Bluffton University Social Work Program

Student Manual

2015 - 2016
Welcome to the Social Work Profession

Dear Social Work Student,

We want to welcome you to the Social Work Program at Bluffton University. An exciting journey awaits you. We are pleased that you are choosing social work as your field of professional studies and the social work department will work hard to prepare you for your career and future as a social worker.

This manual will provide information and specifics about the Social Work Program at Bluffton University as well as help you on your journey toward graduation. Please familiarize yourself with the details provided in this manual. This is an important instrument that has all the necessary information to help you complete your degree in social work.

We encourage you to contact us, if you have any questions concerning social work or the Social Work Program. Welcome to the program!

The Social Work Faculty

Nancy A. Banman, Ph.D.
Diana Kleman, Ph.D.
Walt Paquin, Ph.D.
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Contact Information

Nancy A. Banman
MSW, Ph.D.
Associate Professor of Social Work
Program Director/Department Chair
Office #333
Office Phone #419-358-3278
E-mail: banmann@bluffton.edu

Diana Kleman
Ph.D., LISW-S
Assistant Professor of Social Work
Office #336
Office Phone #419-358-3209
E-mail: klemand@bluffton.edu

Walter Paquin
MSW, Ph.D., LISW
Associate Professor of Social Work
Office #334
Office Phone #419-358-3386
Email: paquinw@bluffton.edu
The Social Work Program Mission and Goals

Mission Statement

Consistent with the mission of Bluffton University and with the requirement of the Council on Social Work Education, the Bluffton University Baccalaureate Social Work Program’s mission is to prepare students for entry level professional generalist practice. Shaped by the historic peace church tradition, it is the program’s vision that its graduates will demonstrate responsible citizenship and provide service to all peoples recognizing the importance of human relationships. The program further holds the expectation that its graduates will: promote social and economic justice, value the dignity, worth and inherent human rights of each person, and demonstrate integrity and competency based on best practices supported by scientific inquiry.

The BSW program at Bluffton University has as its goals:

1) Engage in evidence-based practices for generalist social work providing service to all peoples including individuals, families, groups, communities, and organizations.
   (EPAS 2.1.1, 2.1.3, 2.1.4, 2.1.6, 2.1.10)

2) Engage in practice consistent with the principles, values and ethics of the social work profession.
   (EPAS 2.1.1, 2.1.2, 2.1.3)

3) Engage in social welfare policy practice by advocating for social and economic justice while upholding the dignity, worth, and inherent human rights of each person.
   (EPAS 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.8)

4) Recognize and implement practice measures consistent with understanding the physical, psychological, spiritual, and cultural functioning within an environment.
   (EPAS 2.1.7, 2.1.9)

5) Provide culturally-sensitive practice to all, specifically diverse peoples and cultures.
   (EPAS 2.1.4)

6) Demonstrate integrity and commitment to responsible citizenship shaped by the historic peace church tradition and social work values within a global community.
   (EPAS 2.1.1, 2.1.9, 2.1.10)


These goals are pursued through a program and curriculum that conforms to the requirements of Bluffton University, to the standards promulgated by the Council on Social Work Education, and to the needs of the social service organizations in the immediate geographical area. As a social work major you have chosen to enter a profession that has as its general purpose the improvement of peoples’ social functioning (enabling people to be more capable) and the attainment of social justice (striving to make communities and society more healthy). The baccalaureate social worker (BSW) is the first level of recognized professional social work practice that aims at accomplishing this purpose.
Welcome to the Social Work Program at Bluffton University

When you select social work as a major and career objective, you are venturing out on a challenging and rewarding journey. You will discover yourself growing intellectually, socially, and emotionally, as well as broaden your view and understanding of the complex world in which we live. You will experience the fulfillment of taking on challenges and finding new, creative solutions to difficult problems. You will find satisfaction in helping others. You will belong to a worthy profession with a rich heritage that reaches back a century, and you will make a contribution to the further development of that profession. As you begin this journey however, you must equip yourself with the tools needed to be an effective social worker.

It is the task of the social work faculty to help you acquire these practice behaviors (knowledge, values, and skills) needed for a beginning level generalist practitioner. These developed practice behaviors will allow you to work with individuals, families, groups, organizations and communities. The Social Work Program is accredited by the Council on Social Work Education, attesting that we meet the standards of that national accrediting body. We hope that you will find the faculty of the Social Work Program personally concerned with your growth and development, and that you will become comfortable interacting with us as professional colleagues.

The purpose of this student manual is to inform you of the Social Work Program’s policies, requirements, and expectations, and of your rights and privileges as a social work major. As a reminder, it is your responsibility as the student to become aware of the resources housed in this manual and become familiar with the journey on your way to becoming a professional social worker. Additional information and useful links are available online at www.bluffton.edu/swk.

Bluffton University is a four year, liberal arts institution located in northwest Ohio. It was instituted by the Central District Conference of the General Conference Mennonite Church, one of the historic “peace churches.” Christian values are preeminent on this campus, and emphasis is placed on integrating values into life. As reflected in its mission statement, the University seeks to “prepare students of all backgrounds for life as well as vocation, for responsible citizenship, for service to all peoples, and ultimately for the purpose of God’s universal kingdom.”

We believe that Bluffton University, with its Anabaptist Christian foundation, is an ideal setting for a social work program. The mission and the values of the institution are very conducive to teaching service, social justice, and restorative justice to those in need and to those alienated from society. The University strives to build “a community of respect” on this campus, and through our cross-cultural programming, throughout the world. The Christian perspective affirms the worth and value of each human being, encountered locally and globally. Social work majors find themselves “at home” on this campus.

The History of Social Work at Bluffton University

The history of our current Social Work Program can be traced back to 1944 in the midst of World War II. Bluffton College, as it was named back then, faced plummeting enrollment because many young men had been drafted, either into the military or into CPS (Civilian Public Service). The College’s leaders pondered what new majors would reflect the institution’s value system of peace making and reconciliation, social justice and service. In 1944, Mennonite Central Committee chief Orie Miller who was heavily involved in planning postwar church relief work had said the church needed trained social workers more than any other professionals and he suggested Carl Smucker as the only Mennonite in the country with such training, and that Bluffton should get him to head the program up. Smucker, accepted and began teaching two courses in 1944, Community Organization and Elements of Case Work. By 1946 the program continued to grow, offering eight related courses. Bluffton boasted one of the first colleges in Ohio, public or private, to offer undergraduate social work education. And in 1946, Carl Smucker helped establish at Bluffton College the first program in social work among US Mennonite colleges. In 1970, the social service program changed to offer an actual Social Work Major at Bluffton College.

While Bluffton was busy forming the foundation of its Social Work Program, in 1952 the national social work associations were coming together to form what would be known as the Council on Social Work
Education. It was not until 1974 that the Council on Social Work Education established a national accreditation system for undergraduate education. By then, Bluffton's social work curriculum was already well known for its strengths, and many outstanding Bluffton College graduates had gone on to become leaders in the field of social work. In 1983 the social work department became one of the few departments in the state to receive accreditation from the CSWE. The program has been continuously accredited by CSWE for over 30 years. The Bluffton University Social Work program continues to build on the strong foundational root in the Mennonite tradition of peace and social justice and the critical thinking supported by the liberal arts tradition.

Since then the Social Work Program at Bluffton has continued to reaffirm its strength in the basis of the Mennonite tradition and liberal arts curriculum and has continued to hold the standard of a CSWE accredited program.

Accreditation

Bluffton University holds a certificate of authorization from the Ohio Board of Regents to confer the degrees of Bachelor of Arts, Bachelor of Science, Master of Arts in Education, Master of Arts in Organizational Management and Master of Business Administration. Bluffton University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahigherlearningcommission.org (312) 263-0456.

The Social Work Program at Bluffton University is accredited by the Council on Social Work Education at the baccalaureate level. Since 1983 Bluffton University has offered an accredited Bachelor’s of Arts in Social Work (BSW). This program is fully accredited by the Council on Social Work Education (CSWE).

The Generalist Social Work Perspective

Many students are eager to dive directly into major courses that provide skills for professional practice. While we appreciate the enthusiasm, it is important that students understand the value of the liberal arts foundation. The thoughtfully designed general education program of Bluffton University provides an excellent foundation for the social work curriculum. It is designed to help the student over four years to explore a personal and family identity, to understand the role of community and culture, and to relate Christian values as a member of the global community. The general education program provides basic skills for thinking critically and analytically, and for communicating effectively in written and oral form. The Social Work Program builds upon and integrates the foundation knowledge and skills obtained from general education courses.

The social work curriculum focuses on your preparation for practice as its primary goal. The Bachelor's level study of social work ensures each student develops a generalist perspective where with this degree, graduates can work in virtually any area of the field of social work.

The primary field’s social workers practice in are as follows:

- Child welfare/child protection 20.5%;
- Mental/Behavioral Health 15.7%;
- Aging/Gerontological social work 10.9%;
- Family Services 8.3%;
- Health/Medical 7.4%;
- Mental retardation/Developmental disabilities 5.7%;
- Alcohol, drug or substance abuse 4.5%;
- Crisis intervention/information/referral 4.3%;
- School social work 4.0%;
- Corrections/Criminal justice 2.6%; and
- Other 16.1% (Suppes & Wells 2009).

Effective practice also requires the development of skills which have both scientific and artistic dimensions. The scientific dimension addresses your ability to analyze factors related to social welfare
policy and social work practice. The second dimension of artistry concerns the development of your relationship skills so that you will be able to function productively within the helping process.

As a major in the Social Work Program you have chosen to embark on a professional career. An accepted definition of a professional is one who identifies with the values, practice behaviors, methods, and organizational life of the professional group. The pre-professional social work courses (SWK120 Introduction to Social Work, and SWK141 Understanding Social Welfare) introduce you to the professional characteristics as they relate to social work. Early in the curriculum you and the faculty are able to assess your commitment to and aptitude for social work. This will be addressed formally during your program application and interview process.

Opportunities are provided for you to identify with the profession. For example, course based field assignments help you to interact with social workers. You may serve with practicing social workers on the Social Work Program Advisory Council. There are on-going professional meetings at the local, state, and regional levels which students are encouraged to attend. You may work with faculty on social work research, or make contributions to social work through the development of knowledge related to practice and policy by doing independent study for credit. Each student is required to meet specific professional socialization requirements as described later in this handbook.

**Preparation for Graduate Study**

Approximately one third of our social work students pursue a Masters in Social Work (MSW) degree. This prepares them for more advanced levels of practice, and provides them with greater opportunity for professional development and career advancement. The Baccalaureate Social Work Program at Bluffton University prepares the student for generalist social work practice. Most graduate programs are designed to prepare students for a specialized area of practice (i.e. clinical, administration, family and children, policy, etc.), or in some cases, for advanced generalist practice. The BSW degree prepares you for immediate work in the field of social work or advanced study toward the master’s degree in social work.

Many graduate programs grant advanced standing to students who 1) have graduated from a CSWE accredited Bachelor of Social Work Program such as Bluffton’s, and 2) meet that university’s requirements for advanced standing. You may be able to finish a master’s degree in less than the usual two academic years of study. Please discuss graduate study options with your faculty advisor if you are interested.

**The State of Ohio Procedures for Licensure**

In July 1984, the Amended Substitute House Bill 205 was signed into law requiring licensure for anyone being paid to practice social work and for all paid positions with the title of Social Worker. The law defines social work as "the application of specialized knowledge of human development and behaviors and social, economic, and cultural systems in directly assisting individuals, families and groups to improve or restore their capacity for social functioning including counseling and the use of psychosocial interventions and social psychotherapy for a fee, salary, or other consideration." Social workers licensed by the Board have a large scope of practice including administration, hospice, nursing homes, hospitals, mental health, etc. The Ohio Legislature modified the law by enacting Senate Bill 223 in 1996 and it was modified again in 2003. Social Workers must abide by the Ohio Code of Professional Conduct.

To be licensed in the state of Ohio, applicants must have graduated from a CSWE accredited social work program. Applicants must also pass the licensure exam which is offered every other week at testing centers throughout Ohio. The exam is composed of multiple choice items that cover a wide range of social work theory, practice skills and professional issues. The exams are scored through a computerized program with a score of 70% needed to receive licensure. If one passes the exam, one may call him/herself a social worker within Ohio. If one does not pass, it is possible to take the exam again after a period of several weeks. Licensure is essential to finalizing your BSW degree from an accredited university. Agencies may only hire people for social work positions who are licensed social workers.
Educational Curricula

By the time you graduate you should have achieved competent practice behaviors suitable for a beginning level of generalist practice. As you learn in the Introduction to Social Work course, practice involves a complex interaction of acquired knowledge, skills, and values. Social work practice skills are firmly nested in a knowledge base and a value orientation. For example, skills must be accompanied with a sufficient knowledge of theories, methods, and techniques, and informed by appropriate values and ethics. Although the components of knowledge, skills, and values are inseparable, they are categorized here to make them easier to conceptualize.

Knowledge: In keeping with CSWE accreditation standards, the knowledge areas you are expected to acquire are listed here. Although these knowledge areas are integrated throughout the curriculum including the general education courses, the course numbers identify the major courses where these areas are particularly addressed.

- Social work values and ethics (SWK120, SWK301, SWK302, SWK303, SWK405)
- Human diversity (SWK120, SWK264, SWK301)
- Populations-at-risk and social/economic justice (SWK120, SWK141, SWK264, SWK303, SWK372)
- Human behavior and the social environment (SWK263, SWK264)
- Social welfare policy and services (SWK120, SWK141, SWK372)
- Social work practice (SWK240, SWK301, SWK302, SWK303, SWK372)
- Social research (SWK360, SWK301, SWK303, SWK405)
- Field education (SWK401, SWK404)

The knowledge you should acquire can be identified in each course syllabus, specifically in the course outline, and generally in the course competencies. If you believe that you are not developing the course competencies and practice behaviors because of a deficiency in the course, you should discuss your concern with the instructor and/or the program director when you first conclude that there is a course deficiency. Do not wait until the end of the course when you complete a course evaluation to express your concern.

Values: The professional values you are expected to demonstrate are defined in the NASW Code of Ethics (Found in the appendix of this manual) and the State of Ohio Licensing Board Code of Ethics (http://www.state.oh.us/csw/ethics.htm). As the NASW code points out, “the core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective.” These are service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

The professional values social workers are expected to have can also be found in the learning environment here at Bluffton, as found in the university’s statement on fostering a “community of respect,” “Bluffton strives to be a community of respect where everyone is held in mutual high regard. Our belief that every human being is created in the image of God demands that we recognize in each human being that ‘divine spark’, and that all of us welcome and celebrate the diversity in which we have been created as children of God. As members of the Bluffton University community, we strive to treat with respect each member of the community. Our standards of campus conduct are based on the mutual respect we believe we are committed to extend to each other.” This idea of mutual respect and affirmation of the diverse community of Bluffton, allows the students to openly express and discuss differences among each other. The learning environment at Bluffton affords the students the ability to challenge norms and gain respect for human differences. Also, in the four enduring values of Bluffton:

- **Discovery** embodies the explorative nature of our academic offerings and cross-cultural requirement, the development of new relationships and experiences, and the uncovering of personal spirituality and faith.
Community represents the rich collaboration among faculty, students and staff, the residential and intimate nature of our campus, and the importance of the shared experience for discerning direction and meaning in life.

Respect encompasses and symbolizes our sensitivity to diversity within our community and to our commitments to peaceful resolution of conflict and to environmental stewardship.

Service personifies our heartfelt community outreach to meet the needs of others, and offers a means for helping to achieve a more fully reconciled, peaceful world.

Skills: The social work practice skills you are expected to learn in the coursework and demonstrate during fieldwork include basic work skills as well as skills needed in the phases of the helping process. Basic work skills include communication skills (verbal and written), relationship skills, problem-solving, and analytical/critical thinking skills. The generalist model of practice appropriate regardless of size of the client system requires another set of skills to properly and effectively apply this model:
1. Intake and engagement
2. Data collection and assessment
3. Planning and contracting
4. Intervention and monitoring
5. Evaluation and termination  
(from Sheafor and Horejsi)

Program Competencies: The formal competencies of the Social Work Program therefore, reflect the knowledge, values, and skills that students are expected to acquire by the time of graduation. Each competency is further defined by its practice behaviors. Below are the practice behaviors that the Council on Social Work Education outlines the following Educational Policy and Accreditation Standards (as of 2008) which are of the direct focus of the Social Work Program’s curricula.

Educational Policy 2.1.1 – Identify as a professional social work and conduct oneself accordingly.
- Advocate for client access to the services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning
- Use supervision and consultation

Educational Policy 2.1.2 – Apply social work ethical principles to guide professional practice
- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- Tolerate ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions

Educational Policy 2.1.3 – Apply critical thinking to inform and communicate professional judgments
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation
- 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
- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference in shaping life experiences
- View themselves as learning and engage those with whom they work as informants

**Educational Policy 2.1.5 – Advance human rights and social and economic justice**
- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice

**Educational Policy 2.1.6 – Engage in research-informed practice and practice-informed research**
- Use practice experience to inform scientific inquiry
- Use research evidence to inform practice

**Educational Policy 2.1.7 – Apply knowledge of human behavior and the social environment**
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Critique and apply knowledge to understand persona and environment

**Educational Policy 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**
- Analyze, formulate, and advocate for policies that advance social well-being
- Collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9 – Respond to contexts that shape practice**
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

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

**Educational Policy 2.1.10 (a) – Engagement**
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes

**Educational Policy 2.1.10 (b) – Assessment**
- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives
- Select appropriate intervention strategies

**Educational Policy 2.1.10 (c) – Intervention**
- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

**Educational Policy 2.1.10 (d) – Evaluation**
- Critically analyze, monitor, and evaluate interventions
Overview of Coursework

The following distribution of semester hours are needed to satisfy the requirements of the University and Social Work Program. A total of 124 hours is required for graduation.

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<tr>
<th>Course Category</th>
<th>Semester Hours</th>
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<tr>
<td>Required general education courses</td>
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<td>Social Work required foundation courses</td>
<td>18</td>
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<tr>
<td>Social Work required courses</td>
<td>46</td>
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<tr>
<td>Elective courses (minimum)</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>124</strong></td>
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General Education Requirements

The general education and social work curricula are described in this section. A four year curriculum plan for the social work major is available in this manual on page 13 and online at: [http://www.bluffton.edu/registrar/4yearplan/](http://www.bluffton.edu/registrar/4yearplan/). Please schedule a pre-registration advising appointment with your faculty advisor prior to registering for classes. In order to earn a Bachelor of Arts degree, Bluffton University requires students to complete an integrated program of general education courses. This core program is designed to help the student experience an expanding view of self and the world from the First Year Seminar through the Senior Capstone course. The general education requirements are listed in the University catalog which is available online at [http://www.bluffton.edu/catalog/](http://www.bluffton.edu/catalog/).

Foundation Courses for the Social Work Major

Due to the range of persons and problems with which social workers deal, an effective social worker needs to know a lot. Social workers work in political systems, with issues concerning human biology, with many types of functional and dysfunctional human behaviors, and with a great diversity of people in many social contexts. The core program of general education requirements provide all Bluffton students with a strong background in the social sciences, to help students understand issues of social and economic inequality and human diversity, historical and philosophical perspectives on our culture, and experience in cross-cultural study and service. The general education program of courses is designed to provide the Social Work Program background content in the first two years and before the professional social work courses are taken.

Social Work Courses

The social work courses are divided into five general content areas:

1. Human Behavior and Social Environment,
2. Social Welfare Policy and Services,
3. Social Research,
4. Social Work Practice, and
5. Field Instruction

These courses are to be taken sequentially by academic level or concurrently as indicated by the course schedule.
**SOCIAL WORK MAJOR**

*Four Year Plan*

Please note: This is a suggested program guide. It is not to be interpreted as a contract. Changes may occur.
Please see your program advisor before you register for courses.  

Updated 6/15

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<th>Year</th>
<th>Fall</th>
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<th>Spring</th>
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<tr>
<td></td>
<td><strong>SWK 120  Introduction to Social Work</strong> 3</td>
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<td><strong>SOC 152 Intro to Sociology</strong> 3</td>
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<td></td>
<td><strong>PSY 110 Introduction to Psychology</strong> 3</td>
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<td><strong>SWK 141 Understanding Social Welfare</strong> 3</td>
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<td>First</td>
<td><strong>LAS 105 Becoming a Scholar</strong> 3</td>
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<td><strong>BIO 105 or NSC 106 with lab (Biology)</strong> 4</td>
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<td>year</td>
<td><strong>ENG 110 or 120 College English</strong> 3</td>
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<td><strong>LAS 111 Integrated Arts</strong> 3</td>
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<td><strong>MAT 105 Understand Numerical Data</strong> 2</td>
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<td><strong>Or COM 185 Public Speaking</strong></td>
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<td><strong>Total</strong> 16</td>
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<td></td>
<td><strong>SWK 263 Human Behav &amp; Soc Envir 1</strong> 3</td>
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<td><strong>PLS 100 Intro to Political Science</strong> 3</td>
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<td></td>
<td><strong>Or PLS 251 Am Political Process</strong> 3</td>
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<td><strong>Or Elective (PSY 284 Gen Statistics)</strong></td>
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<td><strong>Elective (SWK 280 Child Welfare)</strong> 3</td>
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<td><strong>Or Elective (PSY 284 Gen Statistics)</strong> 3</td>
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<td><strong>Natural Science without lab</strong> 3</td>
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<td><strong>ECN 141 Principles of Macroeconomics</strong> 3</td>
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<td>Second</td>
<td><strong>SWK 301 Social Work Practice 1</strong> 3</td>
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<td><strong>SWK 302 Social Work Practice 2</strong> 3</td>
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<td><strong>SWK 372 Social Welfare Policy</strong> 3</td>
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<td><strong>LAS 301 Issues in Modern America</strong> 3</td>
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<td><strong>LAS 301 Issues in Modern America</strong> 3</td>
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<td><strong>PSY 340 Abnormal Psychology</strong> 3</td>
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<td><strong>LAS 342 Cross Cultural experience</strong> 4</td>
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<td><strong>2nd Humanities course</strong> 3</td>
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<td><strong>SWK 303 Social Work Practice 3</strong> 3</td>
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<td>**SWK 401 Field Work *** 12</td>
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<td>year</td>
<td><strong>PSY 325 Elective (Special Topic Psy)</strong> 3</td>
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<td><strong>SWK 404 Field Work Seminar</strong> 1</td>
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124 total hours to complete graduation requirements (this includes 2 hours of Arts & lectures credit)
Bold face indicates major course requirement
Parenthetical suggestions for elective are strongly recommended
Social Work majors can participate in a semester abroad (such as the Guatemala trip), but such arrangements require extra planning, so see your advisor

* Field Work involves 14 weeks of approximately 32 clock hours per week in the agency for a total of 448 hours

**TAKE FALL OR SPRING SEMESTER**
Dual Major/Minor/Electives

The major can begin in the freshman, sophomore or even in the junior year, although the later beginnings presume substantial prior work on the general education and foundation courses. While breadth in the liberal arts is encouraged, some students may wish to combine the social work major with one of the following minors or majors:

- Spanish
- Psychology
- Theatre
- Criminal justice
- Sociology
- Women’s studies
- Public health
- Peace and conflict studies

Students are encouraged to make other selections on the basis of their potential use in meeting their career objectives. For example, if you are interested in social work in a medical setting, you may consider taking such electives as BIO 230 Human Anatomy and Physiology 1 or HFS 220 Personal and Community Health Concerns. Furthermore, you could consider a public health minor or double major. If the administration of social work programs appeals to you, you may wish to take the economics, finance, or management courses.

Students planning to add a minor or second major should consult with their faculty advisor. This requires careful planning and scheduling, and may mean taking an overload, or even an additional semester. A second major or a minor in Spanish works well with social work. The Women’s Studies minor or the Peace and Conflict Studies program (minor) would be valuable for preparing social workers for dealing with troubled families, organizations, and communities. Two other social work elective courses are offered to fulfill student interests, *Women in Society: Contemporary Issues* and *Child Welfare Services* are usually offered annually or biannually, or as student interest and faculty teaching load will allow. Students planning to attend graduate school are encouraged to take PSY 284 General Statistics since this content is required before entrance to most graduate schools of social work.

**Independent Study**

Upper level students with a demonstrated ability to work independently may earn credit for doing an independent study. See the University catalog for procedures and requirements. In addition to University requirements, the Social Work Program invites the student to give a presentation of their study to interested peers and department faculty. The student’s field instructor and other social workers also may be invited. The purpose of this expectation is to reward responsible scholarship, and to provide opportunity to students to disseminate the knowledge base of the profession.

Students with advanced scholarship skills may apply to do a Departmental Honors study in his/her major field. This involves 5-7 semester hours of independent research spread over two consecutive semesters. There is more information about Departmental Honors study later in this manual and you may also reference the University Catalog for details on Departmental Honors.

**Field Work**

Field work is an important feature of social work education. The student engages in one semester of in-agency practicum within a broad choice of settings. Bluffton University has partnered with more than 40 local human service agencies who allow students to complete 440 hours of required practicum experience in your senior year. Field instruction is taken in the last semester of the senior year, after the student has completed the three social work practice courses. This provides opportunity for the student to integrate knowledge with practice and demonstrate skills and competencies learned throughout the curriculum. This allows for 32 clock hours at the agency each week for the 15 week term excluding the week of spring break (total 448 clock hours), which is generally taken as three full and two half days per
week. Students doing a summer internship following their senior year work 37 hours per week for twelve weeks.

**Advising**

The academic advising policies and procedures at Bluffton University are based on the premise that significant learning and growth can occur within the context of a close relationship between students and advisors. Academic advising provides assistance to the student in forming realistic and appropriate educational goals and in selecting an academic program directed toward these goals. Each student at Bluffton University is assigned to a faculty member who serves as their academic and professional advisor.

The academic and professional advising policies and procedures are as follows. First-year students who have decided on a major are assigned to an advisor within the department in which they plan to major. First-year students who are undecided are advised by their first-year seminar instructor. Transfer students are advised by a faculty member in their department. The advising procedures are handled jointly by the social work faculty. Students have the option to request a specific advisor and this will be honored based on each faculty and staff member's current advisee load. Typically first-year faculty and staff members will not have advisees, but this can be changed based on the program director's needs for distributing advisees and the capability of the faculty member. Students can anticipate having the same advisor for all four years of study unless a request is made otherwise.

**Application Procedures for Entering the Social Work Program**

The **criteria for admission to the program** include:

- Minimum 2.25 GPA
- Declaration of Social Work as a major
- Completion of the following:
  - Application to the program (pg. 25)
  - An autobiographical statement of 2-4 pages,
  - Completion of Record of Professional Socialization Activities (pg. 26)
    - *(Not applicable to transfer student at time of program interview)*
  - Two completed profession recommendation forms, if applicable (pg. 27)
    - *(Applicable if student is transferring to Bluffton 45 credits hours or more from another institution)*
- Review of the on-line Bluffton University Social Work Program Manual and agreement to abide with its contents
- Completion of a successful program interview.

In 2015, students to apply for admission to the Social Work Program while taking SWK 301 – Social Work Practice 1. In 2016, students who have not applied for admission to the program while taking SWK 301 will complete their admissions process during SWK 263-Human Behavior & Social Environment. The application process should be completed before the end of their junior year.

Transferring students coming into the program as juniors will be asked to complete the admissions process at the beginning of the practice course series. Transfer students must also submit two recommendation forms. One of the recommendation forms should be completed by a professor from the previous institution. The recommendation form is available in the appendix of this manual.

All students must complete and submit to the Registrar’s Office a declaration of major form. Instructions on how to declare a major can be found online at [http://www.bluffton.edu/registrar/majors/](http://www.bluffton.edu/registrar/majors/). Declaring a major does not ensure one will be admitted into the Social Work Program. Social work faculty have an obligation to the profession and indirectly to every potential client you will face throughout your career. Accredited programs recognize that both academic factors and professional factors are significant in identifying persons suitable for the profession. Usually the process of self-selection is sufficient for filtering out those who lack the necessary qualities to be effective social workers. However, the program
faculty maintain responsibility for approving the student’s entrance into the Social Work Program. The profession needs mature and competent individuals who have a commitment to helping people and working for a more just society. To be effective, the social worker must demonstrate emotional and intellectual growth and maturity, sound judgment, effective interpersonal skills, a strong sense of ethics, personal values and integrity, and a developing sense of self-awareness so that personal needs do not interfere with client needs.

All students must submit, with their application form, a 2-4 page autobiographical statement explaining how they came to the decision to major in social work and why it is an appropriate choice for them. They should describe the influential people and key life experiences that have influenced their career choice.

Students are to submit their application form, autobiographical statement, Record of Professional Socialization Activities (if applicable) and recommendation forms (if applicable) to Nancy Neff, Administrative Assistant, College Hall, Marbeck Box 9. Ms. Neff will schedule a program interview for the student with the social work program director and a social work faculty member when appropriate documentation has been received.

Concerns when applying to the Social Work Program

Students with a criminal history should inform the program faculty of this fact. A criminal history does not in itself exclude one from a social work career. In the state of Ohio, the social work licensing board considers applicants having been convicted of a felony on a case-by-case basis. Program faculty can help you understand the factors and risks which the board may examine in determining whether to issue you a license upon graduation. If it is doubtful that the board will issue you a license, you will be advised to communicate directly with the board, or find another major. Likewise, students with active mental health problems or addictions should inform program faculty of this fact. While every effort will be made to support students’ progress in treatment or recovery, it is sometimes advisable for the student to step out of the demands of academia to focus on their recovery efforts. The program faculty may require a student demonstrating problem behaviors to get treatment as a condition for remaining in, or returning to the program.

Students who demonstrate a pattern of behavior that exploits or abuses others, uses deceitful manipulation in dealings with others, demonstrates poor relationship skills including a severe deficit in empathy skills, demonstrates gross errors in judgment, displays irresponsibility for themselves and the impact of their conduct on others, or other behaviors that clearly violate the professional code of ethics, will not be admitted into the program, or will be removed from the program. Termination will require consensus of the full time social work faculty following deliberate examination of the facts. The Dean of Academic Affairs will be asked to participate in the meeting with the student when program faculty explain the termination decision. Students are entitled to the normal University appeals procedures if they wish to contest the decision.

If it is determined that an applicant cannot be admitted to the Social Work Program, the student will need to redirect his or her course of study and select another major. The social work faculty advisor will be available to assist in this process.

When faculty members have concerns about your progress, you may be asked to meet to discuss these concerns. If it becomes apparent you are unable to address or remedy the concerns, you may be asked to consider other career options. In extreme cases where, in the judgment of the faculty, the student’s behavior or judgment is so impaired that future clients are likely to be at risk, the faculty members of the program reserve the right to dismiss a student from the program. The student has the right to appeal as described under "Grievance Procedures" later in this manual.

Evaluation and Notification for Admission to the Social Work Program

The process and procedure of evaluation and notification for student admissions into the Social Work Program is as follows:
• Submit application documentation to Nancy Neff, Administrative Assistant, College Hall, Marbeck Box 9.
• Once all completed documentation has been received, Nancy Neff (neffn@bluffton.edu) will assist in setting up the admissions interview with the program director and a social work faculty member.
  o At the interview, students are evaluated on areas of knowledge, values, and skills in their social work education (interview outline found in the appendix of this manual).
  o At the end of the interview, the interviewing faculty will discuss the criteria for admissions and determine if the candidate has indeed met all criteria.
• Written notification to student of admission status will be made approximately one week from the interview date. The interview outcome will be either admission, conditional admission or non-admission into the Social Work Program. If the student is determined to require conditional admission, a performance plan will be developed for the student.

Program Policies

Bluffton University Honor Code

Faculty members do not proctor exams and students are expected to encourage each other to behave ethically. Students sign the honors pledge on each exam to indicate that they are "unaware of any inappropriate aid having been given or received during this exam." If they are unable to sign the pledge in good conscience, the professor will contact them to explore the matter.

The spirit of the honor code is to permeate all areas of campus life, including respect for the property of others, following proper library procedures, and following academic conventions for citations and giving due credit for the work of others.

A student demonstrating a pattern of abuse of the honor code will likely have disregard for the social work profession's code of ethics. Such a pattern will be sufficient grounds for dismissal from the Social Work Program.

Policy of Nondiscrimination

The Social Work Program places high value on justice for all people, and promotes nondiscrimination in our program through teaching, in modeling of professional behavior, and as a matter of program policy. The Social Work Program does not discriminate based on race, color, religion, creed, gender, ethnic or national origin, disability, age, political beliefs, or sexual orientation.

Transferring Credits

Students who transfer to Bluffton University from other institutions should consult with the Registrar and the Social Work Program Director. The University recognizes the need to minimize the duplication of content where students can demonstrate they have already acquired the knowledge and skills in the foundation curriculum areas. The Registrar will determine the compatibility of liberal arts courses, and the Program Director will determine which social work or human service courses can transfer into our program. If the source program is an accredited social work program, the transfer is usually rather easy. Otherwise, the transferring student will be asked to produce course syllabi from the other institution to determine compatibility of course content. Factors such as credentials of instructor, textbook used, course outline, and course assignments will be considered. Credit can most appropriately be given for the foundation, introductory, or “pre-professional” courses. CSWE accreditation standards prohibit granting transfer credit for the professional practice courses or for internships from unaccredited programs. Under no circumstances can social work credit be given for learning from life experience or for previous work experience.
Evaluation of Student Performance (interview criteria for the Social Work Program)

In social work, professional use of self is held to be of equal importance with specific curriculum requirements. Faculty members are responsible for evaluating the student's growth, using the following criteria:

1. Motivation for social work: Your motivation is reflected in your effort to understand the purpose and mission of social work, your promptness and responsibility for work assignments, your abilities in self-assessment, and your willingness to address your personal and professional growth needs.

2. A commitment to the adopted values of the profession: Evidence of your value commitment is shown in course/field assignments, and reflected in the ways you relate to peers, faculty, staff of agencies, and clients. The ethics of the profession are paramount (NASW Code of Ethics).

3. Identification with the profession: You show that you identify with the profession by attending extracurricular social work activities and professional meetings, Social Work Club activity, and as a student member of NASW.

4. The ability to interact productively with others: A social worker must be a good team worker. You are expected to show respect for colleagues in accordance with the social work Code of Ethics, where "colleagues" is understood to mean student peers, social work faculty, staff of agencies, or other professionals. You should be able to accept and benefit from faculty/field instructor supervision, including content not only related to course work, but also to your emotional and professional behaviors.

5. The ability to communicate: The student develops competent use of the English language, both written and oral. You should be able to present your ideas in course and field assignments clearly, confidently, and persuasively, and in an organized manner.

6. The ability to analyze: With intellectual maturity, one learns to think critically and analytically rather than by rote memory. You are expected to increasingly reflect this ability in the classroom and in individual discussions by asking questions, by raising points for consideration, and by appropriately challenging the instructor on important issues.

Faculty and students may interact informally regarding these criteria at any appropriate time. Formal occasions upon which they will be addressed include:

1) At application interview for admission to the Social Work Program,
2) At application for fieldwork, and
3) At final fieldwork evaluation. (See Professional Development Form)

Although the primary function of the evaluation process is to provide feedback and promote growth, letters of reference written by faculty on your behalf will generally reflect this current assessment. If you are concerned or unclear about faculty assessment of your development, you may ask your advisor to see the Professional Development Form on record. If you disagree with faculty and/or field instructor perceptions, you have the right and responsibility to say so. If you are unable to come to agreement, you may accept the evaluation uncontested, or you may use the appeal process described below.

Professional Socialization Requirements

One of the characteristics of a profession is that members affiliate themselves with various associations related to the profession in order to share their knowledge, to advance their skill and practice, and to help achieve the goals of the profession. With licensing of social work practice, most states require continuing education for renewal of the license. Ohio requires that social workers obtain thirty clock hours of seminars, workshops and courses every two years, with three of those focusing on matters of
professional ethics. The cost in time, transportation, and registration fees should be considered a necessary and expected investment in one’s professional practice.

Bluffton University social work students are also expected to associate with other professional members in order to develop a sense of growing as a social work professional, become aware of current issues within the profession, learn the organizational structure of these associations, realize professional associations as resources for continuing education, and begin contributing leadership to the profession.

Social Work majors are expected to attend at least two meetings, workshops, or conferences per year. A program-sponsored urban excursion or cross-cultural trip will qualify for one of these meetings. Announcements of professional meetings and conferences will be made in classes and through Social Work Club. Students are encouraged to select conferences and workshops which are clearly sponsored and/or attended by professional social workers. The Social Work Department may organize transportation to conferences each year. One of the main social work sponsored events is the Smucker Lecture which is held on campus every spring. Social work students can attend this speaker series which highlights social work professionals’ experiences and achievements.

Students are to maintain a record of their participation in professional activities using the form available in the appendix of this manual. Students will be asked to keep their advisor informed of these activities so that a record can also be kept in their advising folder. Students may be asked to submit a brief summary or reaction paper for conferences attended.

Membership in professional organizations and leadership experiences listed in your resume will in many cases give you an edge when applying for jobs. It demonstrates your commitment to the profession and your willingness to assume leadership in helping the organization work toward its goals. Several avenues exist for the student to participate in professional associations.

**Student Evaluation of the Social Work Program**

There are three ways that a student may make recommendations regarding the Social Work Program.

- Personally address individual faculty members
- End of semester course evaluations
- Send concerns to the Social Work Program Advisory Council

First, students are invited to make suggestions to individual faculty members. Students frequently offer excellent ideas related to a particular course in the program or to program requirements. Course evaluations provide a second opportunity. University policy requires faculty to distribute evaluation forms at the end of each course. These are submitted to the academic Dean and shared with the instructor after grades are turned in. A third opportunity to recommend program change is through the Social Work Program Advisory Council. The council is comprised of social work practitioners, and social work students. The social work practitioners come from various agencies of the community. Each social work class elects its representative to serve on the council. The council meets two times per academic year.

**Grievance Procedures**

Disputes between a student and faculty member may arise concerning a variety of issues including application decisions, grades, and evaluations. Students are expected to handle disputes befitting a professional with integrity and responsibility. University procedures for grade appeals and academic grievances have been defined, and a statement of procedures is available from the Academic Dean. Be aware that it requires the student to initiate a grade appeal no later than ten class days after the next term begins. In brief, the student must first discuss the grade with the course instructor, then, if still unresolved, to the academic dean. If the Academic Dean cannot successfully arbitrate the matter, an ad hoc faculty committee will be appointed to hear the case.

Other concerns should first be addressed with the instructor at issue, and failing that, with the individual at the next organizational level, e.g. course instructor, program director, department chair, dean. Standard
organizational protocol (and indeed, due process) requires that a complaint made to superiors be made only with notice given to the target of the complaint.

The Campus Judicial Board handles problems of student conduct, or other complaints of students toward faculty. The Bluffton University Student Handbook describes these procedures in full.

Enrichment Opportunities

**Departmental Honors:** Students with advanced scholarship skills may apply to do a Departmental Honors study in his/her major field. This involves 5-7 semester hours of independent research spread over two consecutive semesters. See the University Catalog for details on Departmental Honors. Departmental Honors is a program of independent study in the student’s major field. A GPA of 3.0 or higher is required and planning should begin the fall term of their junior year with work beginning the following spring semester. Work with a faculty advisor and register for 1-2 hour independent study. Bring proposal to a sponsoring committee to be approved before then end of their junior year. Once approved the student goes on to register for an additional 5-7 credit hours of independent study over the last two semesters to complete the proposal. Once everything is approved by faculty committees the student is granted departmental honors at commencement.

**Social Work Club:** Social work students organize to develop programing that meets their needs and interests through the social work club. Goals include increasing students’ knowledge of specific social problems and resources, promoting social work interests and values on the Bluffton University campus, providing opportunities for students to work together in community service projects, and increasing a sense of affiliation with other social work students. These goals may be achieved through the organization’s meetings with outside speakers, field trips, or social events. All social work students are encouraged to attend and support your club. The bylaws of the Social Work Club are available in the appendix of this manual.

**Social Work Program Advisory Council:** The Advisory Council is composed of a wide variety of local practicing social workers, faculty from area technical degree programs and social work student representatives. The social work practitioners come from various agencies of the community. Each social work class elects its representative to serve on the council. The council meets two times per academic year. The council reviews and advises on topics such as the social work curriculum including course content, sequencing, and requirements, content of fieldwork manual, including fieldwork placements and policies, and criteria for the evaluation of student fieldwork performance as well as the annual and long range program goals.

**National Association of Social Workers:** NASW is the national organization for practicing social workers, and has a special student category with reduced membership fees. Benefits of membership include publications (SOCIAL WORK, NASW NEWS, OHIO NASW NEWSLETTER), and reduced fees for NASW sponsored workshops and conferences. The Ohio Chapter has a conference every spring, and students can sometimes attend sessions free in exchange for serving as conference assistants.

**Ohio College Association of Social Work Educators:** Faculty of social work programs throughout Ohio meet together Fall and Spring of each year to interact with one another and discuss timely issues. The Spring meeting of Ohio College Association of Social Work Educators (OCASWE) is usually devoted to student presentations. These often take the form of formal papers, panels, or workshops, and focus on practice and/or policy issues, results of student research projects, and other issues of interest to the career development of social work students.

**Other Socialization Opportunities:** Other social work professional organizations sponsor state, regional, or national conferences and workshops, and often have reduced fees for students. These organizations may be specific to a field of practice (ie. Child Welfare League of America, Family Service America, etc.)
Other campus organizations: African-American Student Organization (AASO), Bluffton Latino Society, College Republicans, Habitat for Humanity, International Connection (Icon), SERVE, Peer Awareness Leaders (PALs), to name just a few. More options listed online at: http://www.bluffton.edu/studentlife/studentorgs/.

Additional Information

Bluffton University Social Work Page: http://www.bluffton.edu/swk

National Association of Social Workers (NASW): http://www.socialworkers.org/

NASW Membership: https://www.socialworkers.org/online-join/join.aspx (also pdf version available)

National Association of Social Workers – Ohio Chapter: http://www.naswoh.org/

Council on Social Work Education: http://www.cswe.org/

Educational Policy and Accreditation Standards: http://www.cswe.org/File.aspx?id=13780

Licensure Information: http://www.cswmft.ohio.gov/


APA Format: http://owl.english.purdue.edu/owl/resource/560/01/


Easy Steps to Social Work Licensure – Ohio LSW License

1.) **Education requirement** - complete a bachelors, masters or doctorate degree in social work from an accredited program.

2.) Complete the LSW application, online or paper version, and pay the $60.00 application fee. [https://license.ohio.gov/Applications/default.asp](https://license.ohio.gov/Applications/default.asp) (keep job descriptions brief)

3.) After applying - submit the Request for Exam Pre-Approval form, via fax at 614-728-7790, with a copy of your social work transcript. [http://cswmft.ohio.gov/pdfs/LSWInstr.pdf](http://cswmft.ohio.gov/pdfs/LSWInstr.pdf)

If you have not graduated, then you must request a letter from your college registrar or the Social Work department stating that you are in good standing and will graduate in the next quarter or semester.

4.) You will receive an exam pre-approval letter, via email, approving you to contact the Association of Social Work Boards (ASWB) to pay the $230 examination fee. ASWB will mail information so you can register with an ACT testing center for the exam.

5.) **After** you pass the exam, fax or mail your passing exam score to the board.

6.) Pass the board’s online Laws & Rules Exam: [https://www.cswmft.ohio.gov/exam/Default.aspx](https://www.cswmft.ohio.gov/exam/Default.aspx)

7.) Have your school **MAIL OFFICIAL** transcripts, showing your degree **conferred**, directly to the board. Your license cannot be issued until we have received a copy directly from your school.

8.) Complete the BCII and FBI criminal records check. [http://cswmft.ohio.gov/pdfs/CRC0308.pdf](http://cswmft.ohio.gov/pdfs/CRC0308.pdf)

9.) Once licensed you will receive an email from the board indicating that you may now call yourself a LSW. You will also receive a wall certificate and LSW approval letter in the mail.

**Documents required to complete your LSW licensure file:**

1.) LSW application with fee
2.) ASWB Test Results – please fax your exam results to 614-728-7790
3.) Board’s online Laws & Rules exam fax certificate or forward email w/ cert to marcia.holleman@cswb.state.oh.us
4.) Official Transcript, showing your social work or related degree **conferred** and mailed directly from your school
5.) BCII and FBI Criminal Records Check - [http://cswmft.ohio.gov/pdfs/CRC0308.pdf](http://cswmft.ohio.gov/pdfs/CRC0308.pdf)

Referenced from:
[http://cswmft.ohio.gov/pdfs/SWAplnstr.pdf](http://cswmft.ohio.gov/pdfs/SWAplnstr.pdf)

Updated 8/2011
Social Work Licensure in Ohio

http://www.cswmft.ohio.gov/

The above link is for information on Social Work Licensure in Ohio. You may apply to take the licensure exam during your final semester of school provided you are in good standing to graduate, or after graduation. The following information is a brief outline of instructions for the licensure process. Also, if you plan to relocate to a different state you need to contact that state’s board for information regarding their own unique licensure procedures. If you are planning on living and working in another state you will need to contact that state’s board of Social Work to determine if you can take the LSW exam in Ohio and have it also be valid in that state. Look up your state’s Social Work Board online first to see if they outline their policy, if not follow up by directly calling or visiting the Board.

First start by clicking on the above link, on the home page click on “Social Work Information & Forms.” This takes you to a wide selection of information regarding the legal side of social work practice in Ohio. For information regarding licensure exam/application, next follow the link “4. Licensed Social Worker” then to “a. Licensed Social Worker Instructions.” This opens up a pdf document that outlines the LSW license requirements. After reading over the instructions, complete the LSW application at the given link (https://license.ohio.gov/Applications/default.asp) and pay the $60.00 application fee payable via Visa/Master Card.

Brief Instructions for the Application:
Select a Board: Counselor, Social Worker, & Marriage & Family Therapist Bd
Select an Application: S. Social Worker
Start Application: Answer questions confirming you are completing the correct application. Fill in your name, birthday, SSN, address, and other contact information. If you have Ohio employment in the social work profession you will need to fill in information about company, job title, start/end date; if not enter “NONE.” If you do have a social work job currently as shown in the last question, also enter a description of your job duties. If you have ever been licensed to practice social work you must have all of that information to be given. Also, have information about your school: name, city, state, degree, dates attended, graduation date, and major. Be aware of any past or current criminal limitations, drug or alcohol addictions, or medical issues that might need to be answered in the appropriate questions.

You must also submit your official, final transcripts, if needed, directly from the school to the board. Mail to the Ohio Counselor, Social Worker & Marriage and Family Therapist Board (CSWMFT Board), 50 West Broad Street, Suite 1075, Columbus, Ohio 43215-5919. You must also send a copy of your examination results to the Board.

After applying submit the Request for Exam Pre-Approval form via fax at 614-728-7790, with a copy of your social work transcript. http://cswmft.ohio.gov/pdfs/LSWInstr.pdf. If you have not graduated, then you must request a letter from your college registrar or the Social Work department stating that you are in good standing and will graduate in the next quarter or semester. You will receive an exam pre-approval letter, via email, approving you to contact the Association of Social Work Boards (ASWB) to pay the $230 examination fee. ASWB will mail information so you can register with an ACT testing center for the exam.

After you pass the exam, fax or mail your passing exam score to the board. Pass the board’s online Laws & Rules Exam (https://www.cswmft.ohio.gov/exam/Default.aspx) and have your school MAIL OFFICIAL transcripts showing your degree conferred, directly to the board. Complete the BCII and FBI criminal records check (http://cswmft.ohio.gov/pdfs/CRC0308.pdf). Once licensed you will receive an email from the board indicating that you may now call yourself a LSW and you will receive a wall certificate and LSW approval letter by mail.
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<td>Social Work Program Advisory Council Bylaws</td>
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<tr>
<td>Council on Social Work Education</td>
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<tr>
<td>Educational Policy and Accreditation Standards 2008</td>
<td>pg. 33-42</td>
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<tr>
<td>NASW Code of Ethics</td>
<td>pg. 43-57</td>
</tr>
<tr>
<td>State of Ohio Licensing Board Code of Ethics</td>
<td>pg. 58</td>
</tr>
</tbody>
</table>
Bluffton University Social Work Program
Application for Admission

Date: ____________________________

Name: ____________________________________________

Home Address: __________________________________________________________________________

City: ____________________________ State: __________ Zip: __________

Marbeck Box #: ____________________________ Commuter: Yes____ No____

Cell Phone: __________ Home Phone: __________ E-Mail: ____________________________

Major: ____________________________________________ Minor: ____________________________

Faculty Advisor: ______________________________________________________________________

Expected graduation date: ________________________________________________________________

Have you ever been convicted of a felony? Yes____ No____

I have reviewed the on-line Bluffton University Social Work Program Manual, including the Social Work Code of Ethics, and agree to abide with its contents: Yes____ No____

I hereby apply to be formally admitted to the Social Work Program.

Signature: ______________________________________________________________________

Please attach autobiographical statement (2-4 pages) explaining how you have come to the decision to major in social work and why you believe it is an appropriate choice for you. Describe the influential people and key life experiences (both challenges and successes) which have influenced your career choice. Describe what you think you might like to experience educationally and vocationally in the next 5-10 years.

Submit completed application form and autobiographical statement (and two reference forms, if applicable) to Nancy Neff (Academic Affairs Office, College Hall, Marbeck Box 9). Upon receipt of these documents, your program interview will be scheduled.

__________________________________________________________________________________

This section to be completed by Social Work faculty members

Date of program interview: ____________________________ Cumulative GPA: __________

Levels of Acceptance: Acceptance / Conditional Acceptance / Acceptance Denied

(circle appropriate outcome)

Signature of Program Director: ______________________________________________________________________

Signature of Social Work Faculty Member: ______________________________________________________________________
Bluffton University Social Work Program
Record of Professional Socialization Activities

(Note: Transfer students are not required to meet this requirement at the time of their admissions interview)

First Year

Meeting: ____________________________ Date: ________________
Meeting: ____________________________ Date: ________________

Sophomore Year

Meeting: ____________________________ Date: ________________
Meeting: ____________________________ Date: ________________

Junior Year

Meeting: ____________________________ Date: ________________
Meeting: ____________________________ Date: ________________

Senior Year

Meeting: ____________________________ Date: ________________
Meeting: ____________________________ Date: ________________

Alternative to attendance at professional meetings: Either of the following activities will satisfy the professional meeting attendance requirement.

Lead or aid in planning one meeting or workshop for social workers

Meeting: ____________________________ Date: ________________
Meeting: ____________________________ Date: ________________

Present a paper at a conference or workshop for social workers or social work students

Meeting: ____________________________ Date: ________________
Meeting: ____________________________ Date: ________________
Bluffton University Social Work Program
Recommendation Form for Admission to the Social Work Program
(Applicable to students transferring in 45 or more credit hours from another institution)

For Student: Under the terms of the Family Educational Rights and Privacy Act of 1974, you have the right to inspect and review this evaluation. If you sign the statement below, you are agreeing to give up this right. There is no obligation to sign the statement.

I hereby waive my right to inspect and review this recommendation.

Signature of Student: _______________________________ Date: _____________________

For Individual Completing Recommendation: Please complete the following evaluation of the student who is applying to admission to the Bluffton University Social Work Program. Return completed recommendation to Jennifer Hughes, Program Director, Bluffton University, 1 University Dr., Bluffton, OH 45817.

Name of Student (Printed): ________________________________

How long have you known the applicant? ________________________________

In what capacity have you known this applicant? ________________________________

Please rate the student on the characteristics listed below:

<table>
<thead>
<tr>
<th></th>
<th>Superior</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Not Known</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to relate to people</td>
<td></td>
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<td></td>
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<tr>
<td>Dependability</td>
<td></td>
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<tr>
<td>Verbal communication</td>
<td></td>
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<tr>
<td>Written communication</td>
<td></td>
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<tr>
<td>Personal integrity</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Emotional maturity</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Would you recommend this person to enter the social work profession?

___________ Yes ____________ No ____________ Undecided

Comments as they pertain to your opinion of the applicant’s probability of success in the field of social work:


Name of Evaluator (please print): __________________________________________

Signature of Evaluator: __________________________________ Date: ________________
<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
<th>Admission Interview Needs</th>
<th>Date:</th>
<th>Entry to Fieldwork Needs</th>
<th>Date:</th>
<th>Exit Assessment Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On Work</td>
<td>On Track</td>
<td>Advanced</td>
<td>On Work</td>
<td>On Track</td>
</tr>
</tbody>
</table>

**Motivation for social work:**
- Understanding of social work
- Responsible & punctual w/ work assignments
- Abilities in self-assessment
- Handles personal/professional growth needs

**Commitment to values of the profession:**
- Maintains BU honor code
- Knowledge of NASW Code of Ethics
- Life experience with human diversity

**Identification with the profession:**
- Involved in SWK Club
- Fulfilling Professional Socializ. Requirements
- Student member of NASW

**Ability to interact productively w/ others:**
- Uses supervision appropriately
- Teamwork abilities

**Communication skills:**
- Verbal skills
- Written skills
- Technology skills

**Ability to analyze:**
- Poses thoughtful questions
- Problem solving ability
- Creativity

Admission: ___approved  ___conditional  ___not approved

Signed:  
Signed:  
Signed:
<table>
<thead>
<tr>
<th>Phases</th>
<th>Micro Practice</th>
<th>Mezzo Practice</th>
<th>Macro Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intake &amp; Engagement</td>
<td>Connecting with and establishing a relationship with a client system of individual or family.</td>
<td>Forming a group: screening/assessing potential group members, pre-group preparation.</td>
<td>Identifying populations at risk (locality based or issue based), or organizations in need of change.</td>
</tr>
<tr>
<td>2. Data Collection &amp; Assessment</td>
<td>Use of techniques for interviewing &amp; information gathering from individuals and families and with client system’s environment. Analysis and interpretation of data within an ecological perspective to identify strengths and needs.</td>
<td>Assessing individual strengths and needs, group cohesion, group dynamics.</td>
<td>Using survey techniques, information gathering from key informants, and use of existing reports/studies/demographic data to determine strengths and needs of organizations, neighborhoods, communities and populations.</td>
</tr>
<tr>
<td>3. Planning &amp; Contracting</td>
<td>Developing case service plan through a partnership with the client system. Identify mutually agreed-upon objectives &amp; tasks for worker and client. Plan includes mechanism for monitoring and evaluating outcomes.</td>
<td>Identifying and clarifying individual and group goals, clarifying leader and member roles, developing trust.</td>
<td>Developing service plans, social programs, organizational change strategies, through partnerships with the client system. Identify mutually agreed upon objectives &amp; tasks for the action system. Monitoring and evaluation.</td>
</tr>
<tr>
<td>4. Intervention &amp; Monitoring</td>
<td>Worker and client each carry out tasks of the plan. Worker monitors progress of the plan.</td>
<td>Developing internal leadership &amp; mutual aid, providing appropriate structure, providing support &amp; challenge in meeting goals.</td>
<td>Action system (committees, groups, etc.) carry out tasks of the plan. Worker helps monitor progress of the plan.</td>
</tr>
<tr>
<td>5. Evaluation &amp; Termination</td>
<td>Worker and client examine outcomes and process to systematically learn from the experience and reinforce gains. Tasks of terminating the helping relationship.</td>
<td>Consolidation of the learning, evaluating the group experience, termination of the group. Referral and follow-up as appropriate.</td>
<td>Worker with client system examines outcome and process to systematically learn from the experience, and report to grant/funding sources. Reinforce gains.</td>
</tr>
</tbody>
</table>
Social Work Club Bylaws

Article I. Name
Section 1. The name of the organization shall be the Social Work Club.

Article II. Purpose
Section 1. The purpose of this organization shall be to create interest in and to inform of the nature of Social Work and to create an identity base for those interested in Social Work or related activities.

Article III. Membership
Section 1. Membership shall be open to all persons interested in the profession of Social Work.

Article IV. Organization
Section 1. The officers of this organization shall be: president, vice-president, secretary and treasurer.
Section 2. The executive committee shall be composed of the officers and the advisors of the organization.
Section 3. The advisors shall be the members of the Social Work faculty.

Article V. Duties of Officers
Section 1. The president shall preside at all meetings and shall be chair-person of the executive and planning committees.
Section 2. The vice president shall assume the president's duties in the absence of or at the designation of the president. He or she shall be an ex-officio member of all committees.
Section 3. The secretary shall keep an accurate record of all club activities and executive committee meetings. He or she shall keep on file a list of the members, and carry on all correspondence for the organization.
Section 4. The treasurer shall keep an accurate record of all receipts and expenditures, and be prepared to give a report of the same at any time requested.
Section 5. The membership will elect the planning committee, consisting of a representative of each class, and other committees deemed necessary. The planning committee will work with the executive committee to organize meetings and activities of the club.

Article VI. Meetings
Section 1. The organization shall meet at least twice per semester.

Article VII. Procedures
Section 1. A majority of members present shall be required for the passage of any legislation.
Section 2. All activities of the organization shall be approved by the advisors.

Article VIII. Reorganization
Section 1. Reorganization shall be held by the end of March to facilitate the transition of leadership.
Section 2. The preliminary slate shall be proposed by the executive committee prior to the election, with revisions or additions proposed by members.
Section 3. The term of office in each case shall be for one year, beginning the following academic year.
Section 4. Permanent vacancies shall be filled by election by the organization for the balance of the term of office.

Article IX. Adoption and Amendments
Section 1. To be adopted, the constitution must be accepted by three-fourths vote of members present.
Section 2. Any amendments to this constitution shall be submitted to the executive committee for their consideration, approved by the advisor, presented to the organization, and voted on at a following meeting.

Revised and approved October 1988
Reviewed January 2004 and approved by SW Club March 2004
Social Work Program Advisory Council Bylaws

Preamble
The name of this group shall be the Social Work Program Advisory Council, Department of Social Work at Bluffton University.

Purpose
The purpose of the Social Work Program Advisory Council shall generally be to advise and give counsel. More specifically, the Council functions as follows:

1. To provide connections between Bluffton University and the community-at-large through the social service organizations within the community.
2. To articulate to the community-at-large any developments in the social work department at Bluffton University.
3. To communicate to the social work department any community-at-large developments and practice needs.
4. To develop accreditation self-study reports or interim reports as required by the Council on Social Work Education.
5. To review program assessment material and identify potential changes to the curriculum as necessary.
6. To help construct annual and long-range program goals.
7. To provide counsel on the social work curriculum, including course content, sequencing, and requirements.
8. To respond to content of fieldwork manual, including fieldwork placements and policies, and criteria for the evaluation of student fieldwork performance.
9. To provide counsel in the selection of the annual Smucker Lecturer.
10. To facilitate student input through the class representatives, regarding any program issues.
11. To discuss any other matter relevant to the support or development of the social work program.

Article I
Section 1 Membership
The Social Work Program Advisory Council will consist of at least twelve (12) members: at least eight (8) agency representatives from the social work community, including those in a position to evaluate and hire BSW’s, and may consist of up to six (6) student members. Student representatives ideally should consist of the president of the Social Work Club, one (1) senior, one (1) junior, one (1) sophomore, one (1) first year student, and one (1) evening student. The program’s retired professors will also be invited to serve on the Council.

The Director of the Social Work Program and social work faculty shall serve as ex-officio members of this council.

Section 2 Term of Office
The individual term of each student member shall be at least one (1) academic year. Agency and community representatives shall serve a three (3) year, potentially renewable, term.

Section 3 Election of New Members
Student members shall be elected by classmates during the early part of Fall semester. Nominations for new non-student members may be made by Council members at either fall or spring meetings.

Article II
Meetings
The regular meeting of this council will be held two times per academic year. Meetings will be called by the Program Director. Other meetings may be called as needed. The Program Director shall conduct the meetings, and the minutes will be taken by department faculty on a rotating basis.
**Article III**
Section 1 Amendments
Alterations, amendments, or repeals of these bylaws may be made by a simple majority of the membership provided that notice of such change is given to each member in writing at least three weeks prior to the meeting.

Section 2 Reviews
The bylaws shall be reviewed and updated bi-annually at the fall meeting.

Approved: May 1990 Revised: Feb 1996 Revised: Apr 02 Reviewed Jan 2008
Revised: Oct. 2013
Revised Spring 2015
Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a personal and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging model of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

1. Program Mission and Goals

Educational Policy 1.0 – Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1 – Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Education Policy 1.2 – Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0 – Mission and Goals

The social work program’s mission and goals reflect the profession’s purposes and values and the program’s context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.
1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

2. Explicit Curriculum

Educational Policy 2.0 – The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program’s formal educational structure and includes the courses in the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates from advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1 – Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measureable practice behaviors that are comprised of knowledge, values, and skills. The goals of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP2.11-EP2.1.10d], followed by a description of characteristic knowledge, values, skills, and the result practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1 – Identify as a professional social work and conduct oneself accordingly.
Social workers serve as representatives of the professional, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
- Advocate for client access to the services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning
- 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
- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- Tolerate ambiguity in resolving ethical conflicts
- 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
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

**Education Policy 2.1.4 – Engage diversity and difference in practice**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
  • Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
  • Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
  • Recognize and communicate their understanding of the importance of difference in shaping life experiences
  • View themselves as learning and engage those with whom they work as informants

**Education 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 with prejudice. Social workers
  • Understand the forms and mechanisms of oppression and discrimination
  • Advocate for human rights and social and economic justice
  • Engage in practices that advance social and economic justice

**Education Policy 2.1.6 – Engage in research-informed practice and practice-informed research**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
  • Use practice experience to inform scientific inquiry
  • Use research evidence to inform practice

**Education Policy 2.1.7 – Apply knowledge of human behavior and the social environment**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
  • Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
  • Critique and apply knowledge to understand persona and environment

**Education Policy 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
  • Analyze, formulate, and advocate for policies that advance social well-being
  • Collaborate with colleagues and clients for effective policy action.

**Education Policy 2.1.9 – Respond to contexts that shape practice**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

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

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

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

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

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

Social workers
- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives
- Select appropriate intervention strategies

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

Social workers
- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

**Educational Policy 2.1.10 (d) – Evaluation**

Social workers
- Critically analyze, monitor, and evaluate interventions

**Educational Policy B2.2 – Generalist Practice**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

**Educational Policy M2.2 – Advanced Practice**
Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.3 – Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum-classroom and field-are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

**Accreditation Standard B2.0-Curriculum**

The 10 core competencies are used to design the professional curriculum. The program

- **B2.0.1** Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2
- **B2.0.2** Identifies its competencies consistent with EP 2.1 through 2.1.10 (d)
- **B2.0.3** Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10 (d)]
- **B2.0.4** Provides a rational for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0)
- **B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies

**Accreditation Standard M2.0 – Curriculum**

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

- **M2.0.1** Identifies its concentration(s) (EP M2.2)
- **M2.0.2** Discusses how its mission and goals are consistent with advanced practice (EP M2.2)
- **M2.0.3** Identifies its program competencies consistent with EP 2.1 through 2.1.10 (d) and EP M2.2
- **M2.0.4** Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10 (d); EP M2.2]
- **M2.0.5** Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0)
- **M2.0.6** Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies

**Accreditation Standard 2.1 – Field Education**

The program discusses how its field education program

- **2.1.1** Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice
- **B2.1.2** Provides generalist practice opportunities for students to demonstrate the core competencies
- **M2.1.2** Provides advanced practice opportunities for students to demonstrate the program’s competencies
- **2.1.3** Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs
- **2.1.4** Admits only those students who have met the program’s specified criteria for field education
2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program. Field instructors for master’s students hold a master’s degree in social work from a DSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

3. Implicit Curriculum

Educational Policy 3.0 – Implicit Curriculum: The Learning Environment
The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Educational Policy 3.1 – Diversity
The program’s commitment to diversity-including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1 – Diversity
3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2 – Student Development
Educational preparation and commitment to the professional re essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.
Accreditation Standard 3.2 – Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3 – Faculty

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service-as well as their interactions with one another, administration, students, and community-the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3 – Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the
full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

**B3.3.3** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

**M3.3.3** The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree preferably in social work.

**3.3.4** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.

**3.3.5** Faculty demonstrate ongoing professional development as teacher, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

**3.3.6** The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

**Educational Policy 3.4 – Administrative Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

**Accreditation Standard 3.4 – Administrative Structure**

**3.4.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

**3.4.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

**3.4.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

**3.4.4** The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

**B3.4.4(a)** The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

**B3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program.

**B3.4.4(c)** The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

**M3.4.4(a)** The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program
documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

**M3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program.

**M3.4.4(c)** The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

**3.4.5** The program identifies the field education director.

**3.4.5(a)** The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

**3.4.5(b)** The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or postmaster’s social work degree practice experience.

**B3.4.5(c)** The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

**M3.4.5(c)** The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

**3.4.5(d)** The program provides documentation that the field director has a full-time appointment to the social work program.

**Educational Policy 3.5 – Resources**

Adequate resources are fundamental to creating, maintaining, and improving and educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

**Accreditation Standard 3.5 – Resources**

**3.5.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

**3.5.2** The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

**3.5.3** The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

**3.5.4** The program submits the library form to demonstrate comprehensive library holding and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

**3.5.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

**3.5.6** The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).
4. Assessment

Educational Policy 4.0 – Assessment
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0 – Assessment
4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmark to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).
4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicitly and implicit curriculum to enhance student performance.
4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.
4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.
4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.
Preamble
The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.
1.04 Competence
a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.09 Sexual Relationships
a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

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

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

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

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

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

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

1.16 Termination of Services
a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.

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

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

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

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

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

2. Social Workers’ Ethical Responsibilities to Colleagues

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

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

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

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’ wellbeing, 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.

http://www.socialworkers.org/pubs/code/code.asp
State of Ohio Licensing Board Code of Ethics

4757.11. Codes of ethical practice.
The counselor, social worker, and marriage and family therapist board shall establish a code of ethical practice for persons licensed under this chapter as professional clinical counselors or professional counselors. The board shall establish a code of ethical practice for persons licensed under this chapter as independent social workers or social workers, persons registered under this chapter as social work assistants, and persons licensed as independent marriage and family therapists or marriage and family therapists. The codes of ethical practice shall be established by adopting rules in accordance with Chapter 119. of the Revised Code. The codes of ethical practice shall define unprofessional conduct, which shall include engaging in a dual relationship with a client or former client, committing an act of sexual abuse, misconduct, or exploitation of a client or former client, and, except as permitted by law, violating client confidentiality. The codes of ethical practice may be based on any codes of ethical practice developed by national organizations representing the interests of those involved in professional counseling, social work, or marriage and family therapy. The board may establish standards in its codes of ethical practice that are more stringent than those established by national organizations.