



THE UNIVERSITY OF  
**SOUTHERN**  
**MISSISSIPPI**

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*School of Social Work*

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**MSW**  
**PROGRAM MANUAL**

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**2015 - 2016**

**THE UNIVERSITY OF SOUTHERN MISSISSIPPI  
SCHOOL OF SOCIAL WORK**

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This manual is for information purposes only and is not an official publication of The University of Southern Mississippi. For official rules and regulations, please refer to the bulletins which can be obtained from the Registrar, <http://www.usm.edu/registrar>.

## **PURPOSE OF THIS MANUAL**

The purpose of this manual is to describe the structures, goals and expectations, the roles and responsibilities, and the policies and procedures that form the basis for, and guide the MSW Program. It was prepared by faculty and students for YOU. The handbook contains information about the MSW Program, the curriculum, admission to and progression through the program and students' rights and responsibilities. Please refer to it whenever you have questions about the program.

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## **HISTORY OF THE GRADUATE SOCIAL WORK PROGRAM**

The School of Social Work at The University of Southern Mississippi has a long history. Social work courses were included in the curriculum of the Department of Sociology and Anthropology since 1960. At that time, students were allowed to major in sociology with an emphasis in social work. There were three social work courses at that time: Introduction to Social Work, Methods of Social Work, and Field Work Practicum.

During the late 1960's there was growing national attention on the importance of social work licensure and social work education. There was also a growing awareness nationwide that a social work emphasis in a sociology program was not adequate to address the complex problems individuals, communities and societies may need to have addressed. At this same time locally, there was a growing movement, spearheaded by the National Association of Social Workers – Mississippi Chapter to establish an autonomous School of Social Work, separate from the academic disciplines of sociology and anthropology. In 1973, the Board of Trustees of Institutions of Higher Learning in the State of Mississippi established the first graduate school of social work in the State of Mississippi, at The University of Southern Mississippi.

The School of Social Work received initial accreditation from the Commission on Accreditation, Council on Social Work Education in 1976. In June, 1979, the School's accreditation was reaffirmed after a mandatory review. The graduate social work program at The University of Southern Mississippi has been continuously accredited since that time. The School of Social Work now offers Full-Time, Part-Time, and Advanced Standing graduate programs on the Hattiesburg and Gulf Coast campuses.

## **VISION & MISSION OF THE COLLEGE OF HEALTH**

### **Vision**

Advancing health and well-being through excellence and innovation in teaching, research, and service.

### **Mission**

The mission of the College of Health at The University of Southern Mississippi is to create, apply, and transmit expert knowledge, within and across the domains of its constituent disciplines, for the well-being and betterment of individuals, community, state, nation, and world.

## **MISSION OF THE SCHOOL OF SOCIAL WORK**

The USM School of Social Work develops and transmits social work knowledge and skills consistent with the values of the profession, informed by the culture and history of Mississippi. We are inspired by a vision of social justice and advocacy for the health and well-being of all people. Our graduates engage clients who primarily reside in the increasingly diverse Gulf South to produce dynamic solutions for personal, interpersonal, and system problems-especially those unique to the poor, oppressed, and underserved.

## **GOALS AND OBJECTIVES OF THE SCHOOL OF SOCIAL WORK**

We prepare students for competent, ethical, and culturally informed social work practice.

We deliver a dynamic, integrated competency-based curriculum.

We infuse opportunities across the curriculum for students to demonstrate mastery of social work knowledge, skills, and values.

We promote a professional social work identity.

We advance knowledge relevant to social work practice and social welfare.

We engage faculty, staff, and students in research and scholarship.

We pursue and secure external funding to support research and program activities.

We translate research findings and critical inquiry into scholarly products that inform practice, policy, and social service delivery.

We inspire realization of human potential.

We promote healthy human growth and development.

We develop dynamic strategies and actions to address oppressive social conditions.

We model leadership and advocacy for social change.

## **ACCREDITATION STATEMENT**

The Council on Social Work Education (CSWE), a national professional social work education standard setting body, sets guidelines and policies which all accredited BSW and MSW programs must follow in order to attain their status as accredited institutions. The Master of Social Work program has been continuously accredited by CSWE since 1976. The BSW program has been continuously accredited by CSWE since 1996. Students are also encouraged to review the Educational Policy and Accreditation Standards for social work degree programs as set forth by the CSWE. The full text of the CSWE Policies is available at <http://www.cswe.org>.

## **ADMINISTRATIVE STRUCTURE OF THE SCHOOL**

The School of Social Work is an autonomous unit within the College of Health. It is administered by the Director, who has delegated authority for certain educational and administrative tasks to individuals and committees within the School.

The administrative team of the School consists of the Director, a MSW Program Coordinator, a BSW Program Coordinator, the Director of Field Instruction and several staff.

The MSW and BSW Coordinators share in the overall management of the School, with emphasis on the MSW and BSW programs.

The Coordinator of Field Instruction oversees the operation of field programs by implementing and enforcing field policies. See the field handbook for current field policies and procedures.

## **STUDENTS RIGHTS AND PRIVILEGES**

### **Nondiscrimination Policy**

The University of Southern Mississippi offers to all persons equal access to educational, programmatic and employment opportunities without regard to age, sex, sexual orientation, religion, race, color, national origin, Vietnam era veteran status or disability status. See [www.usm.edu/aa-eeo/aaeeo-policies](http://www.usm.edu/aa-eeo/aaeeo-policies) for the University's AA/EEO policies including sexual harassment.

The School of Social Work program's organization and implementation is conducted without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disabilities, political beliefs or sexual orientation. The program faculty is committed to teach, encourage and promote an appreciation for and understanding of diversity in the School, College, University, community, and profession. The School seeks diversity among its faculty, staff, and students.

### **ADA Policy**

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Hattiesburg: The University of Southern Mississippi  
Office for Disability Accommodations  
118 College Drive # 8586  
Hattiesburg, MS 39406-0001

Gulf Coast: The University of Southern Mississippi on the Gulf Coast  
Office for Disability Accommodations  
730 East Beach Blvd  
Long Beach, MS 39560

Voice Telephone: (601) 266-5024 or (228) 214-3232 Fax: (601) 266-6035  
Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at [Suzanne.Hebert@usm.edu](mailto:Suzanne.Hebert@usm.edu).

### **Safeguarding of Records**

Under the Family Educational Rights and Privacy Act (FERPA) of 1974, university students have the right to inspect and review and all records, files, and data directly related to them. The University will not ordinarily release a student's record to any outside agency without

consent of the student. See [www.usm.edu/registrar/southern-miss-and-ferpa-compliance-policy](http://www.usm.edu/registrar/southern-miss-and-ferpa-compliance-policy) for more information.

### **Sexual Harassment**

It is the policy of the University that no member of its community shall sexually harass another. Any employee or student who violates this policy is subject to disciplinary action including termination. Sexual harassment is illegal under both state and federal law. For further information, go to the student survival guide at <http://www.usm.edu/pubs/studenthandbook/>.

### **Social Issues and Policies**

#### **Substance Abuse**

The University prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on University property or as a part of any of its activities. The University will impose disciplinary sanctions consistent with local, state, and federal laws on students and employees who violate this policy. For further information go the student survival guide (student handbook).

#### **Smoking**

All University buildings are smoke-free.

## **ADVISEMENT**

Advisement is an essential component of the MSW program at The University of Southern Mississippi. Beginning at the time of admission to the program, students receive advisement from the MSW Coordinator. Students are then advised during their first course, SWK 603 Professional Development I. Advisement is available by the MSW Coordinator throughout the entire program.

The purpose of advisement is to provide counsel, guidance, and support to the student in his or her efforts to achieve educational and professional goals. Advisement is not meant to replace the student's complete understanding of the requirements of the MSW program and/or Graduate School requirements. Students are expected to know and follow all Graduate School requirements as posted in the Graduate School Bulletin and Student Handbook.

The MSW Coordinator will assist the student in the logical progression of academic work that is based on a pre-determined academic plan of study. In the MSW program courses are sequential, and one may not take a course unless a pre-requisite or a recommended course is complete prior to enrollment. Students will be asked to withdraw from a course if it is not in sequence or recommended by the MSW Coordinator. The MSW Coordinator will assist each student in making progress towards degree completion in a timely manner. The MSW Coordinator will also assist each student in the Application for Degree.

The MSW Coordinator will serve as a guide for each student's development as a professional social worker. The MSW Coordinator will meet with students individually, in a small group setting, or at a field placement site. The MSW Coordinator will discuss opportunities for professional growth, connections to professional groups and organizations,

and answer questions students may have. All faculty are also available and may assist students with questions or concerns throughout the program. The MSW Coordinator may also assist with personal or professional problems students may have that might impact their timely progression through the MSW program. The MSW Coordinator will not serve as a replacement for professional mental health services. If the MSW Coordinator believes a student needs services beyond those provided by the school, he or she may be referred for additional mental health care services.

## **CURRICULUM DESIGN**

In November 2008, the School of Social Work began the process of reviewing the Council of Social Work Education's newly revised and approved Educational Policy and Accreditation Standards (EPAS), which required our MSW program to move away from a content-driven curriculum (e.g., courses designed to cover content related to policy, practice, research, theory) to a competency-based outcomes approach (e.g., courses leading to student development and demonstration of specified outcomes). The overall goal was to ensure that our graduates were prepared to work competently with all systems (i.e., individuals, families, groups, organizations, and communities) in virtually any setting.

The 2008 EPAS defines 10 competencies, which are considered common to all social work practice (EP 2.1.1—EP 2.1.10). Each of the 10 competencies consist of knowledge, values, and skills that define what social workers – and more specifically, our graduates - must know and be able to demonstrate in order to practice effectively. The school operationalized the 10 competencies through 41 specific practice behaviors. The curriculum of the foundation year in the MSW program is built around these 41 practice behaviors. Refer to Appendix A for more information on the 10 competencies and 41 foundation practice behaviors.

The 2008 EPAS also reads that advanced practice incorporates all of the 10 core competencies augmented by knowledge and practice behaviors specific to a concentration. (EP M2.2; CSWE 2008). The School operationalizes the curriculum of the advanced concentration through 23 practice behaviors. These advanced practice behaviors in the concentration extend and build upon the 41 from the foundation year. Refer to Appendix A for more information on the 10 competencies and the 23 concentration advanced practice behaviors.

### **Relationship-Based Practice Concentration**

Upon a thorough review of the School's Mission Statement, its goals and objectives, the context within which it operates in South Mississippi, and the creation of the foundation year curriculum (operationalizing the 10 competencies through 41 practice behaviors), the School of Social Work selected a Relationship-Based Practice Concentration. The faculty agree that all aspects of social work practice are essentially relationship-based. Most social workers would likely agree change occurs in, with, and through a network of human relationships. While the use of and need for relationships has always been present in all courses, relationship-based practice has only recently been adopted by the faculty as the School of Social Work's Advanced Practice Concentration. The faculty believed the 10 competencies and 41 foundation practice behaviors would be best extended and elaborated in classroom instruction and field practicum through the explicit focus on the professional relationship. The 23 practice behaviors selected

by the faculty for the Relationship-Based Concentration are, collectively, intended to assist the students in further developing and integrating their knowledge and understanding of the influence of socio-economic, political and cultural contexts, their critical thinking and ethical decision making, their values and beliefs in worth, dignity, equality and human rights, and their intra- and inter-personal practice skills.

In the School of Social Work, a relationship-based model of social work practice draws upon, but is not limited to, the influences of psychodynamic, developmental, ecological-systems, and attachment theories. As such, current thoughts, feelings, beliefs, and behaviors are affected by both prior and current experiences and by the connections between intrapsychic, interpersonal and broader social contexts, of which we may or may not be fully or consciously aware. It recognizes that each system's (individuals, families, groups, organizations, and communities) responses to the uniqueness of its varying circumstances are interconnected. Attention is therefore paid to the relationship-- the specific aspects, qualities, and factors significant to the relationship with self and others.

### **Emphasis**

Within the Relationship-Based Practice Concentration, all but 8 hours consist of required courses. Students are encouraged to select one of two sets of courses totaling 8 hours that will result in the completion of requirements for an emphasis. As a whole, each emphasis area builds on the competencies from the foundation year courses. Also, each specific emphasis course integrates and applies the foundation knowledge and skills in a more focused manner allowing elaboration of the practice behaviors. The student's professional self becomes more engrained. In addition, students are placed in a field practicum (4 hours) that is related to the selected emphasis area. A minimum of twelve hours are therefore dedicated to each emphasis area. The two emphasis areas are: Administration and Empowerment and Interpersonal Practice.

**Administration and Empowerment.** This emphasis area prepares students to be leaders and catalysts for change at organizational and community levels, capable of building functional relationships that empower clients as well as other helping professionals to articulate problems and develop effective solutions to those problems. Students will be able to demonstrate the knowledge and skills necessary to: 1) assess problems and solutions from various perspectives; 2) collaborate with and advocate with/for diverse stakeholder groups to define problems and develop cross-systems solutions at mezzo and macro levels; 3) design, implement, and evaluate culturally- and contextually-relevant, evidence-based programming; 4) lead, administer, manage, and supervise helping professionals in nonprofit, private, and public settings; and 5) inform policy practice discussions and decisions.

Students selecting this emphasis will be required to enroll in SWK 633 Social Work Leadership Theory and Practice (2 hours), SWK 663 Consultation and Supervision (3 hours), and SWK 637 Administrative Research and Entrepreneurship (3 hours).

**Interpersonal Practice.** This emphasis area prepares students to utilize professional, therapeutic relationships to restore, maintain, and enhance the bio-psycho-social functioning of individuals, families, and groups. Students will be able to demonstrate the knowledge and skills necessary to: 1) establish a working relationship with a client and attend to the influences of both internal and interpersonal dynamics in an environmental context; 2) conduct and complete

differential and multi-dimensional assessments and diagnoses; 3) critically appraise best practices and evidence-based interventions; 4) employ a range of interventions necessary to empower and advocate for clients addressing addictions, dysfunctions, disorders, and disabilities; and 5) evaluate effectiveness of practice in order to inform future practice efforts and contribute to the profession's knowledge base.

Students selecting this emphasis will be required to enroll in SWK 657 Advanced Social Work Practice and Addictions (2 hours), SWK 677 Advanced Practice with Children and Adolescents (3 hours), and SWK 667 Advanced Social Work Practice with Adults (3 hours).

### **Electives**

Each semester, two or three social work elective courses are available. Elective courses can be taken rather than courses that were designed for the two emphasis areas. Elective courses must be selected from those available and do not conflict with coursework required by the student's curriculum model. Students who do not wish to pursue an emphasis must enroll in at least 8 hours of any combination of available electives or emphasis courses. Elective courses may not be taken outside the School of Social Work.

### **No Credit for Life Experience**

Academic credit for life experience and previous work experience is not given in lieu of the field placement or any other required social work course.

## CURRICULUM REQUIREMENTS

### Curriculum Models

The School offers Full-Time, Part-Time, and Advanced Standing curriculum models. The Full-Time and Part-Time models are both 60 hours and only begin in the fall. The Full-Time model is five continuous semesters, the Part-Time is eight continuous semesters, and the Advanced Standing model is three continuous semesters. The Advanced Standing model is 34 hours and only begins in the summer.

### Full-Time Curriculum Model

	Courses	Credits
<b>Semester One</b>		
SWK 600	Human Rights and Social Justice	3
SWK 603	Professional SWK Development I	1
SWK 607	Systems and the Human Life Course	3
SWK 611	Problem Solving with Individuals	3
SWK 614	SWK Integrative Seminar I	2
<b>Semester Two</b>		
SWK 604	Professional SWK Development II	1
SWK 615	SWK Integrative Seminar II	2
SWK 659	SWK Full-Time Field Education I	2
SWK 651	Time Limited Intervention: Crisis	3
SWK 618	Social Welfare Policy and Context	3
SWK 619	Evidence-Based Practice in SWK	3
<b>Semester Three</b>		
SWK 629	Problem Solving with Families	3
SWK 613	Problem Solving with Groups	3
Emphasis/Elective	SWK 657 Addictions OR SWK 633 Leadership	2
<b>Semester Four</b>		
SWK 616	SWK Integrative Seminar III	2
SWK 661	SWK Full-Time Field Education II (Semester I)	2
SWK 643	Advanced Social Work Practice I	3
SWK 646	Program and Community Development	3
Emphasis/Elective	SWK 677 Advanced Practice with Children & Adolescents OR SWK 663 Consultation and Supervision	3
<b>Semester Five</b>		
SWK 647	SWK Integrative Seminar IV	2
SWK 662	SWK Full-Time Field Education II (Semester II)	2
SWK 644	Advanced Social Work Practice II	3
SWK 645	Mgmt., Supervision and Leadership in SWK	3
Emphasis/Elective	SWK 667 Advanced Practice with Adults OR SWK 637 Administrative & Research Entrepreneurship	3

**Total Hours:** 60

**Part-Time Curriculum Model**

	<b>Courses</b>	<b>Credits</b>
<b>Semester One</b>		
SWK 600	Human Rights and Social Justice	3
SWK 603	Professional SWK Development I	1
SWK 607	Systems and the Human Life Course	3
<b>Semester Two</b>		
SWK 611	Problem Solving with Individuals	3
SWK 614	SWK Integrative Seminar I	2
<b>Semester Three</b>		
SWK 618	Social Welfare Policy and Context	3
SWK 619	Evidence-Based Practice in SWK	3
<b>Semester Four</b>		
SWK 604	Professional SWK Development II	1
SWK 615	SWK Integrative Seminar II	2
SWK 626	SWK Part-Time Field Education I	1
SWK 629	Problem Solving with Families	3
<b>Semester Five</b>		
SWK 613	Problem Solving with Groups	3
SWK 627	SWK Part-Time Field Education II	1
SWK 651	Time Limited Intervention: Crisis	3
<b>Semester Six</b>		
SWK 645	Mgmt., Supervision and Leadership in SWK	3
SWK 646	Program and Community Development	3
Emphasis/Elective	SWK 657 Addictions OR SWK 633 Leadership	2
<b>Semester Seven</b>		
SWK 616	SWK Integrative Seminar III	2
SWK 641	SWK Part-Time Field Education III	2
SWK 643	Advanced Social Work Practice I	3
Emphasis/Elective	SWK 677 Advanced Practice with Children & Adolescents OR SWK 663 Consultation and Supervision	3
<b>Semester Eight</b>		
SWK 642	SWK Part-Time Field Education IV	2
SWK 644	Advanced Social Work Practice II	3
SWK 647	SWK Integrative Seminar IV	2
Emphasis/Elective	SWK 667 Advanced Practice with Adults OR SWK 637 Administrative & Research Entrepreneurship	3

**Total Hours:**

60

**Advanced Standing Curriculum Model**

	<b>Courses</b>	<b>Credits</b>
<b>Semester One</b>		
SWK 629	Problem Solving with Families	3
SWK 613	Problem Solving with Groups	3
Emphasis/Elective	SWK 657 Addictions OR SWK 633 Leadership	2
<b>Semester Two</b>		
SWK 616	SWK Integrative Seminar III	2
SWK 661	SWK Full-Time Field Education II (Semester I)	2
SWK 643	Advanced Social Work Practice I	3
SWK 646	Program and Community Development	3
Emphasis/Elective	SWK 677 Advanced Practice with Children & Adolescents OR SWK 663 Consultation and Supervision	3
<b>Semester Three</b>		
SWK 647	SWK Integrative Seminar IV	2
SWK 662	SWK Full-Time Field Education II (Semester II)	2
SWK 644	Advanced Social Work Practice II	3
SWK 645	Mgmt., Supervision and Leadership in SWK	3
Emphasis/Elective	SWK 667 Advanced Practice with Adults OR SWK 637 Administrative & Research Entrepreneurship	3
<b>Total Hours:</b>		<b>34</b>

### MSW COURSES AND COURSE DESCRIPTIONS (2013)

511	Spirituality in Social Work Practice (elective)	3 hrs. This course addresses issues of spirituality and religion in the practice of generalist social work.
521	Social Work: Complicated Mourning and Grief (elective)	3 hrs. Explores the dynamics of complicated mourning. Concepts include theoretical framework, as well as special situations. Assessment and intervention skills are highlighted.
600	Human Rights & Social Justice in a Diverse Society	3 hrs. Comparative cross-cultural theories and concepts related to ethnic-minority groups and alternative life styles.
603	Professional Social Work Development I	1 hr. Introduction to social work, with an emphasis on professional development, the concepts, critical thinking and various forms of literacy will be explored.
604	Professional Social Work Development II	1 hr. Co-requisite: SWK 659 or SWK 626. In-depth orientation and preparation to field education.
606	Global Perspective in Human Rights (elective)	3 hrs. Examines the effects of social welfare policy, discrimination, and economic injustice and explores opportunities for advocacy and outgroup empowerment.
607	Systems and the Human Life Courses	3 hrs. Introduction to physiological, cognitive, intellectual, and emotional development of individuals; analysis of theoretical explanations of personality.
611	Problem Solving with Individuals	3 hrs. Systemic and problem-solving approaches to social work practice with individuals, families, organizations, communities, and groups; integrative framework for knowledge, values and skills.
613	Problem Solving with Groups	3 hrs. This practice course teaches problem solving interventions to social work practice with groups. Theories used are: systems, problem solving and use of eco-systems and others.

614	Social Work Integrative Seminar I	2 hrs. This course provides opportunities to further develop, integrate, reinforce and demonstrate competence in practice behaviors necessary for professional social work practice.
615	Social Work Integrative Seminar II	2 hrs. Co-requisite: SWK 659 or SWK 626. Integration of critical thinking, scientific reasoning, and research to guide professional decision making with best possible evidence.
616	Social Work Integrative Seminar III	2 hrs. Prerequisite: Completion of foundation year. Co-requisites: SWK 641 or SWK 661. Provides opportunity to develop, integrate, and demonstrate competence for professional practice.
618	Social Welfare Policy and Context	3 hrs. Social welfare policy course that introduces students to the concepts of social welfare policy, theory, social context and the interplay between social work practice and policy.
619	Evidence Based Practice in Social Work	3 hrs. Overview of the research processes and theories in social work using empirically evaluated evidenced based practice interventions with social work client systems.
626	Social Work Part-Time Field Education I	1 hr. Co-requisites: SWK 604 and SWK 615. Application of knowledge and skills developed in previous and current practicum experience.
627	Social Work Part-Time Field Education II	1 hr. Prerequisite: SWK 626. This course advances the student's knowledge and skills to a group client system, enhancing competent, professional social work practice.
629	Problem Solving with Families	3 hrs. Practice course that teaches problem solving approaches to work with families, utilizing a systems-based lens to engage, assess, intervene and evaluate social work practice.
633	Social Work Leadership Theory and Practice	2 hrs. Prerequisite: Completion of foundation year. This course prepares the student for leadership positions in projects, organizations, and communities.
637	Administrative Research and Entrepreneurship	3 hrs. Prerequisite: Completion of foundation year. This course prepares students for using evidence-based data for both the development and evaluation of social programs.

641	Social Work Part-Time Field Education III	2 hrs. Co-requisite: SWK 616. The first PT practicum is designed to integrate and enhance values, knowledge, and skills at the foundation level with micro, mezzo, and macro experiences.
642	Social Work Part-Time Field Education IV	2 hrs. Prerequisite: SWK 641. Co-requisite: SWK 647. The second PT practicum builds on the integration and enhancement of values, knowledge, and skills developed in SWK 641.
643	Advanced Social Work Practice I	3hrs. Prerequisite: Completion of foundation year of MSW. This course focuses on advanced social work practice skills with selected mental health disorders.
644	Advanced Social Work Practice II	3 hrs. Prerequisite: Completion of foundation year.. This course focuses on advanced social work practice skills with selected client groups.
645	Management, Supervision, and Leadership in Social Work	3 hrs. Prerequisite: Completion of foundation year. Advanced SWK course reviews issues, topics and theory found in management of social service agencies.
646	Program and Community Development	3 hrs. Prerequisite: Completion of the foundation year. Development of competencies in responding to needs of organizations and communities.
647	Social Work Integrative Seminar IV	2 hrs. Prerequisite: Completion of foundation year. Corequisites: SWK 642 or SWK 662. Develop additional skills and practice competencies associated with advanced level social work practice.
651	Time Limited Intervention	3 hrs. Techniques of task-centered intervention and crisis intervention in social work practice.
652	Seminar in Critical Issues of the Aged (elective)	3 hrs. Interdisciplinary review and analysis of the literature and research on issues of aging; including health care policy, family, recreation, nutrition, social issues, and death and bereavement.

## ADMISSIONS

In order to apply for the MSW program, students are to visit the School of Social Work's website (<http://www.usm.edu/social-work/msw-application>). This link will take the student to

the Graduate School, where specific details are provided so that an

655	Social Work Practice in Child Welfare (elective)	3 hrs. Multidimensional intervention with children and adolescents who have experienced neglect and abusive conditions.
657	Advanced Social Work Practice and Addictions	2 hrs. Prerequisite: Completion of the foundation year. Theories, intervention skills, and policy issues related to addictions in the social service delivery system.
659	Social Work Full Time Field Education I	2 hrs. Corequisites: SWK 604 and SWK 615. The first FT Field Education course is designed for full-time students to apply knowledge and skills in a practicum experience.
661	Social Work Full-Time Field Education II	2 hrs. Prerequisite: SWK 659. Corequisite: SWK 616. The second practicum for the full-time students provides opportunities to integrate advanced knowledge and skills in SWK agencies.
662	Social Work Full-Time Field Education III	2 hrs. Prerequisite: SWK 661. Corequisite: SWK 647. The second semester of the second practicum for full-time students integrates advanced knowledge and skills at the SWK 661 agency.
663	Consultation and Supervision	3 hrs. Prerequisite: Completion of foundation year. Concepts and skills in consultation and supervision with application to multiple systems but emphasizing agency settings.
667	Advanced Social Work Practice with Adults	3 hrs. Prerequisite: Completion of foundation year. Services to formulate multidimensional assessments and intervention plans for adult issues and disorders.
669	Social Work Practice and Diverse Sexuality (elective)	3 hrs. This course is an evidence-based social work practice human sexuality course, examining the bio-psycho-social influences on sexual identity and sexual behavior.
675	Social Work Practice with Persons in Middle and Late Life (elective)	3 hrs. Psychosocial variables at critical life transition points and intervention skills with individuals, families, groups, communities, and organizations.

676	Social Work Practice in Health Systems (elective)	3 hrs. Assess and modify conditions which affect one's physical and mental health through intervention skills with individuals, families, groups, communities and organizations.
677	Advanced Practice with Children and Adolescents	3 hrs. Prerequisite: Completion of foundation year. Practice concepts, theories and skills for work with specific social adjustment problems utilizing a systems framework.
685	Grant Writing in Social Work (elective)	3 hrs. Principles of grant proposal development, opportunities to review and critique grant proposals, and submissions of a fund-able grant proposal in a human service field.
686	Social Work Practice in Schools (elective)	3 hrs. Challenges and opportunities of social work practice in education, and roles and functions of social workers within a complex system of home/school/community are examined.
687	Social Work Practice and Family Violence (elective)	3 hrs. This course addresses the dynamics of family violence, examines a range of strategies for social work intervention, and examines the social and legal responses to violence.
692	Special Problems	1-6 hrs. Study of a problem in order to develop knowledge in an area of student interest. Approved study plan, paper and/or project required.
695	Human Rights and Social Justice in Jamaica (elective)	4 hrs. Social development and social welfare efforts to address social problems in Jamaica along with agency visits and service learning opportunities.

online admission application can be created and completed.

Admission to the MSW program is highly competitive and every year the School has more applicants than available space. Applicants are encouraged to ensure all of the required materials are submitted. The Admissions Committee reviews only complete applications.

### **Admission Standards**

Applicants to the School of Social Work are evaluated and admitted without discrimination on the basis of age, gender, religion, color, creed, ethnic or national origin, disability, political, or sexual orientation.

All applicants to the MSW program are evaluated and admitted on the basis of the following criteria:

- A. A bachelor's degree from an accredited college or university
- B. A minimum of 12 semester hours of liberal arts coursework

- C. The grade point average (GPA) of at least 3.0 on the last 60 hours of undergraduate coursework required by the Graduate School
- D. Official scores of the Graduate Record Examination (GRE) scores (all sections)
- E. A written personal statement
- F. A written response to a case vignette
- G. Three letters of recommendation from persons qualified to assess the applicant's readiness for graduate study
- H. International applicants must submit official TOEFL or IELTS scores

Applications to the Advanced Standing program are evaluated on the basis of the additional criteria below:

### **Advanced Standing**

**Application Process for Advanced Standing.** At The University of Southern Mississippi, BSW graduates entering the MSW program do not repeat what has been mastered in their BSW programs. The School of Social Work's MSW Program Manual provides explicit and unambiguous policies and procedures to determine whether or not a student meets the qualifications for Advanced Standing, in order to be allowed to enroll in the final 34 hours of the 60 hour MSW program. In the final 34 hours (Advanced Standing), there is no duplication of content.

**Advanced Standing Admissions Process.** A potential student must submit all required application materials as specified in the Graduate School Admissions Portal. These materials include:

- A. Official Transcripts reflecting at least a bachelor's degree from an accredited college or university, a minimum of 12 semester hours of liberal arts coursework, and a grade point average (GPA) of at least 3.0 on the last 60 hours of undergraduate coursework required by the Graduate School;
- B. Official scores of the Graduate Record Examination (GRE) scores (all sections);
- C. A written personal statement;
- D. A written response to a case vignette;
- E. Three letters of recommendation from persons qualified to assess the applicant's readiness for graduate study; and
- F. International applicants must submit official TOEFL or IELTS scores.

**Advanced Standing Application Review Process.** Once an application is complete, the Graduate School sends it to the MSW Coordinator. The MSW Coordinator assigns the application to members of the Admissions Committee (consisting of three senior faculty). The committee reviews all of the materials and provides one of three recommendations to the MSW Coordinator (Admission, Conditional Admission, or Denial). If the recommendation is for denial, the student is informed immediately by email and then by written letter from the MSW Coordinator. If the recommendation is for conditional admission, then requirements

specified in the MSW Program Manual (see section on Conditional Admission below) must be followed, and the student would not be eligible for Advanced Standing.

If the recommendation from the Admissions Committee is for admission into the MSW program, then the Admissions Committee will again review the transcripts to determine if the student meets all of the following qualifications for the Advanced Standing program:

- A. Have an earned Bachelor's degree in social work from a CSWE accredited university within the last five years;
- C. Have a minimum 3.0 GPA on last 60 hours of course work;
- D. Have a minimum 3.5 GPA in their social work courses; with no "C"s; and
- E. Have GRE scores that meet, or are higher than, the incoming graduate student cohort for the semester in which the student is applying.

If the student meets all the requirements, the Admissions Committee will recommend that the student be allowed to sit for the School's Qualifying Exam. The student must pass the Qualifying Exam. If the student does not pass the Qualifying Exam, the student cannot be admitted into the Advanced Standing program. In such cases, the student would be given the option to enroll in either of the Full-Time or Part-Time 60 hour programs.

The Qualifying Exam is a comprehensive multiple choice exam that covers all 10 required competencies and 41 practice behaviors (see section on Qualifying Exam below). This is the same exam all MSW students must pass to progress from the first 26 hours of study, to the final 34 hours of study (see section on Progression Policies below). There is no re-take option for the Advanced Standing applicant.

### **Application Deadlines**

The priority deadline for submitting an application is March 15<sup>th</sup> of the year in which the applicant desires to begin the MSW program. Complete applications submitted by the priority deadline will receive priority consideration. Complete applications received after the deadline will be reviewed only if space remains in the MSW program.

### **Conditional Admission**

The School of Social Work at The University of Southern Mississippi may admit MSW students with less than a 3.0 undergraduate GPA on a "conditional" basis provided the student has a minimum undergraduate GPA of 2.5. A conditional requires the recommendation of the Director, School of Social Work and approval by the Dean of the Graduate School for admission. Students are only admitted to this option if there are spaces available in the MSW program. A masters student admitted conditionally must maintain a minimum GPA of 3.0 in all course work taken while admitted as a conditional admit student. Students admitted on a "conditional" basis, have no guarantee of remaining in the MSW program, or being allowed to enroll in the subsequent semester. Students should check with USM Financial Aid before opting for this option as financial aid may not be available to a "conditional" student admit. Students who do not maintain a GPA of 3.0 (B) while conditionally admitted will be required to sit out the following semester and, in the subsequent semester(s), retake any courses in which the student received a (C) or lower.

Conditional status will be reviewed and may be removed upon completion of twelve (12) hours of graduate course work with a GPA of 3.0 or higher. For more information, refer to the Graduate Student Bulletin on “conditional admissions”.

### **Qualifying Exam**

After the completion of the foundation courses (first 26 hours), the student must pass a written qualifying exam administered by the School in order to proceed to the advanced courses. This exam is a University requirement of all degree seeking graduate students. Students not passing the examination the first attempt may retake it one time. A student failing the exam a second time will be counseled by the Student Performance Committee and may not be allowed to continue in the program.

### **Non-Degree Seeking Graduate Students**

Students must apply for non-degree status by submitting the application form, proof of bachelor’s degree, and their application fee to Graduate Admissions. Permission to take courses as a non-degree graduate student may be granted for any of the following reasons:

- A. The student did not meet requirements for conditional or regular admission before the deadline. These admission requirements must be met and the non-degree status changed to conditional or regular by the end of the first full semester after the student enrolls in graduate courses in order to continue course work. Permission from the department offering the course, the dean, and dean of the Graduate School must be secured in order to register for the course.
- B. The student may or may not be able to meet admission requirements but does not desire to work toward a graduate degree. For example, an individual may wish to take courses for licensure.
- C. The student wishes to earn a Graduate certificate.
- D. The student is enrolled in another university and desires to obtain credit from The University of Southern Mississippi to be transferred to the university in which he or she is seeking a degree.
- E. Students who have been denied admission to a program, but who wish to take graduate courses, may request permission to take courses as a non-degree seeking graduate student. They must have the permission of the chair of the department offering the course, the dean, and dean of the Graduate School to register for any graduate course.

Even though a non-degree graduate student is allowed to take courses at the university, he or she has not been admitted to any department or to any degree program. They are admitted to the Graduate School. Moreover, no credit earned beyond the master’s degree while classified as a non-degree student may be applied toward the doctoral degree. Non-degree graduate students must have the permission of the chair of the department offering the course, the dean, and the dean of the Graduate School to register for any graduate course. Students should come to The Graduate School for processing.

A non-degree graduate student must hold a baccalaureate degree from an accredited institution. Non-degree graduate students are not eligible for financial aid. To be allowed to continue as a non-degree graduate student, the student must consult with the department chair

or academic adviser of the department in which he or she is taking courses during the first semester enrolled at the university regardless of whether or not the student plans to seek a degree.

No more than twelve semester hours earned while classified as a non-degree graduate student will be accepted toward a master's degree at The University of Southern Mississippi. A student must, therefore, gain conditional or regular admission before completing more than nine semester hours of study.

### **Transfer of Credits**

According to the Graduate School, as many as six (6) semester hours of graduate credit from other accredited institutions may be transferred to the student's program with the approval of the appropriate department chair and dean of the Graduate School provided the course work transferred falls within the five-year period allowed for the degree. Such course work must carry a letter or numeric grade of "B" or better and not counted toward another graduate degree and cannot be a pass/fail course. The transfer grade is not calculated in the USM GPA. A total sum of no more than twelve (12) semester hours of transfer work and non-degree work may be applied toward a master's degree.

- 1) the student requesting credit for coursework completed at another accredited institution must first be admitted to the MSW program (however, admission to the MSW program does not guarantee approval of any transfer credits);
- 2) the student requesting credit must submit a letter of request to the MSW Program Coordinator which identifies the course(s) for which the transfer credit is requested, a copy of course syllabus and official transcript showing the grade(s) earned;
- 3) the MSW Program Coordinator will review the request for transfer credit based on review of all submitted materials (each course for which transfer credit is requested will be reviewed independently), make recommendation to the Director of the School of Social Work and, upon approval by the Director, inform the student in writing as to the decision;
- 4) the student may appeal the decision of the MSW Program Coordinator to the Director of the School of Social Work.

### **Tk20**

In an effort to help track and enhance our students' growth, as well as make our assessment and accountability tasks more manageable, the School of Social Work has purchased Tk20, a comprehensive system with a rich set of tools. This system is going to help keep track of your work and will allow us to store, retrieve and analyze information. It will allow you to store projects electronically for portfolios and will help us later to send you information.

The Tk20 subscription of \$100 is one-time only and non-refundable. To activate a Tk20 account, please go to <https://usm.tk20.com> and click on the link located on the lower left hand side of the screen that says, "Click here to register or purchase your student account."

To learn more about Tk20, please visit their website at <http://www.tk20.com>.

### **ACADEMIC REGULATIONS AND POLICIES**

## **Progression Policies**

The following **progression policies** apply for all students accepted into the MSW program:

- Adhere to the standards of conduct specified in the Social Work Code of Ethics and the USM Social Work Professional and Technical Standards document
- Pay the Tk20 fee during the first semester of study
- Decide on Emphasis (Administration and Empowerment or Interpersonal Practice) and submit a “Plan of Study” form to the Graduate School within the first 12 hours of enrollment. See <http://www.usm.edu/graduate-school/plans-study-masters-programs>
- Complete Responsible Conduct of Research (CITI) within the first 26 hours of the curriculum
- Any grade of “C-” or less will require the student to retake the class
- Maintain a GPA of at least 3.0 (The minimum GPA is required for acceptance into the field practicum)
- After completing the first 26 hours of the curriculum, complete Student Year-One Self-Evaluation of Competencies and pass the Qualifying Exam
- Enroll continuously until the degree is completed – including summer semesters
- Complete field practicum (900 clock hours) in agency settings designated by the school’s field coordinator
- File Application for Degree in semester prior to when scheduled to graduate
- Complete Student Year-Two Self-Evaluation of Competencies
- Complete the degree within five calendar years from the date of initial enrollment. Refer to the Graduate Bulletin for more information.

## **Course Withdrawal**

Withdrawal from courses or from the program must comply with procedures established by the Graduate School. A student intending to withdraw from all courses can do so online using the SOAR system, and should provide written notice of his or her intentions to the MSW Coordinator. A student who withdraws from all courses who subsequently wishes to re-enroll in the program must obtain written permission to do so from the MSW Coordinator and the Graduate School. A student who withdraws from a social work practice course that is a co-requisite with a field course, must also withdraw from the field course.

## **Incomplete Grades**

Under University regulations, a student may request a grade of "incomplete" for a course when illness or other extenuating circumstances have occurred beyond the student's control. The professor may decide to grant or deny the request based on the evidence presented by the student. If an incomplete is awarded, the time limit for removal of the grade is the end of the following semester. If, at the end of the next semester, the “I” grade is not removed, it will automatically become an "F".

## **Non-Duplication of Content Mastered in BSW programs**

The MSW program in the School of Social Work follows explicit and unambiguous procedures and policies for preventing the repeat of content previously mastered by BSW students. All proposals for adding new, or modifying existing, MSW courses must be reviewed by the School’s Curriculum Committee. The review includes, but is not limited to:

course title, course syllabus, required textbooks, content/modules, readings, learning activities, and assignments. Faculty who teach BSW courses and the BSW Coordinator assess the proposals for possible areas of duplication and provide advice on changes to the proposals prior to approval by the faculty. Recommendations by the Curriculum Committee are presented and voted on at the next regularly scheduled faculty meeting.

All such proposals must also undergo review and approval by the College Curriculum Committee and the Graduate Council, before the course can be offered in a subsequent semester. The BSW Coordinator and the MSW Coordinator serve on the College Curriculum Committee. If a possibility of duplication with a BSW course exists, the Coordinators must demonstrate how the MSW proposal differs from BSW courses. The MSW Coordinator serves on the Graduate Council. Once again, if a possibility of duplication with a BSW course exists, the MSW Coordinator must demonstrate how the MSW proposal differs from the BSW course. The Graduate School requires related undergraduate syllabi, if they exist, to accompany the MSW proposals (<http://www.usm.edu/graduate-school/graduate-council>).

If approved by the Graduate Council, the new or revised course becomes official and changes are recorded by the Registrar's Office. The School can then offer the new or revised course in the subsequent semester (fall or spring). The processes and paperwork at both College and Graduate School levels must follow the Graduate School policy (<http://www.usm.edu/graduate-school/graduate-council>).

### **Tape/Digital Recording**

Audio, video, or other forms of taping/digital recording of class sessions generally are not allowed. A student may request to be given special permission by the instructor to record class sessions. If permission is granted, care must be taken to safeguard confidential information. Videotaping requires the written consent of all participants.

The above policy does not apply to students who have a documented disability and the Office of Disability Accommodations at The University of Southern Mississippi has so requested such accommodations for the student.

### **Auditing a Course**

A student may audit a social work course if class space is available and with permission of the instructor. Fees and special requirements consistent with University policy may apply. Auditing a course does not generate a course grade, students who audit a course will need to retake the course for an earned grade if they wish to have a grade for the audited course.

### **Independent study**

MSW students may take an Independent Study course as an elective within the School of Social Work. Generally independent study courses are designated with the prefix SWK and number 692. SWK 692 Independent Study. Course content may not be redundant of other course work. An Independent Study course must enrich the basic course of study and allow the student to pursue in-depth a specialization within the profession of social work. Work expectations regarding both quantity and quality, must be comparable to other graduate level social work courses. Independent study courses require ongoing, and scheduled, meetings with the instructor, and must result in some research producing one or more substantive products, such as a paper, poster presentation, etc. No student will be allowed to independently register for an independent study course using the SOAR system.

All independent study requests must be made in writing to the Director, School of Social Work. The request must include an in-depth plan of study for the independent study course. The plan of study includes a proposal for the independent study, the intended outcome of the

independent study, the steps to achieve the outcome, as well as a timeline of when the intended outcome will be completed. The plan of study must be approved by the Director, School of Social Work and agreed to by the specific faculty member who will be undertaking the independent study with the student. The plan of study will be retained in the student's academic file maintained in the School of Social Work. Only permanent faculty members, not adjunct faculty members, may serve as an independent study faculty member of record.

### **Grade Appeal**

Students may appeal grades they believe were awarded in an arbitrary or capricious manner.

1. A student considering a grade appeal should immediately discuss the matter with the instructor awarding the grade.
2. If a resolution is not reached, the student should promptly submit their appeal in writing to the BSW/MSW Coordinator, depending on the student's academic program. Provide details for your reasons of the appeal and include copies of supportive documentation.
3. This request will be reviewed by the Administrative team and once a decision is made the student will be informed in writing.
4. If the student does not agree with the decision, they can appeal the decision to the Director of the School of Social Work.
5. After the Director of the School of Social Work, students have the right to appeal the decision to the Dean, College of Health. At this point, the University has specific appeal guidelines to follow. For full and complete instructions, refer to the University's Grade Appeal Process as outlined in the University Student Survival guide and/or the Undergraduate/Graduate School Bulletins. Be advised, there are specific time deadlines that must be met on the appeal process as it reaches the Dean's Office and progresses higher into university administration.

### **Academic Dishonesty**

The following is from the USM Graduate Bulletin: When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the graduate student should be reported to the Dean of the Graduate School.

In addition to being a violation of academic honesty, cheating violates the code of student conduct and may be grounds for probation, suspension, expulsion, or all three. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

### **Plagiarism**

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

Because students, as scholars, must make frequent use of the concepts and the facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas.

However, it is plagiarism when students present the work of other scholars as if it were their own work.

- Referring to commonly known facts is not plagiarism.
- Students may refer in their own words to generally known and widely accepted ideas or theories without fear of plagiarism as long as they do not copy the plan or organizational scheme used by another scholar.

Plagiarism is committed in a number of ways including the following:

- Reproducing another author's writing as if it were one's own;
- Paraphrasing another author's work without citing the original;
- Borrowing from another author's ideas, even though those ideas are reworded, without giving credit; and
- Copying another author's organization without giving credit.

Plagiarism is avoided when students give credit (footnotes or another documentation forms) to the source in the following instances:

- When quoting directly from someone else's writing (a direct quotation must always be enclosed in quotation marks):
- When paraphrasing someone else's writing (to paraphrase means to restate a passage from someone else's writing in one's own words): or
- When following the outline or structure of another author's argument, explanation, or theory, even though the material is summarized in one's own words.

When in doubt about how widely known ideas are, observe these steps:

- Ask your instructor.
- Document the source.

Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the work involved and in the course, as well as sanctions that may be imposed by the department, the Graduate School, and the University. If you have questions, talk with the department chair, department director, or the Dean of the Graduate School.

### **Electronic Devices**

Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes emailing, texting, social networking, and use of the internet. The use of cell phones is prohibited and should be set on silent before class begins. Failure to meet these expectations may result in a loss of participation points or the student may be asked to leave the class.

### **Children in the Classroom**

Children at The University of Southern Mississippi are defined as persons under the age of 16 years. The University has an obligation to conduct its operation and maintain its facilities in a manner consistent with its primary mission as an institution of higher learning. Because USM wants to ensure the safety and security of children the following regulations will apply to children of faculty, staff, and students who come to a university facility.

1. Children may remain on campus only if accompanied by a parent or other responsible adult (over 18 years of age).
2. Babysitting is not allowed on campus.

3. Children cannot be left in lobby areas of building while parents or guardians are in classes.
4. Children may not be taken to classrooms or field because class lectures and participation will often touch on controversial topics and are integral to learning process.

**Guests in the Classroom**

If a student wishes to bring guests to the classroom, prior approval is required of the instructor.

**Criminal Background Check**

Conviction of past criminal activity or conduct may not be used as a criterion for denial of admission into the Social Work Program. However, students are advised past or future criminal activity or conduct may limit or inhibit the student from securing a social work internship which is required for completion of the BSW and MSW degrees. In addition, it is important the student understand serious past criminal convictions can impact the likelihood of obtaining a license to practice social work in Mississippi. For more information related to this issue, see the field handbook.

**Class Attendance**

Students are expected to attend all classes. There are no excused absences. Repeated absences from class may result in a lowered grade or in the denial of credit for the course. For all classes that meet one time per week in fall or spring semesters, the School policy is as follows:

Missing one class	Receives grade earned
Missing two classes	Receives no higher than a ‘B’
Missing three classes	Receives no higher than a ‘C’
Missing four or more classes	May fail course

Summer classes, mini-sessions and other courses that have class periods lasting longer than the weekly fall and spring semester classes will apply this policy by this formula: one class equals 2 hours and 45 minutes. There are no excused absences but emergency situations may be appealed to the Director of the School at the end of the semester. A faculty approved, school sanctioned professional event, may be counted as professional off-campus education and may be excluded from this attendance policy.

Because tardiness is disruptive and disrespectful to a class meeting, **3 tardies, as defined by the instructor, will equal 1 absence.** Likewise, leaving early is unacceptable and may result in an absence for the class. Students who leave the classroom and return beyond a scheduled break may be counted as a tardy at the discretion of the instructor. In order to be counted as present, the student is responsible for signing the roll sheet.

**Scholarly Misconduct** (See Appendix C)

**Policy Exemption Requests**

On occasion, extraordinary circumstances may warrant a student’s exemption from a policy of the School of Social Work (for example, the policy on class attendance and grading).

An MSW student requesting an exception should provide a written request, including rationale to the MSW Coordinators respectively. The MSW Coordinator will present the request with input from the faculty, to the administrative team for discussion and vote, and will inform the student of the decision

## **DEALING WITH PROBLEMS**

Students are advised to deal with concerns and problems before they become critical. When a student has a concern, the student is advised to follow these steps when the concern is relevant to:

### **Classroom Instruction**

1. The Student should first talk with the instructor and attempt to resolve the issue. If a satisfactory resolution is not reached,
2. An appointment should be made to meet with the MSW Program Coordinator, depending on the student's academic program. Ideally, this meeting should be scheduled within ten (10) days of the issue. If a satisfactory resolution is not reached,
3. An appointment should be made to meet with the Director, School of Social Work. Ideally, this meeting should be scheduled within ten (10) days of the decision made by the MSW Program Coordinator. If a satisfactory resolution is not reached,
4. Students always have a right to appeal any academic decision. After the Director, School of Social Work – students have the right to appeal the decision to the Dean, College of Health. At this point, the University has specific appeal guidelines to follow. These are listed in the Undergraduate/Graduate School Bulletins. Be advised, there are specific time deadlines that must be met on the appeal process as it reaches the Dean's Office and progresses higher into university administration.

### **Field Education:**

1. The student should first talk with the Field Instructor and attempt to resolve the issue. If a satisfactory resolution is not reached,
2. The student should meet with his/her Field Liaison (seminar instructor). If resolution is not reached through the collaborative help of the Field Liaison and Field Instructor,
3. A meeting involving the concerned parties should be arranged with the Field Coordinator. If a resolution is not reached during this meeting,
4. An appointment to meet individually or as a group with the Director of the School should be made.

(See the field handbook for more information)

### **If the concern is not directly related to Field Education or Class Instruction:**

1. The student should first speak with his/her advisor for professional development.

If a resolution is not reached,

2. An appointment should be made to meet with the MSW Coordinator, depending on the student's academic program. If a resolution is not reached,
3. An appointment should be made to meet with the Director of the School.

### **University Grievance Policy**

Instructions regarding the formal University grievance procedure are available to students at the Office of the Vice President for Student Affairs and the Associated Student Body and published in the Student Survival Guide (Student Handbook).

### **TERMINATION POLICY**

The School of Social Work hopes to graduate each student admitted to its degree programs. A student may be terminated, however, for reasons of conduct and/or academic performance.

### **Policy for Terminating Enrollment in the Social Work Program and the Student Performance Committee process**

The Council on Social Work Education requires accredited social work programs have "policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance" (CSWE, 2004, 16). The faculty of the School of Social Work at USM is charged with integrating the standards of the profession throughout the program. Thus a Student Performance Committee (SPC) assists students who have difficulty with the personal/professional integration of the standards of the profession, knowledge and skills and social work values and ethics as identified in the Code of Ethics.

### **Ethical and Professional Behavior**

Both in the classroom and in their field placements, students are expected to demonstrate ethical and otherwise appropriate conduct required of professional social workers. The School requires adherence to the NASW Code of Ethics.

Also, upon acceptance to the MSW programs, students are required to read and sign the Social Work Professional and Technical Standards document (see appendix B). These standards describe the physical, cognitive, emotional, and behavioral requirements of social work students. They are designed to provide an overview of non-academic criteria required for students to fully participate in all aspects of coursework and the field practicum experiences.

Any behavior that may be considered unethical or is in violation of the Social Work Professional and Technical Standards document may be cause for dismissal from the program.

In their course work, students are expected to comply with stringent standards of academic honesty. Students are not to plagiarize, present another student's work as their own, or share information about the content of examinations with other students.

In the field, students are representatives of agencies and are expected to behave in a

way that reflects their accountability to the agency, the community and their clients. All students must observe the principle of confidentiality. No case or situation should be discussed with anyone except the field instructor or with other persons who have a professional responsibility for the case or situation. Permission of the agency should be obtained before agency material is used for class purposes. If case material is discussed in class, names and other identifying material must be disguised. Due to the central importance of confidentiality to ethical social work practice, students are required to sign a “Student Confidentiality Agreement” at the start of their course of study.

For additional and specific information regarding university policies regarding professional and ethical behavior, see the University Student Survival Guide and/or the graduate bulletin.

### **Behavior Which May Constitute Termination**

The following are examples of behavior that may be cause for termination (please note that reasons for termination are not limited to the items listed below):

- Conduct that is not congruent with the values and ethics of the social work profession including the NASW *Code of Ethics* or applicable to The University of Southern Mississippi’s rules and regulations. This includes behavior in the student’s classroom and fieldwork.
- Behavior that interferes with the student’s functioning and/or jeopardizes the welfare of those with whom the student interacts; student peers, faculty, staff, and clients and co-workers in field agency settings.
- Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit appropriate professional interaction with other people.
- Failure to adhere to service learning/practicum agency policies and professional standards.
- Failure to use sound judgment both in work with clients and in regard to oneself such as not seeking professional help for physical or emotional problems that interfere with functioning of the program.
- Academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one’s own.
- Repeated, unexcused tardiness and/or absences that negatively impact the learning process of the student and their peers.
- Failure to abide by BSW and MSW Program policies and procedures
- Participation in class or practicum activities while under the influence of drugs or alcohol.
- Maintaining, after it has been addressed, hostile, negative behavior directed toward clients, instructors, peers, agency staff, and/or university staff.
- Failure to disclose critical background information in applying for the program or field that bears on one’s competence or performance.

### **Criteria for Termination for Academic Performance**

All MSW students are expected to maintain a minimum cumulative grade point average (CGPA) of 3.0 or higher in order to remain in the MSW program. An MSW student who does not maintain a CGPA of 3.0 will be placed on Academic Probation by the Graduate School. A student will then have a Student Academic Probation Contract created, which allows the student

to take classes based on advisor recommended courses, with approval from the Graduate School. The student has one (1) semester to bring the cumulative GPA above a 3.0. If a student has two (2) semesters of a cumulative GPA, in the MSW program below a 3.0, the student will be discontinued from the MSW program. The student will need to re-apply to the program.

Students do have the option of appealing the grade decision, and/or classification of being on academic probation by following a simple appeal procedure. See “Grade Appeal Procedure”. For a complete text of the university’s regulations concerning the GPA requirement, please view the Graduate Bulletin.

### **Student Performance Committee**

The Student Performance Committee is a standing committee in the School of Social Work charged with assisting non-routine student problems and when necessary making binding decisions about individual student’s curricular progression plans. The purpose of the Committee is to review the status of students that appear to experience behavioral difficulties within the classrooms or field agencies, demonstrate difficulty related to personal conduct, and are suspected of engaging in ethical violations as spelled out in the NASW Code of Ethics.

The Student Performance Committee is an ad hoc committee that is chaired by the Director of the School. Committee members are invited to participate by the Director. These members vary according to the situation but would normally include the BSW or MSW Coordinator depending on the student’s academic program, involved faculty and others deemed appropriate. The student can be accompanied by their faculty advisor.

The following are procedures for calling a SPC meeting when a review is necessary:

1. The student will be notified about the meeting and the concerns expressed by faculty and/or staff
2. Once the meeting is held, the review of all relevant information, materials and evidence will be discussed
3. The student will be allowed to introduce relevant materials and evidence (including the testimony of others) and will be allowed to speak on his/her behalf
4. The SPC will then deliberate
5. A decision will be provided to the student, The SPC has the authority to make decisions relative to any student's continuation or termination in the program. Thus, the Student Performance Committee can recommend any of the following:
  - a. Continuation without recommendations,
  - b. Continuation with conditions which will include a written statement designating the issues for needed personal and/or professional change (i.e. regular meetings with an advisor, counseling, etc.) or
  - c. Discontinuation/suspension of academic progress

A student can appeal the Student Performance Committee’s decision with a written statement within 10 days. The letter should be addressed to the director of the school. The statement must specify reasons for disagreement with the committee’s decision and rationale for considering a different decision. The committee will then convene within 10 days of receipt of the statement to review the appeal. The student initiating the appeal will be invited to address the committee. The committee will render, in writing, a follow-up decision or continuation of the original decision. If the student believes the committee’s appeal decision was made in error, a written statement of appeal may be submitted to the Dean of the College of Health.

The policies above are in accordance with the policies found in the University's student handbooks.

## **COMMUNICATION**

Faculty and staff of the School of Social Work take pride in their accessibility to students. Telephone and electronic mail are the easiest ways to contact faculty when a face-to-face meeting is not feasible. Students who have difficulty contacting faculty are encouraged to work through the staff at both sites (Gulf Coast and Hattiesburg). Mail to faculty members may be sent through the administrative assistants and coordinating staff as well.

### **Texting**

The school may ask for your cell phone number and carrier as a means of communicating with you to keep you informed about the school's events and activities. However, this is an optional form of communication.

### **Bulletin Boards**

Please pay attention to posted flyers and information in the classroom or the academic buildings. These flyers may have announcements that are of interest to you.

### **Facebook**

Become the School's Facebook friend for current information about the school. Also, become friends on the BSW Club's Facebook page to keep up with the club's activities.

### **Internet Access**

#### Personal Access

Internet Service accounts are automatically created for all USM students. They may be accessed by Hattiesburg and Gulf Park students at the iTech Help Desk. Student ID cards are required to obtain account information.

#### Organizational Access

USM organizations can request E-mail accounts for their group. This E-mail account would indicate the name of the group rather than the name of an individual.

Questions regarding access to the Internet should be directed to the HELP Desk @ 601-266-HELP (4357). The HELP Desk is the primary point of contact with iTech. The HELP Desk is available to answer informational, procedural, or technical questions and take requests for service calls or consultation.

### **Letters of Reference**

A student may request that the School provide a letter of reference to one or more potential employers. Letters will be written directly to prospective employers upon receipt of a written or verbal request from them. No copy of any letter of reference will be released unless the student has a written Release of Information Form on file with the School.

### **Change of Address/Phone Numbers**

To facilitate smooth and effective communication, students are strongly encouraged to make sure the School of Social Work has an up-to-date address, e-mail address, and phone

number on file with the Records and Advisement Coordinator.

### **Email**

Please activate your USM EMAIL account as soon possible. Faculty and staff can only correspond with you via email using your USM email address, not your personal email address.

## **STUDENT RECOGNITION**

### **Awards**

The School of Social Work honors students once a year at the USM Awards Day Ceremony. The recipients of the three awards presented to undergraduate social work students at the USM Awards Ceremony are selected by the social work faculty. Students are recognized for their outstanding leadership and service skills, academic excellence, and significant contributions to the School of Social Work. Award recipients are notified in March and honored in April at the University Awards Day Ceremony and at a reception hosted by the College of Health.

Awards presented include:

#### *Social Work Student of the Year*

This award is presented as part of the NASW annual recognition program to the undergraduate student who has achieved academic excellence, demonstrated outstanding leadership skills and commitment to community service.

#### *Academic Excellence Award*

This award is presented to the undergraduate student with the highest GPA at time of selection.

### **Banquet**

The School of Social Work honors students via an annual social work banquet. This banquet is usually held in April and recognizes students' achievements.

### **Honors**

In addition to the recognition MSW students can receive through the various School of Social Work Awards, the University of Southern Mississippi also recognizes students for their academic accomplishments. The University recognizes exceptional academic accomplishments - Honors. Additional information can be found at: <http://www.usm.edu/honors>

## **GRADUATION**

### **When to Apply for Graduation**

Master's Degree Candidates: Apply the semester preceding your expected graduation date. For more information see <http://www.usm.edu/graduate-school/deadlines>. For information on commencement activities see <http://www.usm.edu/commencement>

### **Hooding Ceremony**

A graduation reception is held to honor our graduating students in the Fall and Spring semesters before the commencement ceremony. This is an opportunity to recognize our students and celebrate their success with their family and friends. The program includes a Hooding ceremony whereby students are called up to the podium and hooded by a faculty member of

their choosing.

## **PROFESSIONAL LICENSURE**

MSW graduates are eligible for professional licensure. A state licensure exam must be passed in order to obtain a permanent license. Graduates who are leaving the state should inquire about licensure in the state where they will be practicing.

The licensure process is explained and initiated during the final semester of study. Information about the national licensure exam can be found at [www.aswb.org](http://www.aswb.org). Information about the state licensure process can be obtained from:

Mississippi Board of Examiners for  
Social Workers and Marriage & Family Therapists  
PO Box 12948  
Jackson, MS 39236-2948  
Phone (601)987-6806  
[www.swmft.ms.gov](http://www.swmft.ms.gov)

## **SPECIALIZED LEARNING OPPORTUNITIES**

The following opportunities are available to social work students. They span on-campus opportunities as well as some that are available at the local, state, and international level. We believe that students who take advantage of these opportunities, and become engaged as social workers will enrich their educational experience. The following opportunities are available to students:

### **Caribbean Studies Program**

The School of Social Work participates in the Caribbean Studies Program sponsored by the University's College of International and Continuing Education. The program currently directed by Dr. Tim Rehner, is designed to give students with various academic interests first-hand experience in an area of growing economic, cultural, and strategic importance to the United States. Located 500 miles south of Miami, Jamaica, the largest English speaking island in the Caribbean, provides a unique setting for study.

Social work students may receive 4 credit hours in Social Work (SWK 695) as they study human rights and social development in Jamaica. The course provides students with a cross cultural experience in which they learn about Jamaican culture, social development, and social welfare. Students explore issues related to social justice, social welfare, and the service delivery approaches that are used to address the social needs of Jamaicans. Students visit social service agencies in many of the traditional "fields of practice" (Family and Children, Health, Mental Health, Education, Gerontology, Disabilities and Adult and Juvenile Corrections) in which social workers practice. The development of the Social Work profession and the contributions of social workers in Jamaica may also be explored through a visit to the University of West Indies. For more information, contact Tim Rehner at 601-266-4170 or visit <http://www.usm.edu/study-abroad/caribbean-studies-program>

### **Student Participation on School Committees**

Students are encouraged to provide input for program development and School operations through membership in the Student Association of Social Workers (SASW), participation on School committees (a list of school committees and their members are listed below), and through regularly scheduled meetings with the director. Student representatives are elected or appointed by the SASW, and serve as voting members on most committees. However, they cannot be present when student records or personnel matters are being considered.

**Composition of School Committees**

**Curriculum**  
 Faculty  
 Undergraduate Student  
 Graduate Student

**Awards**  
 Faculty  
 Staff  
 Undergraduate Student  
 Graduate Student

**Professional Continuing Ed**  
 Faculty  
 Undergraduate Student  
 Graduate Student

**Graduate Admissions**  
 Faculty  
 Staff  
 Undergraduate Student  
 Graduate Student

**Policy & Handbook**  
 Faculty  
 Undergraduate Student  
 Graduate Student

**Recruitment & Public Relations**  
 Faculty  
 Staff  
 Undergraduate Student  
 Graduate Student

**Undergraduate Admissions**  
 Faculty  
 Undergraduate Student  
 Graduate Student

**College of Health Committees**  
 Student Advisory  
 Awards

**Evaluation**  
 Faculty  
 Undergraduate Student  
 Graduate Student

**Faculty Search**  
 Faculty  
 Undergraduate Student  
 Graduate Student

**STUDENT ORGANIZATIONS AND PROFESSIONAL AFFILIATION**

Students are encouraged to and provided with opportunities to organize in their own interests primarily through the Student Association of Social Workers (SASW) and Phi Alpha. The SASW Club members participate in various student organizations across campus with positions and/or special interests in **such organizations as The Golden Eagles Intertribal Society**, which was established in May 2002, with a mission of creating a stronger presence for Native American students on the Southern Miss campus and **The Center for Human Rights and Civil Liberties**, which was founded to advance the principle of "liberty and justice for all," both here and abroad. They also work with the Gay-Straight Alliance, Amnesty International, and others. See the website: [www.usm.edu/humanrights](http://www.usm.edu/humanrights)

Phi Alpha Honor Society, the National Honor Society for Social Work Students, is an organization for master's level social work students who have demonstrated academic excellence. The purposes of Phi Alpha are to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work

(<http://www.phialpha.org>). The USM Chapter of Phi Alpha, *Zeta Iota*, was chartered Spring 1997. MSW students who have completed at least 9 semester hours of required social work courses with a GPA of 3.5 and have an overall GPA of 3.0 are eligible for membership. *Zeta Iota* Officers are elected each year by the chapter membership. The chapter sponsors several projects each year within the School as well as the community.

### **University Services and Academic Support Programs**

The following are a list of student services, for more detailed information visit <http://www.usm.edu/student-life/get-help>

Student Support Services  
The Writing/Speaking Center  
Office of Disability Accommodations  
Student Health Services  
CARES (Campus Action Referral and Evaluation System)  
Counseling Center  
Career and Student Employment Services  
Libraries  
Bookstore

### **FINANCIAL AID/SCHOLARSHIPS**

For questions regarding financial aid and scholarships please contact the financial aid office at 601 266-4774 (Hattiesburg) and 228 865 4513 (Gulf Coast) or <http://www.usm.edu/admissions/financial-aid/overview>

The School of Social Work has a few named scholarships for MSW students which carry cash awards. MSW students are eligible for the awards based upon recommendation of the faculty. Students can apply through the application process. The applications are usually available in the Spring semester. Once the applications are submitted, the faculty of the School choose students for the awards based on academic performance, service, attributes that exemplify the knowledge, skills, and values of the professional social worker and the criteria set forth by the donor. The recipients chosen are recognized at our annual social work banquet.

### **EMPLOYMENT OPPORTUNITIES**

See the following websites regarding current employment information for social workers:

<http://careers.socialworkers.org>

[www.bls.gov/ooh/Community-and-Social-Service/Social-workers.htm](http://www.bls.gov/ooh/Community-and-Social-Service/Social-workers.htm)

## **Appendix A:**

### **Foundation and Advanced Practice Competencies and Practice Behaviors**

Students completing the Foundation curriculum will demonstrate the ability to:

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

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

1. Advocate for client access to the services of social work
2. Practice personal reflection and self-correction to assure continual professional development
3. Attend to professional roles and boundaries
4. Demonstrate professional demeanor in behavior, appearance, and communication
5. Engage in career-long learning
6. Use supervision and consultation

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

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

1. Recognize and manage personal values in a way that allows professional values to guide practice
2. Make ethical decisions by applying standards of the National Association of Social Worker Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
3. Tolerate ambiguity in resolving ethical conflicts
4. Apply strategies of ethical reasoning to arrive at principled decisions

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

**Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity.**

**Critical thinking also requires the synthesis and communication of relevant information.**

**Social workers:**

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
2. Analyze models of assessment, prevention, intervention, and evaluation
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

**Educational Policy 2.1.4 –Engage diversity and difference in practice.**

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

1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences
4. View themselves as learners and engage those with whom they work as informants

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

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

1. Understand the forms and mechanisms of oppression and discrimination
2. Advocate for human rights and social and economic justice
3. Engage in practices that advance social and economic justice

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

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

1. Use research evidence to inform practice
2. Use practice experience to inform scientific inquiry

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

**Systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:**

1. Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation
2. Critique and apply knowledge to understand person and environment

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

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

1. Analyze, formulate and advocate for policies that advance social well-being
2. Collaborate with colleagues and clients for effective policy action

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

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

1. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

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

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

**ENGAGE: Social workers:**

1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
2. Use empathy and other interpersonal skills.
3. Develop a mutually agreed-on focus of work and desired outcomes.

**ASSESS: Social workers:**

1. Collect, organize, and interpret client data.
2. Assess client strengths and limitations.
3. Develop mutually agreed-on intervention goals and objectives.
4. Select appropriate intervention strategies.

**INTERVENE: Social workers:**

1. Initiate actions to achieve organizational goals
2. Implement prevention interventions to enhance client capacities
3. Help clients resolve problems
4. Negotiate, mediate, and advocate for clients
5. Facilitate transitions and endings

**EVALUATE: Social workers:**

1. Social workers critically analyze, monitor, and evaluate interventions

Students completing the Advanced Concentration will demonstrate the ability to:

**EPAS 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.**

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

1. Readily identify and engage as social worker professionals with clients, communities, agencies, and organizations.
2. Recognize and manage personal biases as they affect the professional relationship with clients and colleagues, including power differentials.

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

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

1. Articulate the application of a model for ethical decision making.

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

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

1. Synthesize multiple perspectives to craft appropriate solutions.

**Educational Policy 2.1.4 –Engage diversity and difference in practice.**

**Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence**

**of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:**

1. Adapt practice strategies to address cultural and ethnic contexts.

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

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

1. Ensure ethical principles are applied to decisions made on behalf of oppressed and vulnerable populations by incorporating the effects of oppression, discrimination, and historical trauma on client and client systems in treatment planning and intervention.
2. Advocate for access to services and reduction of treatment disparities for diverse populations by assessing and addressing any negative impacts of social policies and practices with historically disadvantaged populations.

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

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

1. Use the evidence-based practice process in assessment and intervention with client systems.

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

**Systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:**

1. Synthesize and differentially apply theories of human behavior and the social environment to navigate clients through complex systems.

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

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

1. Identify the constraints of current policy and procedures to producing change.

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

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

1. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10 (a) – engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities**

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

**ENGAGE: Social workers:**

1. Establish a relationally based process that encourages client systems to be equal participants in the establishment of treatment goals and expected outcomes.
2. Effectively manage barriers and challenges in the engagement process.
3. Practice use of self and reflective process.
4. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the professional alliance.

**ASSESS: Social workers:**

1. Assess client readiness for change.
2. Use multidimensional bio-psycho-social assessment tools for client systems.
3. Formulate differential and multi-axial diagnoses.

4. Identify contextual barriers to change.

**INTERVENE: Social workers:**

1. Critically evaluate, select, and apply best practices and evidence-based interventions.
2. Articulate reasons for intervention choices.
3. Collaborate appropriately with other professionals to coordinate interventions.

**EVALUATE: Social workers:**

1. Synthesize and disseminate intervention findings in order to inform and improve practice, policy, and future research.

## Appendix B: Social Work Professional and Technical Standards



Social Work Professional and Technical Standards

MASTERS AND BACHELORS DEGREE  
PROGRAMS

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### School of Social Work

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The technical standards outlined below are required for completion of programs from the School of Social Work at The University of Southern Mississippi. These standards, describe the physical, cognitive, emotional and behavioral requirements of social work students. They are designed to provide an overview of non-academic criteria required for students to fully participate in all aspects of coursework and the field practicum.

1. **Observation:** Students must be able to:
  - Accurately observe clients to effectively assess their situations.
  - Have the sensory and motor abilities to carry out effectively the necessary assessment activities.
2. **Communication:** Students must be able to:
  - Communicate effectively with other students, faculty, staff, clients and other professionals, and exemplify a willingness and ability to listen to others.
  - Demonstrate effective communication in presentations, written assignments, small group settings, and through electronic means.
  - Perceive and interpret nonverbal communication.
  - Use spoken and written English to understand the content presented in the program.
  - Comprehend reading assignments and search and evaluate the literature.
  - Demonstrate competency in writing skills.
3. **Sensory and Motor Functions:** Students must have sufficient sensory and motor abilities to:
  - Attend class and complete the required number of hours during their field practicum.

- To attend and perform safely and satisfactorily in the classroom and in social work agency settings.
4. **Intellectual, Conceptual, Integrative and Quantitative Functions:** Students must have the ability to:
- Think critically, analyze and interpret objective and subjective data, and apply effective problem solving skills. These skills allow students to make proper assessments, use sound judgment, appropriately prioritize therapeutic interventions, and measure and report client outcomes.
  - Demonstrate cognitive ability to effectively use and apply program's knowledge/skills.
5. **Self-Awareness:** Students must exhibit:
- Knowledge and openness to learning how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
  - Willingness to examine and change their behavior when appropriate and work effectively with others in subordinate positions as well as with those in authority.
6. **Emotional and Mental Stability:** Students must demonstrate the ability to:
- Deal with current life stressors through the use of appropriate coping mechanisms effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
  - Effectively use help for medical or emotional problems that interfere with academic and clinical performance.

### **Professional Performance Standards**

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

Students must demonstrate:

- A commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.
- The essential values of social work including the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

- Behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community.
- Responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.
- A commitment to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

I have read, understand and acknowledge receipt of the Social Work Professional and Technical Standards.

Signature \_\_\_\_\_ of Applicant \_\_\_\_\_

Date \_\_\_\_\_

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Technical Standards may be met with, or without, accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Requests for accommodations should be directed to the Office for Disability Accommodations (ODA) and follow established university policies and procedures. For more information, contact ODA at 601.266.5024 or 228.214.3232 or visit [www.usm.edu/oda](http://www.usm.edu/oda). Individuals with hearing impairments can use Mississippi Relay Service at 800.582.2233 (TTY) to contact campus offices.



## Appendix C:

### Professional Expectations for Social Work Students

In the process of preparing competent social work generalists, the School of Social Work Program seeks to prepare students to develop a professional identity that incorporates the values and ethics of the social work profession. While students in the program are at different stages in the development of this identity, it is expected that all social work students strive to attain and demonstrate professional values and ethics during the course of their enrollment in the Social Work Program. These values and ethics should be in evidence in the social work classroom, in the interaction of social work students with each other, with professors, and while interning in social service agencies off campus. Based on core social work values, included in the Code of Ethics of the National Association of Social Workers, the following are considered part of the professional expectations for Social Work students.

Dignity and Worth of the Person. Social work students should treat others in a respectful manner, regardless of differences. Respect for the dignity and worth of the person is demonstrated by:

- basic courtesy in interactions with others;
- paying attention to whoever has the instructor's permission to speak in the classroom;
- refraining from behaviors which interfere with the learning process in the classroom (random talking, use of cell phones, interruptions to answer the vibrating cell phone or take an individual break from class); and
- always speaking and behaving in ways that show respect for others.

Importance of Human Relationships. Social work students demonstrate the importance of human relationships when they:

- form and sustain positive working relationships with others;
- demonstrate respect for and consideration of others;
- communicate effectively;
- accept responsibility for their own behavior in interaction with others;
- use appropriate channels for resolving conflicts; and
- manage their own personal stress and problems in ways that do not interfere with their relationships with their colleagues, their instructors, and especially clients and staff of social service agencies.

Integrity. Social workers are expected to be trustworthy and demonstrate high integrity. Social work students demonstrate integrity when they:

- meet their responsibilities in their classes;
- do their own work;
- refrain from plagiarizing;
- refuse to do the work of others; and
- refrain from all forms of cheating and dishonesty in assignments and examinations.

Competence. Social work students are expected to demonstrate competence with their commitment to their studies. Behaviors that demonstrate this commitment include:

- attending all scheduled classes on time;

- remaining attentive and in the classroom throughout the time scheduled for the class meeting;
- participation in all learning activities scheduled for the class;
- reading all assigned readings to prepare for classes;
- effort to produce quality work in completing all assignments;
- timely submission of assignments;
- effort to prepare for quizzes and examinations; and
- following up on recommendations of instructors for skill improvement.

Students whose family and/or employment obligations interfere with their commitment to their studies should consider reducing their course load to devote sufficient attention to their studies.

Service. Social work students are expected to be of service to others. Students demonstrate this value by:

- learning all they can as students to become prepared for the role of social worker;
- active participation in all service learning requirements of the curriculum;
- reporting to service learning agencies on time, properly dressed, and ready to provide service to the organization and its clients;
- demonstrating all the professional values and ethics in their interactions at the service learning site; and
- volunteering their services to assist others, when feasible.

Social Justice. Social workers are especially concerned about people who are vulnerable and oppressed. They seek social change to challenge social injustice. They work to provide equal access to opportunities and meaningful participation in decision making for persons who have experienced discrimination and oppression. Social work students are expected to:

- be sensitive in relating to persons who have experienced discrimination and oppression; and
- learn ways to seek social change for a more just society.

Source: Special thanks to Jackson State University, School of Social Work, Adapted August, 2010

**Appendix D:  
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 2008 NASW Delegate Assembly*

*The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:*

1.05 Cultural Competence and Social Diversity

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

**2.01 Respect**

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

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

**4.02 Discrimination**

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

**6.04 Social and Political Action**

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

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## **Preamble**

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

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

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

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

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

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

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

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

## **Ethical Principles**

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

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

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

### **Value:** *Social Justice*

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

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

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

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

**Ethical Principle:** *Social workers recognize the central importance of human relationships.* Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing 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 wellbeing of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

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

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

#### **1.03 Informed Consent**

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

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

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

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

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

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

#### 1.04 Competence

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

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

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

#### 1.05 Cultural Competence and Social Diversity

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

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

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

#### 1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or

potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

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

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

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

### 1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### 1.08 Access to Records

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

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

### 1.09 Sexual Relationships

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

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

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

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

### 1.10 Physical Contact

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

### 1.11 Sexual Harassment

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

### 1.12 Derogatory Language

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

### 1.13 Payment for Services

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

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

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

### 1.14 Clients Who Lack Decision-Making Capacity

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

### 1.15 Interruption of Services

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

### 1.16 Termination of Services

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

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

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

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

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

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

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

### **2.01 Respect**

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

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

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

### **2.04 Disputes Involving Colleagues**

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

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

### 2.05 Consultation

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

### 2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

### 2.07 Sexual Relationships

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

### 2.08 Sexual Harassment

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

### 2.09 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take

action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### 2.10 Incompetence of Colleagues

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

### 2.11 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

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

### 3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

### 3.02 Education and Training

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

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

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

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

### 3.03 Performance Evaluation

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

### 3.04 Client Records

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

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

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

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

### 3.05 Billing

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

### 3.06 Client Transfer

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

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

### 3.07 Administration

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

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

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

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

### 3.08 Continuing Education and Staff Development

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

### 3.09 Commitments to Employers

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

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

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

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

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

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

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

### 3.10 Labor Management Disputes

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

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

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

### 4.01 Competence

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

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

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

### 4.02 Discrimination

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

### 4.03 Private Conduct

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

### 4.04 Dishonesty, Fraud, and Deception

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

#### 4.05 Impairment

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

#### 4.06 Misrepresentation

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

#### 4.07 Solicitations

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

#### 4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

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

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

### **5.02 Evaluation and Research**

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific,

educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

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

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

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

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

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

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

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

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### 6.03 Public Emergencies

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

### 6.04 Social and Political Action

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

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

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

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