



UNIVERSITY *of* ARKANSAS

FORT SMITH.

**BACHELOR OF SOCIAL WORK (BSW)
STUDENT HANDBOOK**

BSW STUDENT HANDBOOK

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Accreditation & Memberships

The University of Arkansas – Fort Smith (UAFS) Social Work Program is fully accredited by the Council on Social Work Education's (CSWE) Commission on Accreditation. For more information about social work accreditation contact the Council on Social Work Education (CSWE): <https://cswe.org/Accreditation>



COUNCIL ON SOCIAL WORK EDUCATION

The UAFS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The United States Department of Education, the United States Department of Health and Human Services, and the Arkansas State Approving Agency for Veterans' Training approve the UAFS. The National Alliance of Concurrent Enrollment Partnerships (NACEP) accredits the UAFS Concurrent Enrollment Program.

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Dear Social Work Student or Prospective Student,

It is my pleasure as interim program director to welcome you to the Social Work Program at the University of Arkansas, Fort Smith (UAFS)! Social work is a wonderful profession. It is also a profession of great responsibility and ability. We need others like you to join us.

As you know, the social work profession is based on eight core values, which in turn, mandates our knowledge, skills, and actions. We are a profession based on **service** to all, regardless of their gender identity, ability, income-level, race/ethnicity, age, sexual or religious orientation, etc. We understand and value the **importance of human relationships** and it is our responsibility to treat all individuals, families, groups, organization, and communities with **dignity**. Often working with the most vulnerable, marginalized, and disenfranchised populations requires that we challenge **social, economic, and racial justice**, ensuring that the **worth of all individuals** is recognized and respected. Lastly, we advocate for **human rights**, such as access and affordability to quality healthcare and education, for everyone. As professionals, it is incumbent upon each of us to practice with the upmost **integrity** and skill. This can only be achieved through life-long learning and **scientific inquiry** to ensure we continue to practice in the most ethical and **competent** manner.

These values are not optional, nor are they a menu from which you can select a few in one area of practice and a few different ones in another area of practice. Consequently, you will be held to high standards both academically and professionally. It is our ethical responsibility as a faculty to only graduate students who always demonstrate each core value and are able to practice competently.

This handbook should be your constant companion and your first resource when you have questions about the program. You will find much useful information in this handbook to help guide and instruct you as you move through the program.

Lastly, the Social Work Program at UAFS has been fully accredited by the Council on Social Work Education (CSWE). Only graduates of fully accredited programs are allowed to sit for licensure exams. Licensure is most often required to employment as a social worker.

Please do not hesitate to contact me if you have any questions.

Michelle Wannemacher

Michelle Wannemacher, MSW, LCSW
Interim Program Director
106 Vines Building
University of Arkansas – Fort Smith
Fort Smith, AR 72903



BSW Student Handbook Preamble

The purpose of the *Bachelor of Social Work Student Handbook* is to provide basic information, including practices, policies, rules, and procedures which are of importance to students who are either admitted or seeking admission to the Bachelor of Social Work (BSW) program. This handbook represents policy and procedural statements which have been approved specifically for the University of Arkansas – Fort Smith (UAFS), Social Work Program. The program, through appropriate processes, reserves the right to add, amend, or repeal policies and procedures, regulations, and rules in whole or part.

It is the policy of the UAFS to be in full compliance with all federal and state non-discrimination and equal opportunity laws, orders and regulations relating to race, sex, religion, disability, age, national origin, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era. Questions or concerns should be directed to the

Director of Human Resources
University of Arkansas - Fort Smith
P.O. Box 3649
5210 Grand Ave. • P.O. Box 3649
Fullerton Building, Room 235
Fort Smith, AR 72913-3649
479-788-7838

UAFS maintains a smoke-free environment.

Further information may be requested by contacting the appropriate administrator or faculty member. Students should write or telephone:

University of Arkansas – Fort
Smith Social Work Program
5210 Grand Ave. • P.O. Box 3649
Vines Building
Fort Smith, Arkansas 72913-3649
479-788-7556

<https://uafs.edu/academics/colleges-and-schools/chehs/human-sciences/social-work.php>

Equal Opportunity/Affirmative Action Statement

UAFS provides equal employment, admission, and educational opportunities without regard to race, color, age, national origin, religion, disability, veteran's status, sexual orientation, or gender identity. UAFS does not discriminate based on disability in admission, access to, treatment, or employment in its programs and activities.

The university is committed to a policy of equal employment opportunity (EEO) and to a program of affirmative action. Any person who believes he or she has been discriminated against, or is aware of discrimination against another person, is encouraged to the director of human resources/EEO officer at (479) 788-7839

Social Work Program Commitment to Diversity & Non-discrimination

The University of Arkansas – Fort Smith social work program is committed to providing an equal educational opportunity to all students. The program adheres to the statement of the Council on Social Work Education (CSWE, 2015) about the multi-dimensional nature for diversity.

The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status (CSWE, 2015).

UAFS & Social Work Program Mission Statements

Vision and Mission of the University of Arkansas-Fort Smith

The vision of the University of Arkansas-Fort Smith is to “prepare students to succeed in an ever-changing global world while advancing economic development and quality of place.” The University’s mission is that “UAFS will be a national model for preparing students for workforce mobility through education and professional development while serving as the thought leader in the region for workforce training.”

Social Work Program Mission

The Mission of the University of Arkansas-Fort Smith Bachelor of Social Work program is to support the overall mission of the university by preparing students to succeed in an ever-changing global world and by promoting human and community wellbeing. To educate and train professional social work students at the undergraduate level, to work on behalf of all persons in society. To be able to improve the lives of all community members, to build and assist with programs and services which will assist

those in need, and to promote social and economic justice for all community members.

The UAFS social work program builds on the values and history of the social work profession. The purpose of the social work profession is to promote service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry – all core values of social work. These values underpin the explicit and implicit curriculum and bolster the commitment of the social work program to the profession's commitment to respecting all persons. The rigorous curriculum supports the purpose of the profession by providing a curriculum that aides in teaching, scholarship, and service.

Social Work Program Goals

1. To prepare generalist social work practitioners who are grounded in the liberal arts, who identify with the profession, who can demonstrate ethical and professional behavior, and who can communicate and apply their understanding of the importance of diversity and difference in shaping the life experiences of client systems at micro, mezzo, and macro levels.
2. To advocate for social, economic, and environmental justice, and human rights at all levels of practice.
3. To engage in social welfare policy practice to improve the effectiveness of service delivery systems within the practice context.
4. To engage and assess with individuals, families, groups, organizations, and communities to choose, together, evidence-based interventions based on the critical assessment of strengths, needs, and challenges of client systems and to evaluate the outcomes of the intervention chosen.
5. To apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in choosing evidence-based interventions to improve the lives of client systems at the micro, mezzo, and macro practice levels.
6. To prepare graduates for life-long professional development, including graduate education.

Professional Social Work Competencies

In addition to the social work program goals, you will strive to accomplish, your social work education experience focuses on achieving nine competencies (described below) required by the Council on Social Work Education (CSWE) for effective social work practice. You will have opportunities throughout your social work education to acquire knowledge, values, skills, behaviors and cognitive and affective processes associated with each competency (see the appendix for a detailed listing).¹

¹ For a detailed review of the CSWE social work competencies and behaviors see

Competency 1:

Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Figure 1. CSWE Nine Social Work Competencies, 2015 Education Policy & Accreditation Standards (EPAS).

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

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

Competency 2: Engage Diversity and Difference in Practice

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

economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

workers:

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

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

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

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

- Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical

- assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

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

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

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

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

Social Work Majors: BSW Curriculum

The UAFS Bachelor of Social Work (BSW) degree is designed in accordance with the Council on Social Work Educational Policies and Accreditation Standards (EPAS). The curriculum you will follow to complete the BSW degree is provided on the next page. It is designed to be taken in sequence, a predetermined order to allow you to learn and experience the knowledge, values, skills, and cognitive and affective processes to become an effective generalist social worker. As partial fulfillment for the BSW, students must successfully complete 13 required core social work courses (41 credit hours), listed below:

- SOWK 2103 – *Introduction to Social Work*
- SOWK 3043 – *Human Behavior in the Social Environment*
- SOWK 3113 – *Social Work Practice I*
- SOWK 3413 – *Diversity and Social Economic Justice*
- SOWK 3423 – *Social Work Practice II*
- SOWK 3733 – *Social Work Practice III*
- SOWK 3823 – *Social Policy Analysis and Advocacy*
- SOWK 3853 – *Social Work Values and Ethics*
- SOWK 4613 – *Research Methods in Social Work*
- SOWK 4903 – *Field Instruction I (Seminar)*
- SOWK 4913 – *Field Instruction II (Seminar)*
- SOWK 4914 – *Social Work Practicum I*
- SOWK 4924 – *Social Work Practicum II*

In addition, students are required to take five (15 credit hours) upper-level social work electives. The elective undergraduate courses, consistently included in the curriculum, provide specialized content in areas such as child welfare, aging, mental health, and substance abuse:

- SOWK 3433 – *Populations at Risk*
- SOWK 3523 – *Social Work in Mental Health*
- SOWK 3833 – *Geriatric Social Work*
- SOWK 3843 – *Child Welfare Services*
- SOWK 4623 – *Social Work and Substance Abuse*

The faculty plan to develop additional electives, such as social work in health care, working with veterans and military families, use of photography in social and individual change, global social work, and a variable special topics seminar course.

The following degree plan details the sequencing of courses for a full-time BSW student:

IDN: _____

Printed Name: _____

BSW-Social Work-Major Code: 2570

This degree is available in a guaranteed 8-semester plan for qualified freshmen. **See your advisor to declare your major and sign an official degree plan.**
The prerequisites and corequisites of the degree requirements are subject to change.

MATH/ENGL prerequisite/co-requisite courses if student does not meet placement requirements:

Prerequisites: MATH 0304 _____ **Corequisites:** MATH 0301 _____ MATH 0201 _____
ENGL 0201 _____ ENGL 0202 _____

FRESHMAN YEAR- FALL SEMESTER: 16 hours

Courses

SOCI 2753 Introduction to Sociology or PSYC 1163 General Psychology	3 Hours	Note 5	Grade _____
SPCH 1203 Introduction to Speech Communication	3 Hours	Note 5	Grade _____
English composition requirement	3 Hours	Note 1 & 5	Grade _____
Mathematics requirement	3 Hours	Note 1 & 5	Grade _____
Lab Science requirement	4 Hours	Note 1 & 5	Grade _____

FRESHMAN YEAR- SPRING SEMESTER: 16 hours

Courses

POLS 2753 American National Government	3 Hours	Note 5	Grade _____
SOCI 2753 Introduction to Sociology or PSYC 1163 General Psychology	3 Hours	Note 5	Grade _____
English composition requirement	3 Hours	Note 1 & 5	Grade _____
Fine Arts requirement	3 Hours	Note 1 & 5	Grade _____
Lab Science requirement	4 Hours	Note 1 & 5	Grade _____

SOPHOMORE YEAR- FALL SEMESTER: 15 hours

Courses

FIN 1521 Personal Finance Applications	1 Hours	Note 6	Grade _____
PHIL 2753 Introduction to Philosophy	3 Hours	Note 5	Grade _____
SOWK 2103 Introduction to Social Work	3 Hours	Note 2 & 5	Grade _____
SPAN 1304 Beginning Spanish I	4 Hours		Grade _____
Statistics requirement	3 Hours	Note 4	Grade _____
Elective requirement	1 Hour	Note 3	Grade _____

SOPHOMORE YEAR- SPRING SEMESTER: 15 hours

Courses

SOWK 3043 Human Behavior in the Social Environment	3 Hours	Note 2 & 5	Grade _____
SPAN 1314 Beginning Spanish II	4 Hours		Grade _____
Elective requirement	3 Hours	Note 3	Grade _____
Elective requirement	3 Hours	Note 3	Grade _____
Elective requirement	2 Hours	Note 3	Grade _____

Students must apply and be admitted to the BSW prior to the start of their junior year.

JUNIOR YEAR- FALL SEMESTER: 15 hours

Courses

SOWK 3113 Social Work Practice I	3 Hours	Note 2	Grade _____
SOWK 3413 Diversity and Social Economic Justice	3 Hours	Note 2	Grade _____
SOWK 3523 Social Work in Mental Health	3 Hours	Note 2	Grade _____
SOWK 4613 Research Methods in Social Work	3 Hours	Note 2	Grade _____
Elective requirement	3 Hours	Note 3	Grade _____

JUNIOR YEAR- SPRING SEMESTER: 15 hours

Courses

SOWK 3423 Social Work Practice II	3 Hours	Note 2	Grade_____
SOWK 3433 Populations at Risk	3 Hours	Note 2	Grade_____
SOWK 3733 Social Work Practice III	3 Hours	Note 2	Grade_____

IDN: _____

Printed Name: _____

SOWK 3833 Geriatric Social Work	3 Hours	Note 2
	Grade_____	

SOWK 3853 Social Work Values and Ethics	3 Hours	Note 2
	Grade_____	

SENIOR YEAR- FALL SEMESTER: 15 hours

Courses

SOWK 3823 Social Policy Analysis and Advocacy	3 Hours	Note 2	Grade_____
SOWK 4623 Social Work and Substance Abuse	3 Hours	Note 2	Grade_____
SOWK 4903 Field Instruction I (Seminar)	3 Hours	Note 2	Grade_____
SOWK 4914 Social Work Practicum I	4 Hours	Note 2	Grade_____
Elective requirement	2 Hours	Note 3	Grade_____

SENIOR YEAR- SPRING SEMESTER: 13 hours

Courses

SOWK 3843 Child Welfare Services	3 Hours	Note 2	Grade_____
SOWK 4913 Field Instruction II (Seminar)	3 Hours	Note 2	Grade_____
SOWK 4924 Social Work Practicum II	4 Hours	Note 2	Grade_____
Elective requirement	3 Hours	Note 3	Grade_____

Total Hours: 120 At least 40 hours must be upper level.

NOTES

1. General Education Core Requirements, see Graduation Requirements section of this catalog. Follow requirements with the following stipulations: lab science – BIOL 1153/1151 is required and select one additional lecture/lab.
2. These courses are used to determine major GPA, see Graduation Requirements. Must earn a C or better in all SOWK courses applied toward the degree.
3. Elective requirement, 17 hours. Consult with advisor.
4. Statistics requirement. Select one course from STAT 2503 or PSYC 2513.
5. Required for admission to the BSW program. To be eligible for admission, student must have the following:
 - a. Completed a minimum of 35 general education hours towards degree completion.
 - b. Completed SOWK 2103 and SOWK 3043.
 - c. Completed the English composition requirement, SPCH 1203, SOCI 2753, and PSYC 1163 with a grade of C or better.
 - d. Minimum 2.00 cumulative GPA for all college course work (including transfer work and excluding developmental courses) used towards degree compliance and be in good academic standing.
6. Prior to graduation students must demonstrate competency in financial literacy by satisfactory completion of FIN 1521 Personal Finance Applications (or an approved substitution) with a grade of C or better, or by a score of 70% or more on a challenge exam for FIN 1521.

Admission will be selective. Students must be admitted to the Social Work Program before taking advanced BSW courses.

Student Degree Program Requirements

A student's degree program requirements are those specified in the catalog in effect at the time of declaration of program major. If not on the Guaranteed 8- semester degree plan, students may choose to meet the program requirements specified in the catalog for a later year from when they began their program of study. Students must meet the above program requirements and the graduation requirements as indicated by institutional and college policy. The program can be changed only with the approval of the official advisor. If original courses are eliminated, students may be required to meet new curriculum requirements in the degree program. If students are not enrolled for two or more consecutive terms (excluding summer terms), they must re-enter under the program requirements of the current catalog. Students are responsible for understanding program requirements and changes. Guaranteed 8-Semester Degree Completion Program Pursuant to Act 1014 of 2005, qualified first-time freshmen with a declared major may elect to participate in the guaranteed 8-semester degree completion program. Students must follow the above degree plan and meet all requirements as outlined in the Guaranteed 8-semester Degree Completion Program contract. The contract and this degree plan must be signed and filed with the advisor before the first day of classes for the student's first term of attendance. The official copy of the contract and degree plan are filed in the Records Office. Approved by Dr. Shadow Robinson, March 1, 2023-Catalog Year 2023-2024. This document is not official until signed and dated by both the student and an authorized university representative.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Social Work Minors: Curriculum Plan

Minor Degree Plan	
Minor Core Requirements	6 Hours
SOWK 2103 - <i>Introduction to Social Work</i> SOWK 3043 - <i>Human Behavior in the Social Environment</i>	
Additional Minor requirements	12 Hours
<i>Select from the following:</i> SOWK 3413 - <i>Diversity and Social Economic Justice</i> SOWK 3433 - <i>Populations at Risk</i> SOWK 3523 - <i>Social Work in Mental Health</i> SOWK 3843 - <i>Child Welfare Services</i> SOWK 3823 - <i>Social Policy Analysis and Advocacy</i> SOWK 3833 - <i>Special Populations: Advocacy for Geriatric Care</i> SOWK 4623 - <i>Social Work and Substance Abuse</i>	
Total:	18 Hours
Social work minors and other non-majors may NOT enroll in any of the Social Work Practice Courses (SOWK 3113, 3423, 3733) or in any of the Field/Practicum courses (SOWK 4903, 4914, 4913, 4924). Students are required to declare the minor using the form available at the Records Office. The minor form must be filed in the Records Office. The social work minor is not recognized by the Council on Social Work Education.	

For more details on the major and minor degree plans, please see the UAFS *Undergraduate Catalog*, found at <https://academics.uafs.edu/records/undergraduate-academic-catalog>.

Transfer Credit

Transfer students may be accepted into the UAFS social work program. However, transfer students must meet the same admission and retention requirements as all other students in the program. Students transferring from another accredited social work program will not be required to re-take course work consistent with the UAFS social work program's requirements. The program director will evaluate the content of transfer work to avoid duplication or redundancy of work previously taken. Students transferring from non-accredited social work programs will be closely evaluated to ensure that any courses being transferred are consistent with CSWE competencies, standards, policies, and the educational objectives and outcomes of the social work program. Students from non-accredited social work programs may not transfer field work courses in lieu of the field internship courses in the social work program. Transfer course evaluation will involve review of course syllabi for competencies and content consistent with that of UAFS social work courses.

Acceptance of Transfer Credits

The amount of credit granted for transfer courses depends upon the nature and quality of the applicant's previous work, evaluated according to the academic requirements for the university and

the following provisions.

First, transfer credit will be officially evaluated after a completed Application for Admission and final official transcripts have been received. Official transcripts must include complete records of the courses taken and must be submitted to the Records Office. Institutions must be accredited by an appropriate regional accrediting agency to receive credit.

Second, transfer credit will be evaluated according to Arkansas Course Transfer System (ACTS). ACTS contains information about the transferability of courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admissions and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as “No Comparable Course.” Additionally, courses with a “D” may not transfer.

Transfer credit is subject to a two-stage evaluation process. First, the Records Office will complete an initial evaluation of the transfer credit for the institution. Second, the Department responsible for the course will evaluate the transfer credits that will satisfy degree program requirements. Credits found to be eligible for general transfer may not always apply to a specific degree program.

- Source 2022-23 Undergraduate Academic Catalog, p.14 ²

Life Experience Credit

Non-Acceptance of Life/Work Experience

The University of Arkansas Fort Smith Social Work Program does not grant course credit for personal life experience or prior work experience even if that experience appears to be conducted within a social service setting.

BSW Admissions Packet

Although social work may be declared as a major at any time, students must formerly apply and be accepted into the social work BSW program before taking advanced social work courses. Students typically apply to the program on the platform Slate, early in their spring sophomore semester. Following are the formal BSW program admission requirements:

1. **Application Form.** Applications are due the second Monday of February each year for admission into the BSW program cohort starting that following fall semester. Entry into the BSW professional program is competitive, please read the application carefully and include all required materials. Only complete application packets, submitted on or before the deadline (2nd Monday of February) are considered.

² UAFS Undergraduate Academic Catalog can be retrieved at

<http://academics.uafs.edu/records/undergraduate-academic-catalog>

2. **Credit Hours Completed.** Must have completed a minimum of 35 semester hours of course work at UAFS or another accredited college/university.

3. **Required Social Work Courses:**
 - o SOWK 2103: *Introduction to Social Work*
 - o SOWK 3043: *Human Behavior in the Social Environment (HBSE)* Applicants must have successfully completed or be concurrently enrolled in SOWK 3043 *HBSE* at the time of application for BSW admission. If currently enrolled, provide your current grade, obtained from the course instructor. Both courses must be completed with a grade of “C” or better before starting the BSW program in the fall. Grades earned on these courses must be documented on the admission application form.

4. **Required General Education Courses:**
 - o ENGL Composition requirement
 - o SPCH 1203 *Introduction to Speech Communication*
 - o SOCI 2753 *Introduction to Sociology*
 - o PSYC 1163 *General Psychology*

A grade of “C” or better is required for these four courses or their equivalent if taken at another university. Students receiving a “D” or less for any course must retake the course with a grade of “C” or better in order to be unconditionally admitted to the program.

5. **Minimum GPA.** Applicants must have a minimum 2.00 cumulative GPA or better for all college course work (including transfer work and excluding developmental courses) used towards degree completion and be in good academic standing.

6. **Personal Statement.** The personal statement provides you the opportunity to describe your qualities outside of your academic performance. The committee is looking for thoughtful, honest, yet professional narratives, demonstrating excellent writing skills, critical thinking, insightfulness, self-awareness, in comprehensive yet brief responses. The personal statement should be a typewritten, double-spaced essay of no more than four pages. The personal statement submitted is evaluated on punctuation, spelling, grammar, syntax, organization, and the ability to clearly express ideas. The statement includes a brief autobiographical sketch, discussions of your values, experiences, strengths, and challenges; see the application form for details.

7. **Letters of Reference.** Applicants’ references must submit their letters on Slate. One reference should be from a non-social work professor and the other from a non-academic source (e.g., work supervisor, volunteer coordinator, etc.)

8. **Formal Commitment to Abide by the National Association of Social Work Code of Ethics and Associated Expectations**

Applicants read and sign the following statement, located in the application form:

It is understood that in applying to the Social Work Program at the University of Arkansas – Fort Smith the applicant is aware of the necessary commitments to the rigors of undergraduate study and professional social work. Each applicant is also understood to have read and agreed to the standards of ethics and professional behavior as described in the National Association of Social Workers (NASW) Code of Ethics available at [NASW Code of Ethics](#). The social work program reserves the right, on the basis of its academic and professional judgment, to recommend that an applicant be denied admission or to recommend dismissal of an admitted student whose academic record or performance in field instruction does not meet minimal expectations or whose performance is not consistent with the accepted standards for professional behavior (as described in the NASW Code of Ethics). The social work program reserves the right to rescind any decision made in reliance upon any statement you provide which is untrue, and to take appropriate action. Your signature certifies that you have read and understood the above statement and that all materials you have submitted for consideration by the Admissions Committee are complete and accurate.

Note to applicants: Meeting the minimum requirements for admission consideration to the BSW professional program does not guarantee acceptance into the program.

Students submit all of the above materials (application form, personal statement, and two references) via the platform Slate on or before the established deadline, the second Monday of February each year.

Students **must be formally admitted into the BSW program and be in good standing** to enroll in upper level social work courses, specifically: SOWK 3113 - *Social Work Practice I*, SOWK 3423 - *Social Work Practice II*, SOWK 3733 - *Social Work Practice III*, SOWK 4613 - *Research Methods in Social Work*, SOWK 3823 - *Social Policy Analysis and Advocacy*, SOWK 4914 - *Social Work Practicum I*, SOWK 4903 - *Field Instruction I* (Seminar), SOWK 4924 - *Social Work Practicum II*, SOWK 4913 - *Field Instruction II* (Seminar), and SOWK 3853 - *Social Work Values and Ethics*.

BSW Admissions Process & Selection Criteria

Applications for admission are due on or before the second Monday of February in the spring semester of the sophomore year after the student completes SOWK 2103 - *Introduction to Social Work* and SOWK 3043 - *Human Behavior in the Social Environment*. In some cases, students may submit the admissions packet while enrolled in the HBSE course. In these cases, the student submits their current grade in the course and the final grade upon completion. Late applications may be considered if time and cohort availability allow.

Once submitted, the social work Admissions Coordinator reviews applications for completeness and documents any missing items. Applicants are e-mailed about any missing items and may address, in a timely fashion, these deficiencies. If the submission deadline has passed, incomplete applications may be considered, once complete, if time and cohort space allow.

Evaluation of Admission Applications

Once complete, the application packet will be sent to BSW admissions committee. BSW Admissions committee members schedule an interview with the applicant and review completed application files using the following procedure:

1. Applications are reviewed and evaluated based on application and interview by a faculty member.
2. Faculty member will make a formal recommendation to the Program Director.
3. If there is question or concern about a recommended applicant, additional faculty will review.

Admission Criteria

Admission decisions for the BSW program are based on evidence that the applicant:

- a. Meets the GPA requirements;
- b. Has completed the required prerequisite classes;
- c. Has a commitment to social work values;
- d. Has a basic understanding of generalist social work practice;
- e. Demonstrates professional behaviors and attitudes;
- f. Demonstrates emotional maturity;
- g. Demonstrates stable mental/emotional process;
- h. Demonstrates excellent writing skills (The personal statement submitted is evaluated on punctuation, spelling, grammar, syntax, organization, and the ability to clearly express ideas);
- i. Demonstrates excellent communication skills;
- j. Demonstrates good critical thinking and analytic ability, including evidence of good judgment;
- k. Has relevant work and/or volunteer experience, and;
- l. Submits one reference from a university faculty member who has taught the student, and one from a “professional” in the community. Students are encouraged to review the reference form and request references from individuals who can answer the questions. Each category is scored. Submission of references with “unable to judge” statements will result in a lower score. Acceptable references include; University faculty members who have taught the student, current/former employers, or supervisors. References from relatives, friends, and family will not be accepted.

There are three possible admission decisions:

- **Unconditional admission:** These students have demonstrated through their application materials (and interview, if required) that they have the motivation and potential for competent professional social work practice and that they agree to uphold and conduct themselves in accordance with the values and ethics of professional social work practice. In addition, these students have at least a 2.0 GPA in the pre-admission required courses (see above) and have an overall GPA of 2.0.
- **Conditional admission:** These students may continue in the program for a given period (usually one to two semesters) during which certain conditions must be met. Students may be admitted conditionally with a lower GPA than 2.0 overall, but the student must attain a 2.0 overall GPA during the time required. Conditional admission related to non-GPA issues may be granted if the student agrees in writing to correct the concern. Examples of non-GPA concerns for which

corrective action may be required include writing skills, assertiveness, stress management, or working with diverse populations. Note: Students receiving a “D” or an “I” in a core social work course after being unconditionally admitted to the program are considered, once again to be conditionally admitted until the deficiency is corrected (See *BSW Student Performance Standards: Criteria & Indicators of Concern* below).

- **Non-acceptance:** A decision of non-acceptance will be made when the student is found unsuited for professional social work practice. There are two criteria for non-acceptance: 1) the lack of acceptable academic performance necessary to successfully complete the requirements of the social work program, and/or 2) the inability to demonstrate commitment to social work values and ethics as they are reflected in the *NASW Code of Ethics*. The admission application requires a signature verifying the student has read, understands, and agrees to abide by the standard for professional performance included in the *NASW Code of Ethics*. A decision of non-acceptance will result in the student’s termination from the social work major. In the event of non-acceptance, assistance with a transfer to another major will be provided upon request.

Notification of Applicants

Once an admission decision is made, the student applicant will be informed in writing by the BSW program director of his/her admission status: Unconditional Admission, Conditional Admission, or Non-Acceptance. The letter is sent via USPS to the address of record and a PDF copy to the student’s official UAFS e-mail address, listing the rationale for the decision and/or admission conditions, if any.

Social Work Course Policies

The following is a list of program and course policies developed by social work faculty; additional policies may be added by course instructors.

Academic Integrity

UAFS *Student Code of Conduct* emphasizes the values of honesty, integrity, respect, and fairness.³ Social work faculty and students are committed to adhering to the UAFS Policies regarding academic integrity (honesty):

UAFS is committed to helping students attain the highest level of academic achievement. That achievement is predicated on a foundation of scholastic integrity in all aspects of students’ academic work. This absolute standard of academic honesty lies at the heart of any pursuit of learning and the award of any degree or certificate. – UAFS 2022-23 Undergraduate Academic Catalog, pg. 14

³ *Student Handbook and Code of Conduct* available at <https://catalog.uafs.edu/content.php?catoid=3&navoid=28>

It is the student's responsibility to understand these and related policies, found in the academic catalog and student handbook.⁴ Academic misconduct, essentially, is when someone takes credit for work produced by another, specific examples include:

- o Quoting from another work without indicating the fact by quotation marks or indentation and acknowledging the source;
- o Paraphrasing without proper acknowledgement of the source;
- o Using the work of another student;
- o Giving or receiving unauthorized aid in any assignment or examination;
- o Submitting a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor;
- o Representing interactions of clients in written case materials that did not, in fact happen or presenting untrue statements in such materials, and;
- o Fabricating data that is claimed to be real.

Faculty who suspects academic dishonesty must act in accordance with UAFS policy. Students who are found guilty of academic dishonesty will receive disciplinary action that may include a grade of "F" for the course, suspension from class and dismissal from the BSW program. A student may appeal either the finding of academic dishonesty or the penalty to the Academic Standards Committee under guidelines listed in the UAFS Student Handbook.

Attendance

Coming to class is an important part of social work education. Attendance, including coming to class on time, staying until class is dismissed, and being truly present (i.e. not multitasking, texting, e-mailing, internet surfing) is a sign of professionalism and a courtesy to the instructor and your colleagues. Each student within the program for **each of their social work courses** is allotted **6 total** absences (excused and/or unexcused). Instances of lateness, early departure, not participating in class discussions, and "tech absences" (taking phone calls, texting, emailing, unrelated internet surfing, etc.) may result in a loss of daily participation points or an unexcused absence. If a student misses **more than 6 absences in the semester**, the student is subject to **failing the course**. *Instructors will use discretion when a student has an extenuating circumstance where a student has more than 6 absences.* Students who miss class are responsible for obtaining missed notes and handouts from their colleagues. Please notify the instructor a week in advance if your religious observances conflict with class or due dates for class assignments so the instructor can make appropriate arrangements.

Cell Phones/Smart Devices

Please keep cell phones on silent or vibrate mode. Students will leave the classroom to take urgent calls and will not disrupt the classroom activities. Students WILL NOT text, Snapchat, Instagram, email or surf the web on a cell phone, laptop, tablet or PDA in the classroom, and adherence to this policy will be enforced. This kind of activity in class is disrespectful and disruptive and will be addressed.

Confidentiality

Information shared in the course about agencies, clients, and personal matters is considered confidential per the *NASW Code of Ethics* on educational supervision and is protected by regulations of the *Family Educational Rights and Privacy Act (FERPA)* as well. As such, sharing this information with individuals outside of the educational context is not permitted.⁵

Disability Accommodations

UAFS makes every effort to offer equal educational opportunities for all students. To ensure a total university experience for individuals living with disabilities, UAFS seeks to provide reasonable accommodations and services to students who have physical and/or learning disabilities. The underlying philosophy of the program is to provide support, where possible, that will maximize each student's opportunities for academic success.⁶

Dropping Courses

It is suggested that students talk to their instructor, face-to-face, before dropping a class. Please refer to the UAFS [Academic and Registration Calendar](#) each semester for deadlines for dropping or withdrawing from a class. Additional information can be located in the [University Undergraduate Catalog](#) (Bulletin) for policies on dropping a class. Students receiving financial assistance should check with the [Office of Financial Aid](#) prior to dropping a class.

Employment Policy

Social work education is both difficult and time consuming. A typical full-time student's week includes fifteen (15) hours in the classroom and approximately thirty (30) hours of outside preparation for classes (reading, etc.). Additionally, during their senior year, BSW students spend fourteen hours or more per week at their agency during Field I and Field II internships. Outside employment increases an already demanding workload. The faculty caution students in seeking or maintaining outside employment.

Examinations

Students who cannot take scheduled examinations must inform the instructor in advance to explore, if possible, alternative dates. Students who miss the examination due to a previously arranged and excused absence will have one scheduled make-up opportunity. Failure to make-up the examination will earn a grade of zero.

H1N1

Students, faculty, and staff with flu-like symptoms should not attend class or work and should stay isolated from others. If illness occurs, the faculty will work with students to meet course requirements.

⁵ The NASW Code of Ethics can be retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics> and FERPA can be retrieved from <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

⁶ Additional information on ADA Services available at <http://academics.uafs.edu/academic-success/ada-services>.

Inclement Weather

In the event of inclement weather and/or closings of the university, the most expedient method for receiving information is through the UAFS notification system, *Lions Alert*. Please see [Lions Alert FAQ \(uafs.edu\)](http://uafs.edu) to sign up for this free service.

Incomplete Work and "I" Grades

When a student is unable to complete all requirements of a course by the end of the term due to extenuating circumstances, he/she may be assigned a grade of incomplete ("I") by the instructor. An instructor usually gives an incomplete grade when the student has successfully finished at least 70% of the course requirements and can complete, in a specified time, remaining requirements after the term has ended. The student signs an incomplete grade agreement form, describing the course requirements that need to be completed for a final grade. The student should see the instructor to request an incomplete grade and to make arrangements for completing course requirements by the deadline set by the instructor. A student who does not complete required assignments may, at the discretion of the instructor, receive a failing grade ("F") for the course. Based on UAFS academic policy, a student who fails to complete the course work for an incomplete grade within one academic year will automatically receive a grade of ("F"). Students must remove all incomplete grades in order to enter Field Placements I and II. The student is responsible for maintaining contact with the professor until the incomplete grade is removed.

Instructor-Student Communication

Students are expected to regularly check their UAFS email and Blackboard course site during the week for important notices, scheduling changes, or any other revisions. Students are responsible for information provided in class, via email, and through Blackboard. Faculty check email frequently and try to respond to students as soon as possible during workdays. Remember, they also have weekly office hours and often it is more advantageous to meet with them face-to-face rather than electronically. Program announcements are typically made via UAFS e-mail.

Late Assignments / Missed Exams

For each Social Work program level course, **NO** late assignments will be accepted. Assignments not turned in by their due date will receive a grade of "0." Instructors will use discretion when a student has an extenuating circumstance preventing them from turning in an assignment on time, i.e. a death in the family, hospitalization, etc. If a program level student is granted an extension, the student has **48 hours** from the original deadline to turn in the assignment on the appropriate Blackboard page/assignment link.

Lawful Carrying of Concealed Weapons

In accordance with Arkansas Act 562, students who choose to carry a concealed weapon in a backpack, purse, or other bag, would be in violation if they are separated from their bag beyond arms reach. These students should make other arrangements on test days where classroom requirements are such that these types of bags are not allowed near the student during the test.

The social work program strives to educate quality professional social workers. Students are admitted with the understanding that they have the academic ability and personal suitability for completing the professional social work degree. Although student expectations are reviewed throughout this handbook, clear behavioral performance standards and indicators of concern are warranted for clarity and precision. Such criteria also ensure that students are capable of meeting the standards, demands, roles and responsibilities of professional social workers.

The *BSW Student Performance Standards and Criteria* provides examples of expected behavior and indicators of concerns to clarify expectations for student behavior and achievement to remain in “good standing” in the BSW program. These requirements involve both academic (which are grade-related) and professional performance (which includes ethical and professional behavior) and are described below.

Concerns about your progress in the social work program may be raised by any faculty member, the social work program director, your field or task instructor, the director of field education, or another student, depending on the type and context of the concern.

BSW Student Performance Standards: Criteria & Indicators of Concern

For retention in and graduation from the BSW program, students must meet the following performance criteria which include but are not limited to the following:

Grade Point Average (GPA)

- Earn a “C” or better in all prerequisite courses required for admission to the program
- Earn a “C” or higher in all required social work (SOWK) courses
 - Maintain a 2.00 GPA in all required social work major courses
- Maintain a 2.00 overall GPA
- Meet and maintain academic and professional standards of UAFS and the social work program
- **Indicators of concern:**
 - Failure to maintain a 2.00 overall GPA once admitted to the BSW program
 - Failure to maintain a 2.00 GPA in all required social work courses
 - Failure to successfully complete either Field Seminar or Practicum (SOWK 4903 – *Field Instruction I (Seminar)*, SOWK 4913 – *Field Instruction II (Seminar)*, SOWK 4914 – *Social Work Practicum I*, SOWK 4924 – *Social Work Practicum II*)
 - Earn a grade of “D” or less in a required social work major course
 - Have more than one class with a grade of incomplete (“I”)
 - Fail to comply with incomplete grade contracts in a timely manner

Repeating Social Work Course

- Students who earn a “D” or “F” in a 3000-level or higher required social work course are eligible to repeat the course one-time only. This option is only available for a maximum of two (2) different courses.
- If the course that needs to be repeated is a prerequisite for subsequent coursework, the student will need to wait the appropriate time to continue with the other coursework until he/she successfully completes the repeated course(s).
- Students may withdraw from a course only one time. This option is only available for a maximum of two (2) different courses.
- Faculty will notify the director when a student drops or receives a “D” or “F” in a course, The social work program director will provide e-mail notification to the student that has failed or withdrawn from a course and that they may repeat the course one time to continue to pursue the Social Work program of study. The director also will encourage the student to meet with his/her advisor to discuss any academic challenges he/she may be experiencing.

Students who are terminated from the program for academic reasons are not eligible to reapply to the program.

Accountability

- Attend class, arrive on time, and return from breaks in a timely manner
- Abide by class attendance policy as designated in the syllabus of each course
- Participate in group activities and assignments
- Complete work in a timely fashion and according to directions provided
- Come to class prepared, with reading and other assignments completed
- Plan and organize work effectively
- Develop and follow a plan of study with the proper sequencing of courses
- Meet deadlines for advisement, registration, admission applications, etc.
- Take responsibility for the quality of completed tests and assignments
- Demonstrate the ability to follow school and agency protocols, policies and professional standards
- Make arrangements for special needs in a timely manner
- **Indicators of concern:**
 - Multiple absences from class or field placement
 - Multiple late arrivals for class or field
 - Poor organizational skills
 - Failure to come to class prepared to participate in group activities or discussions
 - Repeated requests for extensions on assignments and exams
 - Late or incomplete assignments

- o Failure to keep or cancel appointments
- o Failure to adhere to practicum agency policies and professional standards
- o Lying, cheating, or plagiarizing

Respect and Conduct

- Treat all peers, instructors, and others with dignity and respect at all times
- Listen while others are speaking
- Show respect for other's opinions
- Give feedback to peers and faculty in a constructive manner
- Approach conflict with peers and instructors in a cooperative manner
- Remain open to positive or negative feedback from peers and faculty
- Use positive and nonjudgmental language
- Demonstrate a willingness to understand diversity in people regarding age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- Demonstrate conduct in accordance with the *NASW Code of Ethics*
- Demonstrate conduct in accordance with established laws and professional agency policies
- Support the concept of client self-determination
- **Indicators of concern:**
 - o **Create conflict in class**
 - o Uncooperative or unwilling to participate in class activities
 - o Consistently late for class or field placement or consistently leave class or field placement early
 - o Sleeping during class
 - o **Disrupt class process by talking to others**
 - o **Frequently interrupt when others are speaking**
 - o Use cell phone inappropriately during class
 - o Use derogatory language, demeaning or inflammatory remarks either verbally or through social media
 - o **Appear unwilling or unable to accept feedback from faculty and peers**
 - o **Unwilling or unable to develop an understanding of people different from oneself**
 - o Discriminatory behavior or harassment toward others on the basis of age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
 - o Academic misconduct

Confidentiality

- Treat any personal information heard about a peer or instructor as strictly confidential
- Maintain confidentiality of any information shared in class, dyads, or smaller groups within that unit
- Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about

issues they are struggling with, they may consult with their instructor to receive a referral to counseling.)

- Never use names of clients or disclose other identifying information
- **Indicators of concern:**
 - **Share or discuss information about faculty or peers inappropriately**
 - Share information disclosed in class discussions with individuals external to the learning environment
 - **Demonstrate poor judgment in self-disclosure**
 - Disclose names or other identifying information about clients in the classroom or other settings

Communication Skills

- Practice positive, constructive, respectful, and professional communication skills with peers and instructors (i.e. body language, empathy, listening, etc.)
- Demonstrate use of critical thinking skills in communication
- Clearly articulate ideas, thoughts, and concepts verbally and in writing
- Communicate clearly with clients, supervisors, peers, and faculty
- Strive to continually improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and in creating client records
- Accept and benefit from constructive feedback
- Demonstrate ability to follow the conventions of writing in academic papers, exams, discussion boards, agency notes, and/or other written documents
- Demonstrate good organization in writing, following a logical sequence
- Formal papers are typed, double-spaced, and conform to the Publication Manual of the American Psychological Association (latest edition) standards of writing.
- **Indicators of concern**
 - Unable to express information clearly and concisely either verbally or in writing
 - Unable to master the conventions of writing in academic papers, exams, discussion boards, agency notes, and/or other written documents
 - Unable to communicate clearly with clients, supervisors, peers, and faculty
 - Relate interpersonally or via social media in a manner that is disrespectful, manipulative, discriminatory, disruptive, and/or immature
 - **Failure to follow appropriate procedures and channels for conflict resolution**
 - Interviewing skills are not at the appropriate level for class standing (i.e. junior or senior)
 - Failure to respond to e-mails in a timely and appropriate, professional fashion

Professional Values, Ethics, and Integrity

- Perform professional activities in conformity with the values and ethics of the profession
- Demonstrate judgment that models the values and ethics of the profession as presented in the *NASW Code of Ethics*

- Practice honesty with self, peers, and instructors
- Learn and apply the rules of citing other's work properly
- Do own work and take credit only for one's own work
- Do not submit, in whole or in part, the same work for credit in more than one course, except with prior approval of the instructor
- Avoid conflicts of interest that would interfere with the exercise of professional discretion and impartial judgment, which includes setting clear, appropriate, and culturally-sensitive boundaries
- **Indicators of concern:**
 - Violate any section of the [NASW Code of Ethics](#)
 - Violate standards of the [UAFS Student Code of Conduct](#)
 - Violate policies or procedures set forth in the BSW Student Handbook
 - Lying, cheating, or plagiarizing
 - Submit the same work for credit in more than one course without permission of the instructor
 - Current involvement in illegal activities (e.g. conviction of a felony or specific criminal behavior, such as illegal possession of a firearm or other weapon, trafficking in and/or possession of drugs, etc.)
 - Failure to pass drug screens requested by agencies while participating in field practicum
 - Inability to pass criminal background checks and child abuse clearances
 - Engage in activities that have conflicts of interest with the educational setting or field practicum placements

Self-Awareness and Self-Control

- Use self-disclosure appropriately in the classroom, field placement, or the profession
- Maintain appropriate boundaries in all relevant relationships and settings
- Demonstrate the ability to examine personal values and their fit with professional expectations. Able to develop and grow in reconciling differences when they occur.
- Able to engage in discussion and processing of uncomfortable topics
- Deal appropriately with issues that arouse emotions
- Demonstrate an awareness of one's personal limits
- Understand the effects of one's behavior on others
- Able to form positive working relationships with peers, faculty, supervisors, and clients
- Able to work toward resolving one's personal issues that may impair performance
- Demonstrate the ability to manage stressors through the use of appropriate methods of coping
- Seek out appropriate support when having difficulties to ensure success in completing course requirements
- Strive toward greater awareness of personal issues that may impede effectiveness with

clients

- **Indicators of concern:**
 - Unable or unwilling to work through unresolved personal issues
 - ~~Unable or unwilling to control emotional reactions~~
Demonstrate emotional problems that interfere with the ability to work effectively
 - ~~Make verbal or physical threats to peers, faculty, supervisors, or clients~~
 - Demonstrate impaired judgment, decision-making, or problem solving skills
 - Failure to seek appropriate professional help for physical, emotional, and/or cognitive problems that interfere with professional functioning
 - Demonstrate a negative attitude or lack of enthusiasm toward the social work program, the social work profession, and/or the field placement, to such a degree that it impairs the ability to actively participate in the learning experience
 - Unable to form effective relationships with clients, faculty, supervisors, or peers

Competence

- Able to meet the requirements for the nine competencies and 31 behaviors found in the [CSWE Educational Policy Statement](#), also see the appendix at the end of this handbook
- Demonstrate the ability to utilize information to make informed and relevant decisions
- Demonstrate the ability to identify and critically analyze bio-psycho-social components
- Demonstrate the ability to use critical thinking skills
- Demonstrate functional computer skills involving common software applications, computer tasks, learning systems, and website navigation
- **Indicators of concern:**
 - Failure to actively participate in the attainment of expected social work practice competencies
 - Unable to meet class or field requirements due to failure to balance personal and school responsibilities (i.e. employment vs. school)
 - Inability to work within the framework of supervision – may include classroom instructor, field agency faculty or supervisor
 - Impairment as described in Section 4.05 of the *NASW Code of Ethics*, which may include impairment due to personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with or impair professional judgment and performance or jeopardize the best interests of people for whom they have a professional responsibility

Diversity and Social Justice

- Remain open to people, ideas, and creeds that are not familiar
- Demonstrate the capacity and willingness to work with diverse client populations
- Maintain speech free of racism, sexism, ageism, ethnocentrism, stereotyping, and prejudice, including unwarranted negative criticism of others and demeaning comments that refer to a person's individual attributes
- Demonstrate understanding of how values and culture interact

- Participate in educational activities that promote sensitivity to, knowledge about, and appreciation of cultural diversity
- Demonstrate commitment to social justice for all populations
- Demonstrate understanding of how institutional and personal oppression may impede social justice for individuals, groups and communities
- Learn about and advocate for methods of empowering populations and enhancing social justice.
- **Indicators of concern:**
 - Unwillingness to work with or gain a greater understanding of diverse populations
 - Demonstration of stereotyping, judgmental attitudes, or prejudice
 - Failure to accept and develop an understanding of values and practices in different cultures
 - Does not understand the impact of oppression on individuals, groups or communities

BSW Student Performance Reviews

Students are continuously evaluated in the classroom, the university setting, and field placements to determine their suitability for the social work profession. Students are expected to maintain the standards stated in the *UAFS Bulletin* <https://catalog.uafs.edu/content.php?catoid=3&navoid=15>, the *BSW Student Handbook*, the *NASW Code of Ethics*, and course syllabi.

Policies for Student Performance Review

A performance review is intended to provide students and faculty the opportunity to openly identify and discuss performance issues. The request for a performance review may be brought to a program meeting by any UAFS faculty member (e.g. adjuncts, non-social work faculty, field instructors) in a course or courses in which the student is enrolled. Any item or group of items identified as “indicators for concern” under the *Student Performance Standards* may result in a request for a performance review.

Procedures for Student Performance Review

When a student has demonstrated an indicator(s) of concern, the following problem-solving and performance review steps should be followed:

1. When a faculty member has concerns with a student’s academic or professional performance, she/he should first talk with the student directly
2. If the issue persists, or is serious, the faculty brings the issue to a program meeting. The program director is recused from this part of the program meeting. Faculty determine at the meeting items to be included in the student’s professional improvement plan (PIP) that the student’s advisor will discuss with the student.
3. Advisor then meets with student to develop a PIP.
4. If PIP is not successfully completed, the student is referred to the Director.

5. The director will meet with the student and the faculty member and attempt to resolve the issue.
6. The Director makes the final determination of student's status in the program.
7. The Director informs the student via email of the final determination.

The PIP specifies the concern(s) to be addressed, action(s) to be taken, a time period for completion of designated actions, and re-evaluation of the student's performance. Consequences for non-performance also are included in the contract. The program faculty will work together with the student, her/his advisor, and other relevant parties. If the student fails to fulfill the contract, or if while working on the contract some serious impropriety or failing academic performance occurs, the student will be referred to the social work program director.

Range of Possible Outcomes

1. Probation—The student is placed on administrative probation and is allowed to continue in the BSW program for a time-limited period to allow for completion of the contract developed.
2. Suspension—The student is temporarily removed from the program and required to complete a contract as developed by the student and the program director.
3. Termination—The student is dismissed from the program.

* The student has the right to appeal the committee and/or BSW program director's decision by following the university grievance procedure outlined in the [UAFS Undergraduate Catalog](#).

Criteria for Termination

The BSW is a professional degree with high standards of performance and conduct. Termination from the program is not taken lightly and will be in dialogue with the BSW student based on several possible criteria:

1. Failure to maintain GPA requirements (2.0 overall and 2.0 in social work courses);
2. Failure to abide by and behave in accordance with the *NASW Code of Ethics*;
3. Engaging in any activity or behavior which, according to university policy or regulations, would result in dismissal from the university community. Such activity or behavior includes, but is not limited to, sexual harassment, physical or sexual assault, and academic dishonesty (See *Undergraduate Academic Studies Catalog*, <http://academics.uafs.edu/records/undergraduate-academic-catalog> description of Academic Dishonesty, p. 43ff, Title IX, p. 9).
4. Failure to abide by the requirements in *BSW Field Education Manual* and the *BSW Student Handbook* or meet the student performance standards described therein.

Request for Taking Professional Leave from the Program

There are times we all experience unexpected events that may require us to change our focus away from our academic and/or professional careers. Such events include major illness, loss of income, loss of childcare, or loss of transportation. If students experience such an event, there is the option of taking professional leave from the program.

Steps to obtain approval for professional leave:

1. Schedule an appointment with your advisor to discuss your current situation.
2. Complete the "Request for Professional Leave" form (see appendix) and submit the completed form to your advisor.
3. Both the advisor and program director must approve the leave.

Steps for returning from professional leave:

1. At least 3 weeks before the semester begins, the student should reach out to their advisor to schedule a meeting and turn in the "Request to Return from Professional Leave" form at the meeting.
2. Both the advisor and program director must approve the request.

Information to consider when making the decision to take professional leave:

1. Students approved to take professional leave are eligible to return the following year. For example, if a student takes professional leave in Oct. 2022, they are eligible to return in the fall semester of 2023.
2. Students must return within 5 years of the official leave date.
3. If the student has been away from UAFS for one academic year or longer, the student must apply for readmission to the university.
4. When students return to the program, they will be required to follow the UAFS Undergraduate Catalog in effect at the time of their return.
5. Students can expect a response to the requests within 5 business days.

Request for Readmission

Students who leave or are dismissed from the BSW program before completing the BSW degree may request re-admission by following the steps listed below:

1. Schedule an appointment with the BSW program director to discuss your current situation and readiness to return to the BSW program.
2. Submit a letter to the BSW admissions committee stating how you have dealt with the obstacle(s) or problem(s) that led to your not completing the program.
3. Submit one letter of reference from a current employer or faculty member.
4. If the student has been away from UAFS for one academic year or longer, the student must apply for readmission to the university.

The BSW program director will work with students to review their status and request for re admission. If students are re-admitted, they must follow the UAFS Undergraduate Catalog in effect at the time of readmission. In order to count toward the BSW degree, course work must have been completed within seven years prior to a student's enrollment in the first course(s) that count for degree credit in the program. For courses that exceed this time limit, students must validate the previous credit or retake the course(s) to meet degree requirements. Validation requirements are determined by faculty who teach in each curriculum area.

Other Admission/Readmission Issues

Students denied admission to the UAFS social work program may re-apply for admission later if they demonstrate they have resolved the issues resulting in the original admission denial.

Students should be aware that records of criminal convictions will pose an obstacle to being placed

into a BSW internship, finding professional social work employment in some agencies and fields of practice and will be a possible obstacle to attaining a social work license.

Faculty Advising

Academic advising is a critical element for student academic and career development. In order to provide the best opportunities for students to perform well academically and develop professionally, we have a well-developed system of advising.

Once students declare social work as a major, they are assigned an academic advisor from the College of Health, Education and Human Sciences (CHEHS) advising center. It is essential that each student work closely with their advisor in order to complete the required prerequisites and meet the guidelines for admission into the BSW program. Once formerly accepted into the BSW program, students are assigned a full-time social work faculty member to serve as their academic advisor. Students are initially advised during the BSW program orientation, held shortly after admission decisions are announced, then expected to seek out their faculty advisors for questions and discussions related to career issues, registration, and academic performance. University deadlines, procedures for graduation, and other technical questions should be addressed to the social work program office.

Social work faculty members are available throughout the semester, office hours posted on course syllabi and Blackboard. Faculty members provide additional advising hours during pre-registration to accommodate increased advising needs. It is essential that students meet with their advisor, plan their schedules, and follow degree plans in order to complete required courses and graduate on time. Your advising session notes and personal degree plans can be found on the *Campus Student Success Collaborative* (SSC, Navigate) website, go to [My.UAFS](#) then select *Advising Appointments*. Students register for courses online via [My.UAFS](#). Course information can be found in the *Undergraduate Academic Catalog* (<https://academics.uafs.edu/records/course-schedule>) and the semester course schedule at *UAFS Course Schedule* (<https://academics.uafs.edu/records/course-schedule>). You must have a UAFS username and password in order to register. Students needing assistance with registration may come to the social work office to seek assistance.

Please review the course sequence and prerequisite requirements before meeting with your advisor. Students may arrange a face-to-face or telephone advising meeting with the faculty advisor. Students who are on academic probation or experiencing difficulties must meet in person with their assigned faculty advisor.

Closely follow your degree plan, any deviations may result in delayed graduation, contact your

advisor with any questions.

Student Rights & Responsibilities

Student Rights

Students in the UAFS social work program enjoy the following rights:

1. The right to an environment that is conducive to learning
2. The right to all academic complaint and appeal procedures provided by the UAFS (<http://academics.uafs.edu/records/undergraduate-academic-catalog>)
3. The right to participate in the life of the social work program through involvement in student organizations (see Social Work Student Network, below) and appropriate decision-making entities relevant to policies, regulations, and procedures affecting the welfare of students
4. The Federal Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Students in the social work program have the right to access their records in accordance with FERPA guidelines, the right to request changes to inaccurate or misleading educational records, and right to consent to disclosure of personally identifying information. University directory information is usually excluded from this provision, but you may request this information not be published as well (<http://academics.uafs.edu/records/undergraduate-academic-catalog>)

Student Responsibilities

1. Social work students are responsible for becoming familiar with the campus policies and regulations outlined in the current *Undergraduate Academic Catalog*, the *Social Work Student Handbook* and *Field Manual* for complying with these policies and regulations in the interest of an orderly and productive university community.
2. It is also expected that each individual student will become familiar with the grading and attendance policies as well as all other elements of the syllabi for the courses in which they are enrolled.
 - a. Each instructor distributes a syllabus for the course at the beginning of each semester.
 - b. Course syllabi contain not only policies and procedures of the School and the instructor; they also contain information regarding course content as well as key dates during the semester. (See *Undergraduate Academic Catalog* at <http://catalog.uark.edu/undergraduatecatalog>.)
3. The BSW student intern also convenes focus groups each spring semester to hear student perceptions, concerns, or address any needs that may arise concerning student rights and responsibilities.

Complaint/Grievance Procedures

UAFS & Social Work Program Grievance Process

A student with a grievance concerning a faculty member, a method of instruction, or dismissal from the social work program should follow the informal and formal grievance procedures described in this *Handbook* and the *2018-2019 Undergraduate Academic Catalog*, <http://academics.uafs.edu/records/undergraduate-academic-catalog>, if applicable. Prior to accessing the formal grievance processes, in the social work program, students are expected to attempt to resolve the matter informally first with the faculty member with whom the student has a complaint, then with the social work program director, and then with the Dean of the College of Health, Education and Human Sciences (CHEHS). The formal grievance process is used when the informal procedures have been exhausted with no satisfactory resolution. For a formal hearing, the student must submit a request, in writing, to the Dean of CHEHS within 14 business days of the incident, request must contain:

1. The specific injury to the student,
2. The date(s) which the injury(ies) occurred,
3. Name(s) of person(s) involved,
4. Measures taken by the student to rectify the particular incident being grieved, and
5. Any other pertinent information.

The Dean or their representative will review the formal request to determine its merit and to ensure all avenues for resolution have been exhausted by the student. An answer/decision will be issued to the student in writing within seven business days of receiving the formal grievance. If the student wishes to pursue the matter further, he or she must submit a written request within three business days to the Provost for the matter to be reviewed. The provost will issue a decision in writing within seven business days. The decision of the Provost is final. Matters other than instruction should be taken to the vice chancellor for student affairs (*2018-2019 Undergraduate Academic Catalog*, p. 44, <http://academics.uafs.edu/records/undergraduate-academic-catalog>).

Complaint/Grievance Procedure

These procedures are intended to apply to all grievances involving discrimination, harassment, retaliation and sexual misconduct as described in this policy, including but not limited to those brought by a student against an employee and/or fellow student, employee against fellow employee and/or student, and third party against employee and/or student. All other grievances by students, employees or third parties shall be addressed through other grievance procedures. The UAFS (hereafter the university) benefits from formal and informal procedures that encourage prompt resolution of complaints and concerns raised by members of the university community. (See *Faculty Handbook*, 3.7.3, p. 26).⁸

⁸The UAFS *Faculty Handbook* can be retrieved at <https://uafs.edu/about/offices-and-services/human-resources/faculty-and-staff-handbook.php>

Informal Complaint Process (Policy 3.7.3.1)

The university does not require a complainant to utilize the Informal Complaint Process if doing so is impracticable or unsafe, or if the complainant believes that the conduct cannot be effectively addressed through informal means. For example, the Informal Complaint Process should not be used to address allegations of sexual assault. However, in other circumstances where it is practical and safe to do so, every reasonable effort should be made to constructively resolve issues with students, faculty, staff and administrators before pursuing the Formal Complaint Process. Under the Informal Complaint Process, a complainant may elect to resolve his/her complaint by discussing it with the offending party. If the offending party is an employee and a satisfactory resolution cannot be reached after discussion, the complainant may also contact the individual's direct supervisor to resolve the complaint. If these efforts are unsuccessful, the Formal Complaint Process may be initiated.

Formal Complaint Process (Policy 3.7.3.2)

Upon receiving a report of alleged or possible violation of this policy, the Title IX Coordinator and/or deputies (hereafter the Title IX Coordinator) will evaluate the information received and determine what further actions should be taken. The Title IX Coordinator will follow the procedures described in this policy. The Title IX Coordinator will take steps, either directly with the complainant or through a reporting employee, to provide information about the University's Complaint/Grievance Procedure, as well as available health and advocacy resources and options for criminal reporting. A packet of information containing all of these materials is available and may be requested by calling the Title IX Coordinator, 479-788-7310.

UAFS seeks to make every effort to offer equal educational opportunities for all students. To ensure a total university experience for students with disabilities, UAFS provides reasonable accommodations and services to students who have physical, emotional, and/or learning disabilities. The underlying philosophy of the program is to provide support, where possible, that will maximize each student's opportunities for academic success.

Working with the student, the Student ADA Services coordinator will develop an individualized plan for services including academic advisement and accommodations in testing and instruction. A student with disabilities may present validation of the disability and request services by contacting the Student ADA Services coordinator at (479) 788-7577. Registration with Student ADA Services is a separate process from the application for admission to the university. In order to be considered for accommodation, a student must first submit verification of the condition based on Student ADA Services' guidelines and meet with the Student ADA Services coordinator to discuss accommodation requests.

UAFS is committed to a policy of ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in university programs or activities due to his or her disability. The university is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA), Rehabilitation Act of 1973 (Section 504), and the ADA Amendments Act of 2008, and to providing equal educational opportunities to otherwise qualified students with disabilities. Any student who believes he or she has been subjected to discrimination on the basis of disability or has been denied access or

accommodations required by law, shall have the right to file a grievance. To obtain a copy of Services for Students with Disabilities brochure, which includes application information and the grievance procedure, contact the Student ADA Services Office at (479) 788-7794, or (479) 788-7577, or visit our website for a printout (*2018-2019 Undergraduate Academic Catalog*, p. 36-37, <http://academics.uafs.edu/records/undergraduate-academic-catalog>).

Social Work Network

The Social Work Network (SWN) is a registered campus student organization organized and led by social work students and those with similar interests.

The club's organization goals:

- To encourage community involvement
- To expose students to the Social Work profession
- To network with Social Work Professionals
- To encourage educational growth through Social Work-related activities
- To adhere to the NASW Code of Ethics
- To promote awareness of the UAFS Social Work program
- To provide opportunities for students to engage in micro, mezzo and macro level practice skill building

The organization operates using seven officer positions:

- President
 - Arrange and call all formal meetings, heads activities
 - Assign specific responsibilities to other members
 - Maintain contact with the advisor
 - Directs constitutional updating and revisions
 - Coordinate with the other officers to plan the agenda for the fall and spring semesters
- Vice President
 - Assist with the duties of the president
 - Assumes presidential duties in the absence of the president
 - Will aid in planning the agenda for all meetings
 - Participate with president at all meetings with administration and faculty
- Secretary
 - Notify all members of meetings
 - Maintain attendance records of all meetings
 - Keeps record of all members and activities of the organization
 - Receive and respond to general correspondence
 - Orders and maintains graduation cords from UAFS bookstore
 - Checks and maintains inventory
- Treasurer
 - Handle all financial matters regarding donations and university monies

- Supervise financial planning of organization under supervision of the president and vice president.
- Create and submit budget proposals
- Submits orders via p card for food, supplies, and decorations
- Director of Marketing
 - Build and maintain all social media sites pertaining to the Social Work Network
 - Engage with members and the community via social media sites
 - Create all promotional materials such as flyers, social media posts, and logo items
 - Keep record of the organization's accomplishments via social media platform
- Event Coordinator
 - Leads the coordination of organization activities and promotion of organization to the campus and surrounding community
 - May form committees for events and /or promotion of the organization or its events
 - Organize fundraisers, community events, etc.
 - Register Social Work Network for events and activities
 - Be a contact person for activities and information
 - Prepare an agenda and budget proposal for each event
- Director of Outreach
 - Preside over all volunteer opportunities
 - Keeps records of community service hours for cording requirements
 - Organize community outreach and fundraising events
 - Responsible for inviting guest speakers, professional, and alumni to social events
 - Be contact for community and social events
 - Approve and deny community service hours
 - Approve and deny cording applications

For more details about the SWN, upcoming events and how you can become involved see <https://uafs.presence.io/>

Student Resources

UAFS Writing Center Services

Excerpts from the Writing Center website: <http://academics.uafs.edu/academic-success/tutoring-services>

The writing center has many resources to help you improve your writing. The most valuable resource is the staff of writing assistants who are here to help you during any stage of your writing. The writing center offers computers for word processing your work and handouts, books, and audio/video tapes offering information on writing. Internet access is also available for research and checking email.

Our writing assistants are professionals who are willing to help you at all stages of your writing

process. When you approach an assistant to talk to him or her about writing, the two of you will have a "conference." This is simply a conversation about your writing. The feedback offered will help you understand how your writing may be perceived and understood by a reader. While we will not take over any of the stages of writing for you, we will talk with you at any stage of your writing process - from brainstorming to drafting and polishing your piece of writing. Our feedback is intended to help you better understand how to improve your writing. Please check the front desk in Vines 202 or call 479-788-7675 for the hours of the writing center.

Counseling Center

Excerpts from the Counseling Center website: <http://health.uafs.edu/health/counseling-center>

College life can be an exciting and a unique experience, however there are times when the stress of juggling studying, working and your personal life may be overwhelming and frustrating. Many students find themselves dealing with anxiety, substance abuse, depression and suicidal thoughts.

If this is you, there is help available. The Counseling Clinic is committed to treating the psychiatric, behavioral and emotional needs of the university's students. Our licensed, caring mental health professionals understand that mental illness and disorders are real, and we are here to help you navigate through these "rough waters".

The Counseling Clinic supports the university's mission by enabling students to maximize their educational experience through counseling and psychotherapy.

All students are eligible for up to eight sessions per year at no additional charge. The Counseling Clinic is conveniently in the Pendergraft Health Sciences Center in Room 312. Call 479-788- 7398 to schedule your free confidential appointment.

Career Services

Excerpts from Career Center website: <http://academics.uafs.edu/career-services/career-services-home>

Career Services is dedicated to providing guidance and services to current and former UAFS students and the many regional employers that we partner with. Students and employers play important roles in the education process and that partnership will certainly help strengthen the economic development of our region, state, and community. At UAFS we strive to not only equip our students with the knowledge that comes from the classroom but through experiential endeavors that match academic and personal interests. Such experiences might include internships, job shadowing, or service learning. Simply put, we want every student to experience some type of career-related experience related to their field of study prior to graduating from UAFS. We would encourage you to explore our website and familiarize yourself with all the services that we have to offer.

Babb Center for Student Professional Development

Excerpts from Babb Center website: <http://academics.uafs.edu/CSPD/babb-center-student-professional-development-home>

Overview and Mission

The Babb Center for Student Professional Development (CSPD) empowers UAFS students to develop the professional skills and personal attributes most valued by prospective employers through career preparation programs, experiential learning, and collaborations with UAFS partners.

This is accomplished through workshops, mentoring and internships that complement the content knowledge/tools taught in the classroom.

CSPD offers various services connecting students with employers, thereby supplying local and regional employers with highly valued professional employment candidates.

Primary Goals

- *Deliver a quality Certificate program that provides UAFS students career-preparation programs and services to develop the essential skills needed to excel in today's competitive global economy.*
- *To develop relationships with alumni and employers resulting in internship and full-time career opportunities for students*
- *To serve as a valuable recruitment tool for corporate partners*

Program Membership

To participate in the CSPD sessions, students must apply for, and meet the qualifications for the program. The first step is to complete the online application, which should only take a few minutes. The form will give the office a snapshot of the student's background and professional experience, and the program expectations. By filling out the application form, if the student meets the qualifications, they will be automatically enrolled in the CSPD program and begin their pursuit of the [Distinction in Professional Development Certificate](#). They can then start attending the professional development workshops.

APA – American Psychological Association resources for writing in APA Style

Excerpts from website: <http://www.apastyle.org/>

The [Publication Manual of the American Psychological Association](#) is the style manual of choice for writers, editors, students, and educators in the social and behavioral sciences. It provides invaluable guidance on all aspects of the writing process, from the ethics of authorship to the word choice that best reduces bias in language.

Well-known for its authoritative and easy-to-use reference and citation system, the [Publication Manual](#) also offers guidance on choosing the headings, tables, figures, and tone that will result in strong, simple, and elegant scientific communication.

National Association of Social Workers —

Arkansas

Excerpts from NASW website:

<http://naswar.org/>

Purpose

NASW Arkansas is committed to being the most relevant and visible force for social work professionals. We will impact the state of Arkansas and empower our profession through education, advocacy, and networking.

Education

We will impact social work practice through innovative, affordable, and accessible educational opportunities. We will increase public awareness of our profession and diverse roles as social workers.

Advocacy

We will advocate for the social work profession and influence policy at the local and state levels. We will expand our involvement in advocacy efforts to promote human rights and social and economic justice.

Networking

We will have an active, inclusive, and diverse membership. We will provide opportunities for collaboration, support, and professional growth.

Student Representative Board Member

Consider becoming a BSW Student Representative (if vacant). A BSW Student Representative represents the interest of BSW student members statewide and helps promote the chapter's annual student membership competition. See website for more details.

Graduate Social Work Education

Master of Social Work (MSW) programs generally require two years of academic study. A number of graduate programs, however, grant advanced standing status to students who have received undergraduate degrees in social work from a CSWE accredited social work program. Specific guidelines for granting advanced standing differ among various schools; therefore, interested students should contact the specific schools that they are interested in attending. A complete directory of schools of social work with accredited master's degree programs can be obtained online from the CSWE website at <https://www.cswe.org/Accreditation/Directory-of-Accredited-Programs.aspx>

Arkansas
SOCIAL WORK LICENSING BOARD

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WELCOME

- About the Board
- Contact Us
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- Forms
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- Laws & Regulations
- FAQs
- Newsletters
- Links

Board's Comment on Provisional Licensing and New Medicaid (OBHS) Billing
Requires Adobe Reader to View.

Items to be reviewed on this Board meeting date:	Deadline:
December 10, 2018	Thursday, December 6, 2018
January 14, 2019	Thursday, January 10, 2019
February 11, 2019	Thursday, February 7, 2019
March 11, 2019	Thursday, March 7, 2019

Should there be inclement weather the Board may have to reschedule.

Online Services

- [New License Application](#)
- [License Renewal](#)
- [Search for an Arkansas Social Worker](#)

The Social Work Licensing Board was created by Act 791 of 1981 for the purpose of regulating the practice of social work in Arkansas.

The mission of the Social Work Licensing Board is to protect the public by setting standards of qualification, training and experience for those who seek to represent themselves to the public as social workers and by promoting high standards of professional performance for those engaged in the practice of social work.

Site Map | Accessibility Policy | Privacy Statement | Security Statement | FOI Compliance
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Arkansas Social Work Licensure & Credentialing

In 1981, the state of Arkansas recognized the profession of social work and the ways in which it significantly affects the people of the state. The Social Work Licensing Act (Act 791, 1981) was passed to protect the public by setting standards of qualification, training, and experience for those who seek to represent themselves to the public as social workers, and to promote high standards of professional performance. In keeping with these purposes, the Act prohibits (after June 17, 1982) the practice of social work by anyone who is not duly licensed. It also limits private independent practice and social work consultation to the level of LCSW. The Act established levels and qualifications for licensure as well as the Licensing Board, its composition, functions, and duties. More detailed information on the provisions of the Act 791 can be obtained from the Arkansas Social Work Licensing Board official website: <https://cswe.org/>. Students also may send questions directly to:

*State of Arkansas/Social Work Licensing Board
PO Box 250381
Little Rock, Arkansas 72225*

Not all states require professional licensure for social workers, and in the states that do, licensure levels, qualifications, and other regulations may vary. In Arkansas, graduates at the baccalaureate and master's levels must meet the following requirements in order to be licensed to practice:

- o **LSW** (Licensed Social Worker) requires (1) a baccalaureate degree in social work from a Council on Social Work Education accredited program or a social work degree awarded prior to 1986 by an accredited institution; and (2) passage of an examination.
- o **LMSW** (Licensed Master Social Worker) requires (1) a master's degree in social work from a CSWE accredited program; and (2) passage of an examination.
- o **LCSW** (Licensed Certified Social Worker) requires (1) a master's degree in social work from a CSWE accredited program; (2) two years post-master's LCSW supervised social work experience (clinical or non-clinical); and (3) passage of an examination.

For more details on **Arkansas Social Work Licensing** see www.arkansas.gov/swlb/

For specifics on **Oklahoma Social Work Licensing** see <https://www.ok.gov/socialworkers/>

Council on Social Work Education (CSWE)

Excerpts from the CSWE <https://cswe.org/>

Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. Its members include over 750 accredited baccalaureate and master's degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.

About Us
 Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. Its members include over 750 accredited baccalaureate and master's degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession's goals of social and economic justice. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.

What's New
New Available: 2017-2018 CSWE Annual Report
 CSWE's Annual Report highlights the activities and accomplishments of the organization for a complete fiscal year. The 2017-2018 Annual Report is now available online and shows key indicators for social work programs, professional development, advocacy, leadership, centers and initiatives, and membership.

Substance Use Task Force
 CSWE members are invited to participate in a task force being formed to develop a new curricular guide that addresses substance use. Social work faculty members with experience teaching about substance use, and practitioners working with populations struggling with substance use, are encouraged to apply. The application deadline is January 4, 2019. Learn more here.

New Free Continuing Education Course on Women, Risky Drinking, and Alcohol-Exposed Pregnancies
 CSWE is pleased to share a free online course addressing high-risk drinking behaviors in women and the potential for adverse health and reproductive outcomes. Continuing education credits are available.

New Live Webinar: Update on Accreditation of Practice Doctoral Programs in Social Work
 Join CSWE on December 5, 2018, at 1:00 pm ET for a live webinar about accreditation of practice doctoral programs. CSWE will share updates about the process and invite feedback on the current draft of accreditation standards.

ATTC Resources and Twitter Chat on Optimal Use Disasters
 The Council on Social Work Education and the Addiction Technology Transfer Center (ATTC) Network are participating in a TwitterChat on how to prevent, intervene and support people with opioid use disorders.

CSWE Thanks the 2018 APW Premier and Platinum Sponsors
 The Council on Social Work Education (CSWE) is pleased to announce the Premier and Platinum Sponsors for its 50th Annual Program Meeting (APM). CSWE gives special thanks to these sponsors for their generous support. Read more.

Engage
 Annual Program Survey
 Membership Payment

The National Association of Social Workers (NASW) Code of Ethics

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet 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 individual's 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 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 professional itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members¹. 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 for sanctions based on it.

¹ For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

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 consider all the values, principles, and standards in this *Code* relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit and 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 their responsibility.

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 worker's 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, 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' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

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

Value: Integrity

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

Value: Competence

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social

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

1.02 Self-Determination

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

1.03 Informed Consent

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third-party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

1.05 Cultural Competence and Social Diversity

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

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when 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 during 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 or when laws or regulations require disclosure without a client's consent. 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 based on 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 work 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 records 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 can 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 service 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 still need services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or

others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

2.04 Disputes Involving Colleagues

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

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who

have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

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

2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to service 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 WORKER'S 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 of potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance fairly and respectfully.

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 fairly and respectfully.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure 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 responsible for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and based on 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 possible and appropriate and should include only information 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 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 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 service.

- (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 misappropriate funds or using them for unintended purposes.

3.10 Labor-Management Disputes

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review professional literature and participate in continuing education relevant to social work practice and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional

judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

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

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social workers' 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 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 of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

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

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

5.01 Integrity of the Profession

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

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

5.02 Evaluation and Research

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

UAFS BSW Field Internship Performance Improvement Plan (PIP)

Student Name:

Field Liaison:

Field Instructor:

The purpose of this Performance Improvement Plan (PIP) is to define areas of concern, gaps in your internship performance, reiterate the BSW program's expectations and allow you the opportunity to demonstrate improvement and commitment to this internship experience.

Observations, Previous Discussions, Counseling:

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Step 1. Improvement Goals:

These are the goals related to the areas of concerns to be improved and addressed.

1.	
2.	
3.	
4.	
5.	

Step 2. Objectives:

Listed below are the activities that will help you reach your goals listed above.

Goal #	Objective	How to Accomplish	Start Date	Projected Completion Date
1				
2				

3				
4				
5				

Step 3. Expectations:

The following performance standards must be accomplished to demonstrate progress towards achievement of each improvement goal.

1.	
2.	
3.	
4.	
5.	

Step 4. Progress Checkpoints:

The following schedule will be used to evaluate your progress in meeting your improvement goals.

Goal #	Checkpoint Date	Type of Follow-Up (call/meeting)	Notes
1			

2			
3			
4			
5			

Follow-up Updates:

You will receive feedback on your progress according to the following schedule:

Date Scheduled	Conducted By	Completion Date
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Timeline for Improvement, Consequences & Expectations:

Effective immediately, you are placed on a 40-day PIP. During this time, you will be expected to make regular progress on the plan outlined above. Failure to meet or exceed these expectations, or any display of gross misconduct will result in further disciplinary action at placement, including removal from internship and potentially up to/including termination from the BSW Program. In addition, if there is no significant improvement to indicate that the expectations and goals will be met within the timeline indicated in this PIP, your internship placement may be terminated prior to 40 days. Furthermore, failure to maintain performance expectations after the completion of the PIP may result in additional disciplinary action up to and including termination from the BSW Program.

The PIP does not alter the internship-at-will relationship. Additionally, the contents of this PIP are to remain confidential. Should you have questions or concerns regarding the content, you will be expected to follow up directly with me.

We will meet again on as noted above to discuss your Performance Improvement Plan. Please schedule accordingly.

Signatures:

Print Student Name: _____

Student Signature: _____

Date: _____

Print Agency Field Instructor Name: _____

Agency Field Instructor Signature: _____

Date: _____

Print UAFS BSW Faculty Field Liaison Name: _____

UAFS BSW Faculty Field Liaison Signature: _____

Date: _____

Information/Excerpts from BSW Field Manual & BSW Student Handbook

BSW Student Performance Standards: Criteria & Indicators of Concern.

Grade Point Average (GPA)

- Earn a “C” or better in all prerequisite courses required for admission to the program
- Earn a “C” or higher in all required social work (SOWK) courses Maintain a 2.00 GPA in all required social work major courses
- Maintain a 2.00 overall GPA
- Meet and maintain academic standards of UAFS and the social work program

• Indicators of concern:

- Failure to maintain a 2.00 overall GPA once admitted to the BSW program
- Failure to maintain a 2.00 GPA in all required social work courses o Failure to successfully complete either Field Seminar or Practicum (SOWK 4903 – Field Instruction I (Seminar), SOWK 4913 – Field Instruction II (Seminar), SOWK 4914 – Social Work Practicum I, SOWK 4924 – Social Work Practicum II
- Earn a grade of “D” or less in a required social work major course o Have more than one class with a grade of incomplete (“I”)
- Fail to comply with incomplete grade contracts in a timely manner

Repeating Social Work Courses

- Students who earn less than a “D” in a 3000-level required social work course are eligible to repeat the course one-time only.
- Students can repeat up to two different social work courses. If the course that needs to be repeated is a prerequisite for subsequent coursework, the student will need to wait the appropriate time to continue with the other coursework until he/she successfully completes the repeated course(s).
- The social work program director will provide e-mail notification to the student that has failed a course and that they may repeat the course one time in order to continue to pursue the Social Work program of study. The director also will encourage the student to meet with his/her advisor to discuss any academic challenges he/she may be experiencing.

Accountability

- Attend class, arrive on time, and return from breaks in a timely manner
- Abide by class attendance policy as designated in the syllabus of each course
- Participate in group activities and assignments
- Complete work in a timely fashion and according to directions provided
- Come to class prepared, with reading and other assignments completed
- Plan and organize work effectively
- Develop and follow a plan of study with the proper sequencing of courses
- Meet deadlines for advisement, registration, admission applications, etc.
- Take responsibility for the quality of completed tests and assignments
- Demonstrate the ability to follow school and agency protocols, policies and professional standards
- Make arrangements for special needs in a timely manner

• Indicators of concern:

- Multiple absences from class or field placement
- Multiple late arrivals for class or field
- Poor organizational skills
- Failure to come to class prepared to participate in group activities or discussions
- Repeated requests for extensions on assignments and exams
- Late or incomplete assignments
- Failure to keep or cancel appointments
- Failure to adhere to practicum agency policies and professional standards

- Lying, cheating, or plagiarizing

Respect and Conduct

- Treat all peers, instructors, and others with dignity and respect at all times
- Listen while others are speaking
- Show respect for other's opinions
- Give feedback to peers and faculty in a constructive manner
- Approach conflict with peers and instructors in a cooperative manner
- Remain open to positive or negative feedback from peers and faculty
- Use positive and nonjudgmental language
- Demonstrate a willingness to understand diversity in people regarding age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- Demonstrate conduct in accordance with the NASW Code of Ethics
- Demonstrate conduct in accordance with established laws and professional agency policies
- Support the concept of client self-determination

• Indicators of concern:

- Create conflict in class
- Uncooperative or unwilling to participate in class activities
- Consistently late for class or field placement or consistently leave class or field placement early
- Sleeping during class
- Disrupt class process by talking to others
- Frequently interrupt when others are speaking
- Use cell phone inappropriately during class
- Use derogatory language, demeaning or inflammatory remarks either verbally or through social media
- Appear unwilling or unable to accept feedback from faculty and peers
- Monopolize class discussion
- Unwilling or unable to develop an understanding of people different from oneself
- Discriminatory behavior or harassment toward others on the basis of age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- Academic misconduct

Confidentiality

- Treat any personal information heard about a peer or instructor as strictly confidential
- Maintain confidentiality of any information shared in class, dyads, or smaller groups within that unit
- Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral to counseling.)
- Never use names of clients or disclose other identifying information

• Indicators of concern:

- Share or discuss information about faculty or peers inappropriately
- Share information disclosed in class discussions with individuals external to the learning environment
- Demonstrate poor judgment in self-disclosure
- Disclose names or other identifying information about clients in the classroom or other settings

Communication Skills

- Practice positive, constructive, respectful, and professional communication skills with peers and instructors (i.e. body language, empathy, listening, etc.)
- Demonstrate use of critical thinking skills in communication
- Clearly articulate ideas, thoughts, and concepts verbally and in writing
- Communicate clearly with clients, supervisors, peers, and faculty
- Strive to continually improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also in creating client records
- Accept and benefit from constructive feedback
- Demonstrate ability to follow the conventions of writing in academic papers, exams, discussion boards, agency notes, and/or other written documents
- Demonstrate good organization in writing, following a logical sequence
- Formal papers are typed, double-spaced, and conform to the Publication Manual of the American Psychological Association (latest edition) standards of writing.

• **Indicators of concern:**

- Unable to express information clearly and concisely either verbally or in writing
- Unable to master the conventions of writing in academic papers, exams, discussion boards, agency notes, and/or other written documents
- Unable to communicate clearly with clients, supervisors, peers, and faculty
- Relate interpersonally or via social media in a manner that is disrespectful, manipulative, discriminatory, disruptive, and/or immature
- Failure to follow appropriate procedures and channels for conflict resolution
- Interviewing skills are not at the appropriate level for class standing (i.e. junior or senior)
- Failure to respond to e-mails in a timely and appropriate, professional fashion

Professional Values, Ethics, and Integrity

- Perform professional activities in conformity with the values and ethics of the profession
- Demonstrate judgment that models the values and ethics of the profession as presented in the NASW Code of Ethics
- Practice honesty with self, peers, and instructors
- Learn and apply the rules of citing other's work properly
- Do own work and take credit only for one's own work
- Do not submit, in whole or in part, the same work for credit in more than one course, except with prior approval of the instructor
- Avoid conflicts of interest that would interfere with the exercise of professional discretion and impartial judgment, which includes setting clear, appropriate, and culturally sensitive boundaries

• **Indicators of concern:**

- Violate any section of the NASW Code of Ethics
- Violate standards of the UAFS Student Code of Conduct
- Violate policies or procedures set forth in the BSW Student Handbook
- Lying, cheating, or plagiarizing
- Submit the same work for credit in more than one course without permission of the instructor
- Current involvement in illegal activities (e.g. conviction of a felony or specific criminal behavior, such as illegal possession of a firearm or other weapon, trafficking in and/or possession of drugs, etc.)
- Failure to pass drug screens requested by agencies while participating in field practicum
- Inability to pass criminal background checks and child abuse clearances
- Engage in activities that have conflicts of interest with the educational setting or field practicum placements

Self-Awareness and Self-Control

- Use self-disclosure appropriately in the classroom, field placement, or the profession
- Maintain appropriate boundaries in all relevant relationships and settings
- Demonstrate the ability to examine personal values and their fit with professional expectations. Able to develop and grow in reconciling differences when they occur.
- Able to engage in discussion and processing of uncomfortable topics
- Deal appropriately with issues that arouse emotions
- Demonstrate an awareness of one's personal limits
- Understand the effects of one's behavior on others
- Able to form positive working relationships with peers, faculty, supervisors, and clients
- Able to work toward resolving one's personal issues that may impair performance
- Demonstrate the ability to manage stressors through the use of appropriate methods of coping
- Seek out appropriate support when having difficulties to ensure success in completing course requirements
- Strive toward greater awareness of personal issues that may impede effectiveness with clients

• **Indicators of concern:**

- Unable or unwilling to work through unresolved personal issues
- Unable or unwilling to control emotional reactions
- Demonstrate emotional problems that interfere with the ability to work effectively with clients, faculty, supervisors, and peers
- Make verbal or physical threats to peers, faculty, supervisors, or clients
- Demonstrate impaired judgment, decision-making, or problem solving skills
- Failure to seek appropriate professional help for physical, emotional, and/or cognitive problems that interfere with professional functioning
- Demonstrate a negative attitude or lack of enthusiasm toward the social work program, the social work profession, and/or the field placement, to such a degree that it impairs the ability to actively participate in the learning experience
- Unable to form effective relationships with clients, faculty, supervisors, or peers

Competence

- Able to meet the requirements for the nine competencies and 31 behaviors found in the CSWE Educational Policy Statement, also see the appendix at the end of this handbook
- Demonstrate the ability to utilize information to make informed and relevant decisions
- Demonstrate the ability to identify and critically analyze bio-psycho-social components
- Demonstrate the ability to use critical thinking skills
- Demonstrate functional computer skills involving common software applications, computer tasks, learning systems, and website navigation

• **Indicators of concern:**

- Failure to actively participate in the attainment of expected social work practice competencies or Unable to meet class or field requirements due to failure to balance personal and school responsibilities (i.e. employment vs. school)
- Inability to work within the framework of supervision – may include classroom instructor, field agency faculty or supervisor or Impairment as described in Section 4.05 of the NASW Code of Ethics, which may include impairment due to personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with or impair professional judgment and performance or jeopardize the best interests of people for whom they have a professional responsibility

Diversity and Social Justice

- Remain open to people, ideas, and creeds that are not familiar
- Demonstrate the capacity and willingness to work with diverse client populations

- Maintain speech free of racism, sexism, ageism, ethnocentrism, stereotyping, and prejudice, including unwarranted negative criticism of others and demeaning comments that refer to a person’s individual attributes
 - Demonstrate understanding of how values and culture interact
 - Participate in educational activities that promote sensitivity to, knowledge about, and appreciation of cultural diversity
 - Demonstrate commitment to social justice for all populations
 - Demonstrate understanding of how institutional and personal oppression may impede social justice for individuals, groups and communities
 - Learn about and advocate for methods of empowering populations and enhancing social justice
- **Indicators of concern:**
- Unwillingness to work with or gain a greater understanding of diverse populations
 - Demonstration of stereotyping, judgmental attitudes, or prejudice
 - Failure to accept and develop an understanding of values and practices in different cultures
 - Does not understand the impact of oppression on individuals, groups or communities

Professional Behavior (from Field Manual)

The BSW is a professional degree and requires behaviors fitting for a professional social worker. In addition to the performance and behavioral expectations detailed in the *BSW Student Handbook* (see *BSW Student Performance Standards: Criteria & Indicators of Concern*), social work field interns are expected to act in a professional and ethical manner, including but limited to the following:

- Prompt arrival and consistent attendance for the internship and seminar components. o Receptivity to new information and differing perspectives.
- Active participation in group discussions and activities.
- Quality of written work should reflect appropriate graduate scholarship.
- Timely completion of internship tasks and assignments outlined in the syllabus.
- Ability to accept and integrate feedback and attempt change.
- Provide respectful, supportive and constructive peer feedback.
- Cell phones should be turned off during seminar class and, at the discretion of the field agency, during field practicum hours. Cell use and texting is disrespectful to all members of the field seminar as well as field agency staff and clients and will not be tolerated. This includes leaving the seminar or practicum to make phone calls. If a student is experiencing life circumstances that warrant an exception to this expectation, the seminar or practicum instructor should be notified.
- Students are expected to maintain the confidentiality of their fellow classmates, clients and agencies with regard to what is shared in the classroom.

Termination Procedures.

Whatever the reasons prompting consideration of field practicum termination, the student-intern, field instructor, faculty field liaison and the BSW field director will work as a team to resolve problems and to come up with appropriate solutions.

Changing Placements and/or Termination of Field Placement.

A student's field practicum may be changed or terminated by the director of field education, the student, the field instructor, or an agency administrator for any of the following reasons:

- Student failure to meet the expected standards for ethical professional practice as noted above in the section, “Professional Ethics;”
- The agency's failure to provide the expected learning experiences and/or appropriate supervision or to meet any of the other expectations identified in the Memorandum of Understanding (MOU) between the agency and the university;

- Unexpected events in the life of the student or in the agency that jeopardize the quality of the student's learning experience, or;
- Lack of fit (mismatch) between the field instructor and/or agency and the student. Sometimes, differences in learning or interpersonal styles emerge as the student and field instructor begin to work together rendering the practicum less than optimally productive for a student's learning. Such circumstances are rare, but they may generate recommendations for a change in the practicum arrangements.

Any number of the circumstances cited above are not necessarily anyone's fault. In some instances, termination of the practicum reflects the fact that the practicum is highly successful in helping the student discover that social work is not what was expected and is not appropriate for her/him. Sometimes, it is possible for a change to be made in the student's assignment, either to another unit of the agency or to another agency altogether. This action may necessitate extension of the student's program and may require a detailed plan to make up any lost hours.

Student Rights to Appeal

A student who receives a failing grade in field placement or is terminated from field has the option of appealing the decision through the grievance process. If a student wishes to appeal any decision, he or she should meet with the BSW program director to review the appeals process only after all steps in the problem-solving process at (as outlined below) have been completed.

If a student believes that certain rights have been violated (i.e. discrimination based on age, gender, race, ethnicity, sexual orientation, social class or disability) the student may file a grievance. For further clarification of the appeals and grievance conditions and processes, see the *BSW Student Handbook* and *UAFS Student Handbook*.

Problem-Solving Process: Faculty Field Liaison Initiated

In rare instances, the faculty field liaison may initiate the problem-solving process as s/he becomes aware of concerns based on a student's self-reporting regarding conduct and performance in field or become aware of difficulties in the field agency or with the field Instructor, which adversely impacts the educational experience of the student. When a faculty field liaison has a concern about a student's performance in field, the following steps to resolve the difficulty are recommended:

- The faculty field liaison will meet with the student to address the issue;
- If the issue is not resolved, the faculty field liaison will consult the field instructor regarding the concerns;
- If the issue is not resolved, the field instructor and student will meet with the faculty field liaison together, and;
- If the issue continues to be unresolved, the field director will be consulted and may include all necessary parties, including the student affairs committee.

Problem-Solving Process: Field Instructor Initiated

As soon as the field instructor identifies issues that may place the practicum in jeopardy, it is incumbent upon the field instructor to discuss, as soon as possible, any such problems with the student and the faculty liaison. The director of field education should also be contacted if the issue does not appear to be resolved. If issues cannot be resolved, the field instructor can request termination of the placement. This request should be provided in written form with the pertinent issues outlined. This is helpful in reviewing the student's needs and to assist with future planning. The faculty liaison will provide a written summary of the termination decision (including the event(s) prompting the termination and the reasons for it) to the BSW field coordinator, and the BSW program director, with a copy to the student. Activate appropriate "next-steps" with the student, either with the BSW field office for the student's placement in another setting, or with the BSW program director for an academic review of the student's standing in the

program.

When agency field instructor or other agency personnel has a concern about a student's performance in field, the program suggests the following:

- The field instructor will meet with the student to address the issue;
- If the issue is not resolved, the field instructor will consult the faculty field director regarding the concerns;
- If the issue is not resolved, the field instructor and student will meet with the faculty field director together, and;
- If the issue continues to be unresolved, the field director will be consulted and may include all necessary parties, including the BSW Program director.