—Semester 1</u>	<u>Junior—Semester 2</u>
3 <b>SOWK 280—Social Work Interviewing</b>	3 <b>SOWK 321—Practice I</b>
3 <b>SOWK 331—HBSE I</b>	3 <b>SOWK 341—Policy I</b>
3 <b>SOWK 340—Social Work Research</b>	3 <b>SOWK 431—HBSE II</b>
3 Elective for Social Work major	3 Statistics (MATH 130 or PSYC 230) or Elective
2 Fine Arts	3 Elective for Social Work major
<u>3</u> Elective	<u>2</u> Fine Arts
17	17
<u>Senior—Semester 1</u>	<u>Senior—Semester 2</u>
3 <b>SOWK 421—Practice II</b>	9 <b>SOWK 480—Field Education</b>
3 <b>SOWK 441—Policy II</b>	<u>3</u> <b>SOWK 482—Capstone</b>
1 <b>SOWK 479—Field Education Preparation</b>	12
3 Religion	
3 PSYC 340—Behavior Disorders or SOWK 366—Community Based Mental Health	
<u>3</u> Elective for Social Work major	
16	

- *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.*
  - Diversity Overlay—6 cr. (Completion of the social work major fulfills 3 credits of diversity overlay for General Education)
  - Environmental Overlay—3 cr.
  - Students need 128 credits to graduate. Forty-three must be upper division.
- 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 the prerequisites for later courses. General Education courses and electives may be taken at times other than indicated.

**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. For those students who intend to progress through the Professional Phase of the Social Work Program part-time there are three options as outlined below. 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.

**Part-time Plan I**

<b>Year I</b>	
SOWK 340 Social Work Research (3 cr.) SOWK 331 HBSE I (3 cr.)	MATH 130 (3 cr.) SOWK 431 HBSE II (3 cr.)
<b>Year II</b>	
SOWK 280 SW Interviewing (3 cr.)	SOWK 321 Practice I (3 cr.) SOWK 341 Policy I (3 cr.)
<b>Year III</b>	
SOWK 421 Practice II (3 cr.) SOWK 441 Policy II (3 cr.) SOWK 479 Field Preparation (1 cr.)	SOWK 480 Field Education (9 cr.) SOWK 482 Senior Capstone (3 cr.)

**Part-time Plan II**

<b>Year I</b>	
SOWK 340 Social Work Research (3 cr.)	MATH 130 (3 cr.) SOWK 341 Policy I (3 cr.)
<b>Year II</b>	
SOWK 280 SW Interviewing (3 cr.) SOWK 331 HBSE I (3 cr.) SOWK 441 Policy II (3 cr.)	SOWK 321 Practice I (3 cr.) SOWK 431 HBSE II (3 cr.)
<b>Year III</b>	
SOWK 421 Practice II (3 cr.) SOWK 479 Field Preparation (1 cr.)	SOWK 480 Field Education (9 cr.) SOWK 482 Senior Capstone (3 cr.)

**Part-time Plan III**

<b>Year I</b>	
SOWK 340 Social Work Research (3 cr.) SOWK 331 HBSE I (3 cr.)	MATH 130 (3 cr.) SOWK 431 HBSE II (3 cr.) SOWK 341 Policy I (3 cr.)
<b>Year II</b>	
SOWK 280 SW Interviewing (3 cr.) SOWK 441 Policy II (3 cr.)	SOWK 321 Practice I (3 cr.)
<b>Year III</b>	
SOWK 421 Practice II (3 cr.) SOWK 479 Field Preparation (1 cr.)	SOWK 480 Field Education (9 cr.) SOWK 482 Senior Capstone (3 cr.)

## **FIELD EDUCATION PROGRAM**

The final spring semester of the student's professional phase of the social work curriculum includes a one semester 450 hour field education experience (30 hours per week for 15 weeks) in an approved community agency setting. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. Field education is systematically designed supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Structured individualized learning opportunities in entry level generalist social work practice are supervised by dedicated, well-qualified social work practitioners familiar with current trends in the profession. Each field education student is also assigned a Viterbo University social work faculty liaison who will collaborate with the student and agency instructor to facilitate the transition from classroom to direct social work practice. Field education students come together each week for a capstone course designed to integrate key aspects of the social work curricula and to maximize learning experiences in the agency setting. Students are required to complete the application process for acceptance to field education one semester before intended entry. A criminal background check is required to enter field education. Only those students who are declared social work majors and have completed all courses in the professional phase of the social work curriculum except SOWK 422 and 482 will be admitted into field education. Please refer to the Viterbo University Social Work Program Field Education Handbook for additional information about the field education program.

## **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 Gerontology; Latin American Studies; Psychology; Servant Leadership; Spanish; Sociology; Substance Abuse Counseling; or Women's Studies.

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 Learning Center on 3<sup>rd</sup> floor of Murphy Center. 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 Office of Global Education to determine course transfer, timing, access to financial aid, and other assistance in planning your experience. The Office of Global Education is located in Murphy Center 400. You may contact Susan Pham ([smpham@viterbo.edu](mailto:smpham@viterbo.edu)) or Beth Moore at ([emoore@viterbo.edu](mailto:emoore@viterbo.edu)) to make an appointment.

## **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 and field education agency instructors.
- 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 in secured files.
- 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 is one way to demonstrate a commitment to preparing for a professional degree. Therefore, regular class attendance is an expectation. A very limited number of class absences may be allowed for extraordinary circumstances. Each course syllabus will define specifically the attendance policy for that course.

### **COURSE EXPECTATIONS**

At the beginning of each semester, the student will be provided a course syllabus 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, any required papers, outside readings, class presentations, type of participation required and a listing of appropriate dates and deadlines.

### **STUDENT CONTACT INFORMATION**

Students are responsible for making sure that the Social Work Program Director has their current address and phone number. 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 at least weekly.

### **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. The Social Work Program maintains three sets of student files. Upon declaration of the social work major a Student Advising File is sent to the student's academic advisor and kept in the advisors office. These files contain information to be used by the student and the advisor for academic planning. Upon admission to the Social Work Program, a Permanent Student File is kept in the office of the Social Work Program Assistant's office. This file has a copy of the student's

admission application and letters of condition or good standing. Copies of any letters of reference that faculty write on behalf of a student are kept in this file. When students are accepted into Field Education, a field file is developed by the Field Education Director which has copies of the student's field application materials. This file is used by the Faculty Liaison to guide the field education experience and maintain a copy of the Student Learning Contract, Student Field Evaluation, Integrative Project paper and a record of field education hours. Upon graduation a student's advising file and field file are purged of irrelevant information and merged with the permanent student file. This permanent file then becomes a source of information to be used by the social work program faculty and staff when we receive requests for letters of reference by employers or graduate schools. 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.

## **VITERBO UNIVERSITY SOCIAL WORK PROGRAM 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 as well as 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 admission to the Professional Phase of the Social Work Program, students receive and are asked to sign the Viterbo University Social Work Program's *Student Code of Conduct* 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 classroom instructors, academic advisors or students. 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 Student Code of Conduct and course policies to guide this review in light of each individual student situation.

- If there are significant concerns that are identified by either the student or faculty, the student may be put on “Conditional Standing” in the social work program and directed to meet with his/her academic advisor or members of the social work faculty and develop a plan to address the concerns. Plans are developed collaboratively and support the student towards their ultimate goal of becoming a professional social worker. The NASW *Code of Ethics*, the Student Code of Conduct, standards for admission to field education, performance in field or specific course expectations are used to frame the students’ development plan.
- Progress toward addressing the identified concerns through the plan is monitored according to timelines agreed to by the student and faculty. If there is a lack of follow through on the part of the student or the plan does not resolve the identified professional development concerns, 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 a professional development plan if there is an egregious violation of the NASW *Code of Ethics*, the Student Code of Conduct or other student behavior that would prohibit the individual from being credentialed as a professional social worker.
- Students who are not in agreement with the social work faculty’s decision can utilize the Social Work Program Appeal Process.

(Adopted 7-21-09)

## VITERBO UNIVERSITY SOCIAL WORK PROGRAM STUDENT CODE OF CONDUCT

### **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 as well as 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 Code of Conduct 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 (EP. 2.1.1 and AS 3.2.7, 2008). 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 Code of Conduct for Ethical and Professional Behavior**

The following student standards are indicators of the requisite knowledge, values and skills of a developing professional social worker. Students will pledge their adherence to this Code of Conduct upon admission 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 prepared, with readings and assigned work complete.
- Turns in assignments and field tasks complete and on time.
- Makes arrangements for his/her special needs.
- Attends field and classes on time, and follows the University 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, paragraphing, organization and logical sequence in written assignments and client records.
- Demonstrates ability to communicate verbally through clear articulation of ideas, thoughts and concepts.

**Competence: The student applies self to all academic and field pursuits seriously and conscientiously. The student constantly strives to improve abilities.**

- Come to class with books, handouts, syllabus and necessary learning tools.
- Take 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 problem-solving skills.
- Forms effective client-social worker 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: The student is open to difference in 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 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.**

- Practices personal reflection and self-correction to assure professional development (EP 2.1.1).
- Understands the effect of one's behavior on others.
- Seeks support and guidance regarding personal or academic challenges.
- Attends to professional roles and boundaries (EP 2.1.1).
- Uses supervision and consultation (EP 2.1.1).
- Based on development level, acts professionally in demeanor, behavior, appearance and communication (EP 2.1.1).

**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.

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

- Maintains information shared in class, dyads, small groups or field agency.
- 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.

**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 CD or higher in all prerequisite (ENGL 103, 104, SOCL 125, PSYC 171, THTR 150, POSC 121, BIOL 203) or support (SOCL 320, MATH 130, PSYC 340 or SOWK 366) courses.
- Achieves a 2.5 cumulative grade point average in the following courses SOWK 210, 275, 280, 321, 331, 340, 341, 421, 431, 441, and 482
- 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 foundational social work courses (SOWK 275, 280, 321, 331, 340, 341, 421, 431, 441 and 482).
- Receives a grade of “credit” in SOWK 479 and 480.

Adapted from the School of Social work at Florida Atlantic University, the Social Work Department of the University of Wisconsin Whitewater and the BPD list serv discussion.

**Statement of Understanding and Practice**

I understand as a social work student, I am expected to adhere to the values, ethics and standards of the profession of Social Work as stated in the NASW Code of Ethics. I will practice using the Code of Ethics and following the Viterbo University Social Work Program’s Student Code of Conduct listed in this document.

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Student Signature

Date

(Adopted 7-21-09)

## **VITERBO UNIVERSITY SOCIAL WORK PROGRAM APPEAL PROCESS**

Appeals may include, but are not limited to: mistreatment by faculty, adjunct faculty, or staff, decisions regarding admission to or dismissal from the Social Work Program, being placed on conditions, field education decisions, discrimination on the basis of age, race, religion, color, sex, physical condition, disability, sexual orientation, national origin or other improper treatment. 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 15 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 Sociology, Social Work and Criminal Justice or his/her designee, a Social Work Practitioner designated by the Social Work Program Director and a senior level social work student elected by the senior class. The Social Work Program Director will serve as an ex officio member of the Appeals Committee.
  - a. The student shall present the appeal in writing 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 in writing a response with any necessary documentation. After studying the written 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 School of Letters and Sciences 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.

## **NON-DISCRIMINATION STATEMENT**

Viterbo University is committed to providing equal educational and employment opportunities regardless of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation, or national origin in compliance with Title VI, Title IX, and Section 504.

## **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 require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should meet and direct questions to the Director of the Learning Center, Jane Eddy.

### **CAREGIVER BACKGROUND 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 will conduct a Caregiver Background and Criminal History Check on all social work students before they are accepted into Field Education. Students who have lived outside of the state of Wisconsin will be responsible for expenses related to out-of-state criminal background checks. 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 and Family Services at:

<http://www.dhfs.state.wi.us/caregiver/>.

## **SECTION SIX: STUDENT RELATED SERVICES**

### **ADVISEMENT**

Student advisement is essential to social work education. As majors and as developing practitioners, students require and benefit from the assistance and guidance of program faculty. Each student declaring a major in social work (including those not yet formally admitted to the program) will be assigned a social work faculty advisor. Social Work majors must meet with their academic advisor at least one time each semester. The student may make a request to the Social Work Program Director, for a change in advisor and whenever possible this request will be honored.

Advisement is both academic and professional. The goals of advisement include, but are not necessarily limited to:

1. Assisting students in assessing their aptitude and motivation for a career in social work.
2. Providing academic guidance in the choice of courses consistent with the objective of preparation for generalist social work practice and related to student interests.
3. Providing for regular review of the student's educational performance in all facets of the Social Work Program.
4. Providing a role model in the areas of social work values and professionalism.
5. Being 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 needed services.
6. Assisting students in their efforts to obtain employment upon graduation.
7. Providing information and guidance about graduate school opportunities and credentialing for Social Workers.

### **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 sponsors events related to social issues and causes of importance to the entire University community and offers students opportunities to participate in service activities.

Membership in the Social Work Club is open to all students, traditional and nontraditional, as well as faculty. The officers of the Club are President, Vice President, Secretary/Treasurer and Public Relations. The officers are elected annually at the end of the spring semester to begin their office terms in the fall semester.

### **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 monthly 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](http://www.naswdc.org).

## **SECTION SEVEN: STUDENT PARTICIPATION ON PROGRAM COMMITTEES**

### **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 Sociology, Social Work and Criminal Justice or his/her designee, a Social Work Practitioner designated by the Social Work Program Director and a senior level social work student elected by the Senior Class.

### **VITERBO UNIVERSITY 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, this input will be used by the Program 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. The President of the Social Work Club, a student member at large elected by the Social Work Club, and an alumnus of the Social Work Program provide student representation on this Council.

## **SECTION EIGHT: NASW CODE OF ETHICS**

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

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

*(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 act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

*VALUE: Competence*

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

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

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

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

1.01 *Commitment to Clients*

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

1.02 *Self-Determination*

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

1.03 *Informed Consent*

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients'

- wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
  - (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
  - (f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

#### 1.04 *Competence*

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

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

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

#### 1.06 *Conflicts of Interest*

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

1.07 *Privacy and Confidentiality*

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court

- withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
  - (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
  - (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
  - (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
  - (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
  - (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
  - (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
  - (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

#### 1.08 *Access to Records*

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

#### 1.09 *Sexual Relationships*

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

- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 *Physical Contact*

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

1.11 *Sexual Harassment*

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

1.12 *Derogatory Language*

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

1.13 *Payment for Services*

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
- (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 *Clients Who Lack Decision-Making Capacity*

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

### 1.15 Interruption of Services

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

### 1.16 *Termination of Services*

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

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

### 2.01 *Respect*

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

### 2.02 *Confidentiality*

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

### 2.03 *Interdisciplinary Collaboration*

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

- 2.04 *Disputes Involving Colleagues*
- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
  - (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.
- 2.05 *Consultation*
- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
  - (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
  - (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.
- 2.06 *Referral for Services*
- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
  - (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
  - (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.
- 2.07 *Sexual Relationships*
- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
  - (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.
- 2.08 *Sexual Harassment*
- Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
- 2.09 *Impairment of Colleagues*
- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
  - (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

- 2.10 **Incompetence of Colleagues**
- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
  - (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.
- 2.11 *Unethical Conduct of Colleagues*
- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
  - (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
  - (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
  - (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
  - (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

### **3. Social Workers' Ethical Responsibilities in Practice Settings**

- 3.01 *Supervision and Consultation*
- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
  - (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
  - (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
  - (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.
- 3.02 *Education and Training*
- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
  - (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
  - (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
  - (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

- 3.03 *Performance Evaluation*  
Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.
- 3.04 *Client Records*
- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
  - (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
  - (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
  - (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.
- 3.05 *Billing*  
Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.
- 3.06 *Client Transfer*
- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
  - (b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.
- 3.07 *Administration*
- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
  - (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
  - (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
  - (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.
- 3.08 *Continuing Education and Staff Development*  
Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

- 3.09 *Commitments to Employers*
- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
  - (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
  - (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
  - (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
  - (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
  - (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
  - (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.
- 3.10 *Labor-Management Disputes*
- (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
  - (b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

#### **4. Social Workers' Ethical Responsibilities as Professionals**

- 4.01 *Competence*
- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
  - (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
  - (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.
- 4.02 *Discrimination*
- Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
- 4.03 *Private Conduct*
- Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

- 4.04 *Dishonesty, Fraud, and Deception*  
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.
- 4.05 *Impairment*
- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
  - (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.
- 4.06 *Misrepresentation*
- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
  - (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
  - (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
- 4.07 *Solicitations*
- (a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
  - (b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.
- 4.08 *Acknowledging Credit*
- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
  - (b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

- 5.01 *Integrity of the Profession*
- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
  - (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

#### 5.02 *Evaluation and Research*

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

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

### **6.01 *Social Welfare***

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

### **6.02 *Public Participation***

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

### **6.03 *Public Emergencies***

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

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

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

# Appendix A

Student.....: Ms. Test Student (#####)  
Program.....: Social Work (SOWK.BA)  
Catalog.....: 2003  
Ant Completion Date: 05/06  
Email Address.....: teststudent@viterbo.edu

Advisor: Mr. Helpful  
Degree: BA  
Major(s): SOWK  
Minor(s):

This degree audit (evaluation) has been prepared to assist you in determining your academic progress at Viterbo University.

While efforts have been made to ensure it's accuracy, final responsibility for meeting the graduation requirements listed in your catalog reside with you.

You MUST complete an "Application for Degree" form prior to October 1st for December degree completion or January 15th for May or July degree completion, regardless of whether or not you plan on attending commencement ceremonies. The application can be obtained from the Registrar's Office or on the Registrar's Office's web page (<http://www.viterbo.edu/aboutvit/admserv/Registrar/forms.html>). The Registrar's Office will verify that requirements have been met and post your degree.

VU Undergraduate Cumulative GPA: 4.00  
VU Undergraduate Cumulative Credits Earned: 109.00

Note: the below credit and GPA totals exclude any credits and credits toward the GPA from 001 courses, as those do not count toward the 128 credits for graduation. Use the below totals ONLY for determining credits for graduation. Your official transcript from VU will include the above credit total. Your official GPA at VU is the above GPA.

Program Status: In Progress

	Required	Current..... Earned	Remaining	Anticipated(*)..... Additional	Remaining
Institutional Credits:	30.00	36.00	0.00	13.00	0.00
Institutional GPA....:	2.000	4.000	Met		
Credits:	128.00	109.00	19.00	13.00	6.00
GPA....:	2.500	4.000	Met		

(\* ) Anticipates completion of in-progress and registered courses

Statuses: W=waived, C=Complete, I=In progress, N=Not started  
P=Pending completion of unfinished activity

C) 1: G1 - English Composition  
> Complete ENGL-103 with a grade of C or higher.  
> Complete ENGL-104.  
Credits: 5.34  
C) Group 1  
ENGL-103..... 05/15/50 --- 2.67 \*TE  
C) Group 2  
ENGL-104..... 05/15/50 --- 2.67 \*TE

### HOW TO READ YOUR DEGREE AUDIT/PROGRAM EVALUATION

The top portion of the degree audit provides general information regarding you and your current academic program/major. In this sample, Test Student working toward earning a Bachelor of Arts (BA) degree with a major in Social Work. Her requirements are those in the 2003-05 University catalog. She plans to finish her program in May of 2006 and her adviser is Mr. Helpful.

Changes to your major (program) or minor may be made by completing a form in the Learning Center. Please notify the Registrar's Office of a change in your anticipated completion date.

Please read the information in the initial paragraphs. Some programs have information specific to their program.

This section provides your earned credit totals and grade point average.

The first paragraph lists your official VU totals. Unless you have taken an 001 course, these will match the below section. The GPA listed here will be the one used to calculate any academic standing or honors.

The second section is your "degree audit" totals. These calculations exclude any credits earned in 001 courses – they do not count toward graduation. (Note it excludes the credits from the GPA listed here too – your official VU GPA for ALL purposes is the one listed in the section above.)

The first row lists how many credits are required and earned at VU – you must earn at least 30 credits here. The second row lists how many total credits you have earned that count toward graduation. – you must earn at least 128 credits.

The key provides a list of notations include in the degree audit.

The first section of the degree audit contains the general education requirements.

```

=====
C) 2: G2 - Religious Studies
  > Complete 6 credits from G2 approved courses.
  Credits: 6
  RLST-380..... 2004SU  A      3
  RLST-410..... 05/15/50 ---    3 *TE
=====
C) 3: G3 - Philosophy
  > Complete 3 credits from G3 approved courses. You must take
  > PHIL-100.
  PHIL-100..... 2004SP  A      3
C) 4: G4 - History
  > Complete 3 credits from G4 approved courses.
  Credits: 5.34
  HIST-2XX..... 05/15/50 ---    2.67 *TE
  HIST-351..... 05/15/50 ---    2.67 *TE
=====
N) 5: G5 - Fine Arts
  > Complete 4 credits from G5 approved courses.
  > Courses must be from 2 subject areas unless FAPP-101 is
  > taken.
  Credits: 0
  N) Group 1
  _____ 4 credits
  N) Group 2
  FAPP-101_____ 1 course
=====
C) 6: G6 - Literature
  > Complete 3 credits from G6 approved courses.
  Credits: 5.34
  ENGL-2XX..... 05/15/50 ---    2.67 *TE
  ENGL-347..... 05/15/50 ---    2.67 *TE
=====
N) 7: G7 - Natural Science
  > Complete 1 course from G7 approved courses. You must take
  > BIOL-203.
  BIOL-203_____ 1 course needed
=====
C) 8: G8 - Social Science
  > Complete 3 credits from G8 approved courses. You must take
  > PSYC-171.
  PSYC-171..... 05/15/50 ---    2.67 *TE
=====
I) 9: G9 - Liberal Studies
  Credits: 22.66
  Complete all 3 subrequirements:
  C) A: Overall Requirement
  > Complete 13 credits of G9 approved courses, you may include
  > the ones required in the social work pre-professional
  > curriculum listed below.
  Credits: 14.66
  SOCL-320..... 2004SP  A      3.00
  SOCL-310..... 2004SU  A      3.00
  NURS-301..... 2004FA  A      3.00
  WMST-351..... 2005SP  A      3.00
  ECON-101..... 05/15/50 ---    2.66 *TE
  C) C: Hist, Phil, and Lang
  > Complete one approved course in Philosophy, History or
  > World Language.
  SPAN-101..... 05/15/50 ---    2.67 *TE

```

VU general education policy states that one course from your major and any support courses for your major may be used to fulfill general education requirements.

Your degree audit may indicate a specific course within the general education requirements. Depending on the program, the degree audit may or may not be programmed to only except that course. You may see a suggested course listed, but another course fulfilling the requirement. We want you to make the most efficient use of your time here, and are suggesting courses that you can use for your major support courses and general education. But if you have taken another applicable course first, that one will be indicated as fulfilling the requirement.

In this sample, the degree audit suggests the use BIOL-203 to fulfill the G7 category. BIOL-203 is also a required support course for the social work major.

## C) 10: Pre-Professional Curriculum

&gt; Complete:

!! Exception

BIOL-203, MATH-130, SOWK-210 have been waived.

Credits: 23

ECON-101.....	05/15/50	---	2.66	*TE
ENGL-103.....	05/15/50	---	2.67	*TE
ENGL-104.....	05/15/50	---	2.67	*TE
PHIL-100.....	2004SP	A	3	
POSC-121.....	05/15/50	---	2.67	*TE
PSYC-171.....	05/15/50	---	2.67	*TE
SOCL-125.....	05/15/50	---	2.66	*TE
THTR-150.....	05/15/50	---	4	*TE

## I) 11: Major Requirements for Social Work

GPA Achieved/Needed: 4 / 2.75

&gt; Complete:

Credits: 20.27

SOWK-321.....	2005SP	A	3.00	
SOWK-331.....	05/15/50	---	2.67	*TE
SOWK-340.....	05/15/50	---	2.60	*TE
SOWK-341.....	2004FA	A	3.00	
SOWK-421.....	2005FA	___ (	3.00)	*IP
SOWK-431.....	2005SP	A	3.00	
SOWK-441.....	2005FA	___ (	3.00)	*IP
SOWK-480_____				1 course needed
SOWK-482_____				1 course needed

## I) 12: Support Courses for Social Work

Credits: 18

Complete both subrequirements:

P) A: Support Courses

&gt; Complete:

!! Exception

PSYC-270 has been waived.

December 27, 2005 2:15 pm

Credits: 9

PSYC-340.....	2004FA	A	3	
SOCL-320.....	2004SP	A	3	
SOCL-345.....	2005FA	___ (	3)	*IP

## I) B: Support Electives

&gt; Complete 12 credits of social work support course electives.

Credits: 9 Required: 12 Remaining: 3

SOCL-310.....	2004SU	A	3	
NURS-301.....	2004FA	A	3	
WMST-351.....	2005SP	A	3	

\_\_\_\_\_ 3 credits needed

The next section will list any major requirements. They could be divided, as this degree audit is, into pre-professional, core, major, or support requirements, to name a few. All portions must be completed.

Your program may require a grade point average (GPA) or a certain value or higher. Your degree audit will indicate how your current gpa relates to the required gpa.

Also, your program may require courses within the program (or support courses) be passed with a certain grade or higher. That is programmed into the degree audit as well. If a course is not listed under the major requirements, but you have taken it check the catalog for the grade required policy. The course will be listed under "Other Courses" at the bottom of the audit with a \*G next to it.

If you have been granted some type of waiver or substitution, that will be indicated by the notation "!! Exception." The text will print the exception and the excepted courses will not print as required. Ms. Test Student has been granted a waiver of the PSYC-270 requirement. A waiver/substitution may only be granted in extreme circumstances. Your adviser can initiate the process, which includes adviser, department chair and dean signatures. A waiver/substitution of any general education or final degree requirements may only be granted by the Academic Vice President.

## I) 13: Bachelor of Arts Requirement

Credits: 14

Complete 1 of 4 subrequirements:

## I) A: BA Requirement

- > Complete 14 credits of the same world language. The degree
- > audit will show 4 groups needing completion, but once the 14
- > credits are satisfied, only one group and a completed status
- > will remain.

Credits: 11.01 Required: 14 Remaining: 2.99

SPAN-101..... 05/15/50 --- 2.67 \*TE

SPAN-102..... 05/15/50 --- 2.67 \*TE

SPAN-250..... 05/15/50 --- 2.67 \*TE

SPAN-305..... 2005FA \_\_\_ ( 3.00) \*IP

\_\_\_\_\_ 2.99 credits

## N) Group 2

\_\_\_\_\_ 14 credits

## N) Group 3

\_\_\_\_\_ 14 credits

## N) Group 4

\_\_\_\_\_ 14 credits

## I) 14: Final Requirements

Credits: 45.26

Complete all 6 subrequirements:

## P) A: Upper Division

- > Complete 43 credits of upper division (300 or above) courses

Credits: 45.26

SOCL-320..... 2004SP A 3.00

RLST-380..... 2004SU A 3.00

SOCL-310..... 2004SU A 3.00

NURS-301..... 2004FA A 3.00

SOWK-341..... 2004FA A 3.00

PSYC-340..... 2004FA A 3.00

WMST-351..... 2005SP A 3.00

SOWK-431..... 2005SP A 3.00

SOWK-321..... 2005SP A 3.00

SOCL-395..... 2005SP A 3.00

SOCL-338..... 05/15/50 --- 2.66 \*TE

SOWK-340..... 05/15/50 --- 2.60 \*TE

SPAN-305..... 2005FA \_\_\_ ( 3.00) \*IP

SOCL-345..... 2005FA \_\_\_ ( 3.00) \*IP

SOWK-479..... 2005FA \_\_\_ ( 1.00) \*IP

SOWK-441..... 2005FA \_\_\_ ( 3.00) \*IP

## N) B: Writing Competency

- > Complete 1 Writing Competency course.

\_\_\_\_\_ 1 course needed

## N) C: Math Competency

- > Complete 1 mathematics course.

\_\_\_\_\_ 1 course needed

## C) D: Diversity Overlay

- > Complete 6 credits from approved Diversity Overlay courses.

Credits: 6

SOCL-320..... 2004SP A 3

SOCL-310..... 2004SU A 3

If you are seeking a bachelor of arts or bachelor of science degree, these requirements will print next. A bachelor of arts requires 14 credits of the same world language and a bachelor of science requires 11 credits of math or science.

The next section will list the final degree requirements. These include: 43 credits of upper division courses, a writing competency course, a math competency course, six credits of approved diversity overlay courses, one environmental overlay course and the service learning requirement as determined by your major. Students in School of Adult Learning programs will see slightly different final requirements.

- =====  
 C) E: Environmental Overlay  
 > Complete 1 course from the approved Environmental Overlay  
 > courses.  
 RLST-380..... 2004SU A 3
- N) F: Service Learning  
 > Complete the service learning component designated by your  
 > major or department.  
 SERV-XXX \_\_\_\_\_ 1 course needed  
 =====

OTHER COURSES:

		Registered	Earned	
		Credits	Credits	
SOWK-286.....	2004FA A	3.00	3.00	
SOWK-2XX.....	01/01/50	2.66	2.66	*TE
SOWK-1XX.....	01/01/50	0.66	0.66	*TE
SOCL-250.....	01/01/50	2.66	2.66	*TE
SOCL-210.....	01/01/50	2.67	2.67	*TE
PSYC-220.....	01/01/50	2.66	2.66	*TE
NUTR-250.....	01/01/50	4.00	4.00	*TE
ELEC-2XX.....	01/01/50	4.00	4.00	*TE
ELEC-1XX.....	01/01/50	1.40	1.40	*TE
BIOL-1XX.....	01/01/50	2.67	2.67	*TE

(Credits in parentheses are anticipated earned)  
 =====

-  
 This degree audit does not contain any credits earned from 001  
 courses. Credits from these courses do not count toward the 128  
 credits needed to graduate.  
 -

NOTES

- \*IP In Progress
- \*NE Non-course Equivalency
- \*PR Preregistered - The course has not yet started
- \*TE Transfer Equivalency
- \*U Used! - has already been used elsewhere

The service learning requirement is coded just as taking a course would. Your adviser has the form to submit to the Registrar's Office to note completion of the requirement.

The other course section includes courses that are general elective or coursework that has been taken that is not fulfilling a specific requirement, but is credit that is applied to the 128 total credits you need to graduate. If you feel a course listed here should be used to satisfy a requirement listed above, please see your adviser.

You may see dates of 01/01/50 on your degree audit for transfer courses. Viterbo utilized this date scheme when it converted your records from our old information system to the Datatel system, of which this degree audit is a part of. Other than looking a little strange, this will not affect the processing of the degree audit. This document is an internal document for your use. This date DOES NOT show on your official transcript, which you will use for external purposes, such as seeking a job or applying to graduate school..