



TEXAS A&M
UNIVERSITY
KINGSVILLE

BSW Student Handbook

Texas A&M University-Kingsville

Social Work Program

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Social Work Program
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NOTE: This handbook is intended as a source of general information of interest to students enrolled in the social work program at Texas A&M University-Kingsville. It contains an overview of the Social Work Program and its policies and procedures as well as other related material with which social work majors should be familiar. It supplements but does not take precedence over other official publications of the university. Students are also advised to consult the University Catalog and University Student Handbook for information that applies to all students.

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GENERAL INFORMATION

Introduction

Welcome to the Social Work Program at Texas A&M University-Kingsville. You are entering into a challenging and exciting time in your life. Pursuing a BSW degree offers you the opportunity to gain the values, knowledge, and skills of a beginning professional social worker. Accomplishing this goal will not be easy. It will demand a great deal of your time and effort, however, in the process you will learn a lot about your fellow human beings and yourself. You will learn about individual rights and collective responsibilities. You will learn how you can make a difference in the lives of the individuals, families, groups, and communities that you serve.

Though courses in social services have been offered since 1978, the BSW Social Work Program at Texas A&M University-Kingsville is relatively new. Application to the Council on Social Work Education (CSWE) for national accreditation was filed in 1999. The program has been approved for candidacy by the Council on Social Work Education. This is the first step in the accreditation process that assures that the students who graduate from the program have received the education and training necessary to enter the profession of social work. While accreditation cannot be guaranteed, the University and Program faculty are committed to success in this process. Once accredited, graduates will be eligible to work as professional social workers and to apply to be Licensed Social Workers (LSW).

What is Social Work?

According to the Council on Social Work Education, which accredits baccalaureate social work programs, the social work profession is the primary profession in the development, provision, and evaluation of social services. It is a profession based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. Social workers strive to strengthen human functioning and promote the effectiveness of societal structures. Social work focuses on persons and their social and physical environments. Thus, practitioners work with individuals in ways that strengthen their sense of competence, link them with needed resources, and promote organizational and institutional change.

Social Work Employment

There are many opportunities for service available to BSW graduates. These careers include work in child welfare or family services, child or adult protective services, criminal justice, the medical field, and mental health. A number of BSW graduates obtain employment at state agencies as child protective services workers working with abused and neglected children and their families: helping families receiving public assistance obtain education, job training, employment, and child care so they can become self-sufficient; helping clients' receive adequate health care; and working with adolescents, adjudicated delinquents, and their families to help the youth learn appropriate behaviors. Others are employed at battered women's shelters, rape crisis centers, hospitals and hospice programs, chemical dependence treatment centers, nursing homes, home health care programs, community mental health clinics, residential treatment programs for children, community child care programs, programs that work with children and adults with disability, school-based social service programs, programs that work with pregnant and parenting teens, and community programs for the homeless.

Social Work Licensing

Social workers are the largest professional group providing mental and social health services to the public. Their actions and decisions frequently have permanent, life-changing effects on individuals, families, and groups. Because of this, the Texas Legislature determined that the public should be protected from incompetent and unethical social work practices. Chapter 505 of the Occupations Code is the legal social work title or designation to only those individuals who meet the minimum qualifications and are licensed; therefore, licensure is required if you identify yourself as a social worker. Graduates of Texas A&M University-Kingsville Social Work Program are eligible for status as Licensed Social Worker (LSW). This designation requires a bachelor's degree in social work from a Council on Social Work Education (CSWE) accredited program or program in Candidacy.

THE SOCIAL WORK PROGRAM

Mission of the Social Work Program

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the primary mission of the social work program is to offer an educational program that will prepare graduates to provide competent, entry-level, generalist social work to an ethnically and culturally diverse population with an educational emphasis on social justice and empowerment for people who are vulnerable, oppressed, and living in poverty. The social work program is committed to promoting professional social work practice and values in the development of social work knowledge and responsive social service delivery systems.

Social Work Program Goals

The social work program has goals derived from the program's mission and reflects the purposes of social work education as defined in the Educational Policy of the Council on Social Work Education.

The BSW Program goals are:

1. to prepare students as competent, generalist social work practitioners,
2. to promote the development of social work knowledge, and
3. to promote leadership in the development of social service delivery systems.

BSW students must possess the knowledge, values, and skills that are needed to work with individuals, families, groups, organizations, and communities within the context of an ethnically and culturally diverse population. Due to the primarily rural and economically limited nature of South Texas Region, the need for competent generalist social work practitioners is extremely important. The social work program aims to prepare its graduates to not only deliver social work services, but to address social justice and empowerment for people who are vulnerable, oppressed, and living in poverty by actively participating and influencing the development and evaluation of responsive social service systems. The program's mission statement and goals were developed in the context of scarce social work resources in the South Texas region.

Social Work Program Objectives

The BSW Program Objectives are derived from the program goals:

Goal 1: To prepare students as competent, generalist social work practitioners.

Objective A: Students will demonstrate knowledge of and skill in practice with individuals, families, groups, organizations, and communities. (EP: B3.0.6; 3.0.1; 3.0.7; 3.0.10; 3.0.11; 3.0.12)

Objective B: Students will be expected to apply concepts of human diversity to their practice. (EP: 3.0.3; B3.0.6; 3.0.10)

Objective C: Students will demonstrate self-awareness and apply social work values in their practice. (EP: 3.0.2; 3.0.11)

Objective D: Students will demonstrate an understanding of the form and mechanisms of oppression and discrimination and the strategies for change that advance social and economic justice. (EP: 3.0.1; 3.0.4; 3.0.5; 3.0.9; 3.0.12)

Objective E: Students will demonstrate professional use of supervision. (EP: 3.0.1; 3.0.2; 3.0.7; 3.0.11)

Objective F: Students will demonstrate effective problem solving and communication skills in all areas of social work practice. (EP: 3.0.1; 3.0.2; 3.0.3; 3.0.6; 23.0.8; 3.0.10)

Goal 2: To promote the development of social work knowledge.

Objective A: Students will be expected to apply empirical knowledge to their professional practice, using skills of assessment and evaluation. (EP: 3.1; 3.7; 3.8; 3.9)

Objective B: Faculty will use systematic program assessment to evaluate and develop program excellence.

Objective C: Graduates will demonstrate social work knowledge in the provision of services.

Objective D: Faculty will demonstrate knowledge building and scholarship

Goal 3: To promote leadership in the development of social service delivery systems.

Objective A: Students will be expected to apply knowledge of social welfare policies and services to their practice. (EP: 3.0.1; 3.0.5; 3.0.8; 3.0.9)

Objective B: Graduates will demonstrate participation and leadership within the structure of organizations and in the development of responsive service delivery systems. (EP: 3.0.1; 3.0.2; 3.0.3; 3.0.4; 3.0.7; 3.0.8; 3.0.12)

Objective C: Faculty will demonstrate participation and leadership within the structure of organizations and the development of responsive service delivery systems. (EP: 3.0.1; 3.0.2; 3.0.3; 3.0.4; 3.0.7; 3.0.8; 3.0.12)

Social Work Majors

The Social Work Program maintains two classifications of students: majors and social work majors who have been formally admitted into the program. Majors are students who are admitted to A&M-Kingsville or students at A&M-Kingsville in good academic standing (with a minimum GPA of 2.0) who choose social work as their major. Most majors are freshmen and sophomores. While enrolled as majors, students complete the majority of required liberal arts courses and at least five prerequisite courses required for the social work major. After completing specified prerequisites, students apply to be formally admitted to the professional social work program.

Application and Requirements for Admission to the Social Work Major

Applications are accepted once each semester, and students not accepted may apply in later semesters. The Social Work Program limits the formal admission of social work majors to the number of students to whom a professional education of high quality can be provided. No student may enroll in the required upper division social work courses unless she or he has been formally admitted as a major following a review and approval of her or his application to the program.

The professional practice of social work requires its practitioners to be above average in academic ability and performance, to be sufficiently emotionally mature so as to assume a helping role with persons under stress, and to be committed to the ethical standards and performance demands of social work practice. Students are encouraged to use the advising services in the Social Work Program early in their college careers in anticipation of meeting requirements for admission to the social work major. Any student interested in obtaining a social work degree must discuss his/her intentions with a social work advisor before applying for admission to the program as a social work major.

No student may enroll in the upper-division professional curriculum (courses numbered 3000 and above) unless she or he has been admitted by the Program Director according to the procedures listed below. The qualifications for admission are as follows.

1. The applicant should have completed at least 45 semester hours of course work, which must include at least 30 hours of the following courses or their equivalents:
 - English 1301, 1303, 2342, 2362
 - Sociology 1301*
 - Psychology 2301 and 2308*
 - Political Science 2301 and 2302
 - History 1301 and 1302
 - Math 1314 or 1334
 - Computer Science 1301
 - Lab Science 6 hr. (Biology 1408 and 1411 preferred)
 - Social Work 2331 and 2333*

*NOTE: Applicants must complete these courses with a C or better in each course and have a 2.5 GPA on all major courses.
2. Application for admission must be made on forms available from the Social Work Program Office.
3. The following must be submitted to the Social Work Program Office by the application deadline:
 - a completed application for admission to the professional curriculum,
 - the completed personal statement,
 - at least two letters of recommendation, documentation showing successful completion of at least 35 hours of supervised volunteer experience in a human services organization, and
 - transcripts documenting all completed college course work.

4. Applicants may be asked to appear for a personal interview.
5. Applicants are considered on the basis of academic performance, commitment to, and suitability for generalist social work practice. Emotional and professional readiness prerequisites, as delineated in Student Standards for Professional Accountability, are also considered. These include demonstrated emotional maturity and self-awareness in areas such as ability to deal with current life stressors, ability to reflect on personal strengths and limitations, and willingness to receive feedback and supervision in a positive manner throughout enrollment in the BSW Program. If applicable, students are also expected to demonstrate the following in their recovery efforts: the ability to discuss life stressors and counseling in an appropriate, emotionally responsive manner and the ability to monitor and to talk about progress made (and in need of completion) during the recovery process. Students must also demonstrate professional behaviors such as: a goodness of fit with the mission of the social work profession and the generalist framework for undergraduate social work education; upholding ethical principles as defined by the NASW Code of Ethics, Texas State Board of Social Work Examiners law and rules, and Texas A&M University-Kingsville policies delineated in the General Information Bulletin; advocating for themselves and others in a professional manner; use of proper channels for conflict resolution; demonstrating respect for the confidentiality and rights of others; demonstrating accountability in turning in assignments on time; and maintaining a good attendance record for classes.
6. Admitted students who are unable to attend in the semester for which they are admitted must update their application to enroll at a later time. A student who has been admitted to and enrolls in the professional curriculum, withdraws, and then wishes to return must apply for readmission on the basis of the curriculum in effect at the time of the return.

Applicants are notified of the decision regarding admission to the social work major by the Social Work Program Director during the semester in which the application is made. Following admission to the social work major, the student's coursework is reviewed annually by the student and social work faculty advisor. Students must maintain a minimum overall GPA of 2.0 and a social work GPA of 2.5, with a grade of at least a C earned in all major courses. Should students encounter difficulty in meeting the professional and/or academic requirements, the review process will bring the difficulty to the student's attention and assist the student in making appropriate resolution. The student may make use of counseling and advising services at any time.

Requirements for Admission to the Field Sequence

To be admitted to the field sequence, students must meet the following requirements.

1. Minimum University overall GPA of 2.0
2. Completion of all Social Work coursework needed to graduate with a BSW degree except Social Work Methods and the Practicum.

3. Grade point of at least 2.5 for the following group of courses and a grade of at least a C in each course in the group: Social Work 2331, 2333, 3335, 3337, 3339, 4345, and 4347

Student's Right to Appeal

If a social work major fails to maintain the Program's academic and professional standards and is dismissed from the University and/or the Social Work Program, she/he has the right to appeal the decision following the procedures set out in this BSW Student Handbook and the University Catalog.

Required Social Work Course (SWCK) Descriptions

2331. Introduction to Social Work.

3(3-0)

Survey of the social work profession, including history, philosophy, ethics, and relevance to current social issues. Participation with service agencies to assess interest in pursuing social work as a career. Prerequisite: SOCI 1301.

2333. Human Behavior in the Social Environment 1.

3(3-0)

Study of individuals as they develop physically, cognitively, socially, emotionally, and spiritually over the life cycle with emphasis on benchmarks for growth. Utilizing the person-in-the-environment perspective, attention is given to social forces that inhabit growth and social functioning. Prerequisite: SCWK 2331 and PSYC 2301.

3335. Human Behavior in the Social Environment 2.

3(3-0)

A systems approach to examining behaviors of individuals, families, groups, organizations, and communities. Critical analysis of the systems of inequality associated with class, race and ethnicity, gender, sexual orientation, physical ability, and age. Prerequisite: SCWK 2333. Co requisite: SCWK 3337.

3337. Theories and Models of Social Work Practice.

3(3-0)

Overview of social work practice utilizing generalist models. Emphasis on client strengths and empowerment, the change process, and issues of human diversity. Prerequisite: SCWK 2333 and admission to the program. Co requisite: SCWK 3335.

4324. Social Work Methods I. (To replace 3339 effective Fall 2003)

3(3-0)

Social work practice from a generalist perspective with emphasis on the acquisition of knowledge, skills, and values necessary for working at the micro practice level. Students will acquire relationship building, interviewing and problem solving skills necessary for affecting change and enhancing the functioning of individuals, families, groups, organizations, and communities. Prerequisite: SCWK2331, SCWK2333 and formal admission to the program.

4325. Social Work Methods II. (To Replace 4335 effective Fall 2003)

3(3-0)

Social work practice from a generalist perspective with emphasis on practice at the mezzo level. Students will acquire the knowledge and skills for working with individuals in small groups within the planned change process. Emphasis on values, ethics, human diversity and social justice. Prerequisite: Admission to Social Work Major and SCWK 4324.

4326. Social Work Methods III. (To Replace 4336 effective Fall 2003) 3(3-0)
Social work practice from a generalist perspective with emphasis on practice at the macro practice level. Students will acquire the knowledge and skills necessary in the problem solving process with large groups, communities and organizations and their individual members. Emphasis on values, ethics, human diversity and social justice. Prerequisites: Admission to Social Work program and SCWK 4324.

4345. Social Welfare: Policy and Advocacy 3(3-0)
Historical and current survey of the social service delivery system as a response to human need. History, mission, and philosophy of the social work profession. Conceptual and practical application in policy analysis, advocacy, and practice with disempowered groups. Prerequisite: SCWK 4641. Co requisite: SCWK 4336, SCWK 4347, and SCWK 4643.

4347. Methods of Social Work Research and Evaluation. 3(3-0)
Principles of social research. Quantitative and qualitative research methodologies, analysis of data including statistical procedures, conclusions of research reports, analysis and evaluation of theoretical bases, and systematic evaluation of practice. Prerequisite: SCWK 4641. Co requisite: SCWK 4336, SCWK 4345, and SCWK 4643.

4641. Social Work Practicum I. 6(2-16)
First in a sequence of two field practicum. Educationally directed and professionally supervised direct service activities providing practical experience in the application of theory and skills acquired in the foundation courses. Two hundred (200) Clock hours of field placement and a weekly seminar of two hours. Prerequisite: SCWK 3337. Co requisite: SCWK 4335

4643. Social Work Practicum II 6(2-16)
The second in a sequence of two field practicum. Educationally directed and professionally supervised direct service activities providing practical experience in the application of the theory and skills acquired in foundation courses. the application of research and evaluative techniques to the practice experience. Two hundred (200) clock hours of field placement; weekly seminar of two hours. Prerequisite; grade of C or better in SCWK 4337 and SCWK 4641. Co requisite: SCWK 4336, SCWK 4345, and SCWK 4347.

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BSW Degree Plan

Freshman Year	
ENGL 1301 (Rhetoric and Composition)	ENGL 1302 (Rhetoric and Composition)
HIST 1301 (American History)	HIST 1302 (American History)
MATH 1314 (College Algebra) or MATH 1334	PSYC 2301 (Introduction to Psychology)
SOCI 1301 (Principles of Sociology)	CISA 1301
SOCI 1201 (Introduction to Social Sciences)	*** Kinesiology
*** Kinesiology	MUSI/ARTS/THEA 2301 (Structure of Arts)
Sophomore Year	
ENGL 2342 (Readings in Poetry and Novel)	ENGL 2362 (Readings in Short Story and Drama)
POLS 2301 (Gov. and Politics of the United States)	POLS 2302 (Gov. and Politics of the Texas)
Lab Science ** (BIOL 2401 Recommended)	Lab Science ** (BIOL 2402 Recommended)
*** Kinesiology (Physical Education) Elective	SCWK 2333 (Human Behavior and the Social Environment I)
SCWK 2331 (Introduction to Social Work)	SWBS 2302 (SW Borderland Studies)
Junior Year	
SCWK 3335 (Human Behavior and the Social Environment II)	SCWK 4324 (Social Work Methods I)
SCWK 3337 (Theories and Models of Social Work)	PSYC 4325 (Abnormal Psychology)
PSYC 2308 (Child Psychology)	SOCI 4307 (The Family and Marriage)
COMS 1311 (Introduction to Oral Communication)	PSYC 3381/SOCI 3381 (Statistics for Behavioral Science)
Elective	SCWK 4345 (Social Welfare: Policy and Advocacy)
Senior Year	
SCWK 4325 (Social Work Methods II)	SCWK 4336 (Social Work Methods III)
SCWK 4641 (Social Work Practicum I)	SCWK 4643 (Social Work Practicum II)
Elective	SCWK 4347 (Methods of Social Work Research)
Elective (adv)	Elective

***For courses listed under Core Curriculum Components, see General Requirements for Graduation with a Baccalaureate Degree in an earlier section of this Catalog.

**Human biology recommended

*Fulfills University's oral communication and computer literacy requirements

Total hours required: 124

Helpful Phone Numbers

Social Work Program Office

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Cadi Lusk

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dolores.guerrero@tamuk.edu

Field Director

Susan Turner, MSW, LMSW

539-4138

s-turner@tamuk.edu

Fax

593-2707

Other University Numbers

Admissions

593-2331

Campus Police

592-2611

Financial Aid

593-3911

Health Center

593-2904

Library

593-3416

Services to Students with Disabilities

593-3024

Social Work Club

The Social Work Club (SWC) is the active part of the Social Work Program at A&M-Kingsville. Through the SWC, students can plan and participate in social, educational and community service activities, as well as sit on Program committees that help shape academic policies. The club's effectiveness and nature of organization are entirely dependent on the current membership. Elections are held each spring, and the term of office is one year. The purposes of the SWC are to:

- provide a forum for discussion among students, faculty, and staff;
- act upon the needs and concerns of any student interested in social work;
- increase the understanding of and promote general interest in the profession; and
- organize and support projects that benefit the students, the University, and the community.

Some of the activities sponsored or co-sponsored by the SWC include:

- "Back-to-School" social activities for students and faculty;
- a monthly continuing education program featuring speakers from local human services agencies;
- Social Work month (during March of each year the SWC post informational material around campus about the social work);
- Thanksgiving and Christmas food drives benefiting a local outreach agency;
- career fairs and professional development programs featuring social workers from various fields of practice; and
- teaching and other educational programs on topics such as welfare reform, cultural diversity, and violence.

Announcements about SWC activities are posted outside the Social Work Program office. All social work majors are encouraged to become active members.

Student Activities and Communications

Students are encouraged to become involved in the Social Work Program and in professional activities. Notices about various conferences and program functions are posted on the bulletin board outside the Program Office.

ACADEMIC POLICIES AND PROCEDURES

Academic Advising

The Social Work Program provides information and academic advice to students to assist them in making proper academic decisions. The Program Director is responsible for providing an effective system of information dissemination and advising that is appropriate to the academic program. The Program will seek to provide the most current and accurate information and advice possible. *The student is responsible for seeking advice, for knowing and meeting the requirements of the degree program of her or his interest, for enrolling in courses appropriate for that degree program, and for taking courses in the proper sequence to ensure orderly and timely progress toward the degree.*

All BSW students are required to see their academic adviser at least once during the semester to review degree plans and develop a specific course plan for the next semester. Students may not register for courses until they have been advised. Students are encouraged to come in for advising early in the semester, although specific blocks of times for advising are available just prior to registration for the coming semester.

When a student first comes in for advising, a student record is established in the Program's student database, which includes a tentative degree plan showing courses the student will take each semester from the time he/she begins the BSW Program until graduation. Degree plans are updated each semester when the student comes in for advising as well as when the student changes the degree plan, e.g., dropping a course or taking additional course work in a summer session. The student receives a copy of this degree plan each time he/she is advised.

The Program advisors take a developmental approach to advising. During the student's first and second academic years, the student and the adviser discuss the student's career choice, the selection of a major, degree requirements, and requirements for admission to the major and to upper-division courses in social work; during the third year, the work required for the major and the student's preparation for entry into the field practicum; and during the fourth year, the field practicum and the student's post-graduation plans. Students are encouraged to see their advisors as soon as they begin experiencing any academic or personal difficulties. Advisors can assist in developing options and link the student with appropriate campus and community resources.

Faculty Mentors

All new BSW majors are assigned a faculty advisor who also serves as a mentor. Faculty mentors provide information on career choices and the profession of social work and are available to lend support as you complete your BSW degree.

The Program Director

The Program Director reviews and signs all BSW student forms and is responsible for the development and oversight of the program, including admissions, advising, programs of work, curricula modifications, and graduation. The Program Director accepts and responds to requests, petitions, and grievances related to program policies, procedures and curriculum issues. In addition, the Program Director evaluates all requests for transferring social work course credits from other programs.

Student Services

Whatever your GPA, the University has a number of programs and services specifically designed to enhance your academic experience and abilities. You should become familiar with and take advantage of these services. If you have a mobility, learning, sensory, or psychiatric disability that requires special accommodations, please notify the instructor within the first two weeks of the semester.

Academic Status

Scholastic Standing

Your scholastic standing at A&M-Kingsville is determined by the number of hours taken and the grades you make at A&M-Kingsville. To be in good standing, you must have a cumulative Grade Point Average (GPA) of 2.0 on A&M-Kingsville course work and 2.5 in social work major courses.

Your GPA is determined by the sum of the grades points earned (A'4, B'3, C'2, D'1, F'0), times the course hours (the second number in course number , e.g., 1201, 1301, 2433, or 4623, indicates the hours of credit for the course), divided by the total number of course hour credits.

Scholastic Probation

Students whose cumulative GPA falls below 2.0 are placed on scholastic probation and must raise their GPA to 2.0 by the end of the next semester of enrollment. BSW students who are placed on scholastic probation must contact their faculty advisor.

BSW students whose cumulative GPA for social work courses falls below 2.5 are placed on probation status within the Social Work Program.

Enforced Withdrawal

Students whose cumulative GPA is below 2.0 for two consecutive semesters of enrollment are forced to withdraw for the following semester. BSW students whose cumulative GPA for social work courses is below 2.5 for two consecutive semester of enrollment are barred from social work courses for the following semester. Further information on enrollment following enforced withdrawal is found in the University Catalog.

Student Educational Files

All educational records of social work students are maintained in accordance with the Family Educational Right and Privacy Act of 1974. Student folders are available in the Program Office, Manning Hall 153, for review by the student, his/her advisor and faculty.

**GUIDELINES FOR ACADEMIC STANDARDS IN SOCIAL
WORK EDUCATION**

Academic Criteria and Standards for Admission and/or Continuance in the Program

The Social Work Program takes seriously its responsibilities to provide quality professional education and to ensure that its graduates meet the standards of the profession. In limiting admission and monitoring performance for continuance, the Program uses the professional judgment of its faculty and administrators. Enrollment restrictions are based on availability of faculty members and facilities. Some applicants may be denied admission even though they meet the minimum criteria. Meeting the criteria for scholastic performance is necessary but not sufficient to ensure admission or continuance in the program. Academic standards are comprised of both professional behavior and scholastic performance. Students are expected to adhere to the following academic criteria and standards for admission and continuance in the Social Work Program. They include four areas: Basic Skills and Capacities, Emotional and Mental Stability, Professional Performance, and Scholastic Performance.

Basic Skills and Capacities Necessary to Build Professional Skills

Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings. Skills include:

- *Written:* Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments.
- *Oral:* For admission: Meets University requirement of basic language competency. For continuance: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences.

Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and the potential impact of these actions on others.

Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral, and biological science knowledge and research-including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification.)

Emotional and Mental Health Necessary for Performance in the Program and Professional Practice

Stress Management

Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

Emotional and Mental Stability

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- compromise scholastic and other performance,
- interfere with professional judgment and behavior, or
- jeopardize the best interests of those to whom the social work student demonstrates a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers and the Texas State Board of Social Worker Examiners for Social Work Licensure).

Professional Performance Necessary for Work with Clients and Professional Practice

Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in Texas. Demonstrates commitment to the essential values of social work including the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Performs in a professional manner (appearance, dress, general demeanor, acceptance of supervision and criticism). Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements. Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes with working with clients and other professionals.

Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in Texas. Ethical behaviors include the following.

- *Ethical and Legal Sanctions.* Adheres to the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in Texas. Has not committed an offense that is contrary to professional practice.
- *Objectivity.* Systematically evaluates clients and their situations in an unbiased, factual way. Suspends personal biases during interactions with others.
- *Empathy.* Seeks to comprehend another individual's way of life and values. Communicates this empathy and support to the client as a basis for a productive professional relationship.
- *Acceptance of diversity.* Appreciates the value of diversity. Effectively relates to and nonjudgmental works with others who are different from oneself. Serves in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. Does not impose personal, religious, sexual, and/or cultural values on clients.
- *Client self-determination.* Demonstrates respect for the rights of others. Shows commitment to clients' rights to freedom of choice and self-determination.
- *Confidentiality.* Upholds the ethical principle of confidentiality as it relates to human service, classroom activities, and field placement.
- *Honesty.* Demonstrates honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- *Maintenance of appropriate boundaries.* Demonstrates clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

Scholastic Performance

Admission

To be admitted to the Social Work Program as a pre-major, incoming freshmen and transfer students must meet standards for admission to Texas A&M University-Kingsville. Current Texas A&M University-Kingsville students must have satisfactory academic standing at Texas A&M University-Kingsville. To apply for admission to the major, students must have completed at least 45 semester hours coursework, including at least 30 semester hours of required liberal arts coursework, have an overall GPA of 2.0 and a GPA of 2.5 in four prerequisite major courses with a minimum grade of C in each (Introduction to Social Work, Human Behavior and the Social Environment, Theories and Models of Practice, Research, or equivalent coursework. References and a positive review by faculty reviewers are also required.

Continuance

Students are considered to be in academic difficulty if their GPA drops below 2.25. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.5 in major. Failure to maintain a passing grade in field placement will result in dismissal. A review will be called if a student earns a D or F in any required social work courses. An overall GPA of 2.0 is required for graduation.

Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog. Students may not have grades of incomplete (I) in any prerequisites if they are to continue course work.

Sources of Evidence for Academic Criteria and Standards for Admission and/or

Continuance in the Social Work Program

Evidence of academic criteria and standards for admission and/or continuance in the Social Work Program may include:

- documentation of paid work or volunteer experiences;
- feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or for other field experiences;
- feedback from agency-based field instructors;
- observation of classroom, volunteer, or field behaviors;
- performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework;
- student personal statements or self-assessments;
- interviews with faculty or other professionals;
- taped interview situation (audio or video);
- feedback from students, staff, university (Texas A&M University-Kingsville or other colleges and universities), helping professionals, or community;

- feedback from faculty in other social work programs that student may have attended;
- and signed confidentiality statements, scholastic honesty statements, other contracts between the Social Work Program and student, or contract to adhere to NASW Code of Ethics.

College Credit for Prior Academic Work

Social work college credit transferred from another university and which a social work student wishes to apply to the major will be subject to evaluation by the Program Director. This evaluation will assess the applicability, similarity, and adequacy of that course content in relation to the Social Work Program requirements.

If appears that the transfer course adequately meets the requirements, it will be accepted. If it does not, arrangements must be made to supplement that course work or complete the required Texas A&M University-Kingsville course(s).

The student is responsible for providing substantiating materials such as syllabi, text used, and course requirements to assist in the evaluation.

Note: No academic credit is given for life experience in lieu of either coursework or Social Work Experience.

Accommodations for Disabilities

No qualified student shall be subjected to discrimination or excluded from admission to or participation in the Social Work Program on the basis of disability. A student with a physical, emotional, mental, and/or addictive disorder may be protected by the Americans with Disabilities Act (ADA) and be eligible to receive reasonable accommodations. However, this protection does not exempt the student from meeting academic criteria and standards related to professional behavior and scholastic performance.

Any student with a disability requesting special accommodations must work with the Center for Disabled Student Services and provide documentation as needed. The Center for Disabled Student Services makes recommendations for accommodations. The Program will review academic criteria and standards in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the Center for Disabled Student Services) and periodic checks between the Program and the student are appropriate courses of action in making accommodations. Reasonable accommodation for limitations in communication, motor and/or sensory abilities will be allowed.

Policies and Procedures for Review and Appeal Related to Academic Criteria and Standards

Faculty-Initiated Review Process

When a faculty member has concerns about a student enrolled in the Program meeting any of the academic criteria and standards, whether related to professional behavior or scholastic performance,

in most instances, that faculty member will:

- discuss those concerns directly with the student and seek to work with the student to resolve the difficulties,
- and/or appraise the Program Director of the concerns to identify potential patterns and issues related to the student.

The Program Director will advise faculty to document dates and content of meetings with students, as appropriate.

Faculty and/or the Program Director may meet with the student to discuss progress or performance in the program when concerns first arise or when the issues relate to not meeting or following program or university standards, policies, and procedures. In this information gathering process, the Program Director may meet with the student and/or faculty, individually or as a group, to determine the nature of the concern and to gather sufficient information to develop a plan to address that concern if one is needed. No further action may be required or the student may be asked, in writing, to modify her or his behavior and/or seek appropriate help.

The student or the Program Director will assess the nature of these concerns with appropriate faculty, maintain documentation, and decide if it is necessary to conduct a formal administrative review.

If a problem arises in field, the agency-based field instructor is encouraged to discuss concerns directly with the student and with the Field Liaison. It is the responsibility of the Field Coordinator to inform the Program Director of any concerns that may result in a review and/or possible dismissal of the student from the Social Work Program. Student reviews can occur under any of the following circumstances.

- Failure to meet or maintain academic requirements as stated under Scholastic Performance
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student (Faculty must adhere to university guidelines)
- Behavior judged to be in violation of the current NASW Code of Ethics
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the Social Work Program and becoming known after admission
- Consistent pattern of unprofessional behavior
- Failure to meet any of the Academic Criteria and Standards for Admission and/or Continuance in the Social Work Program

Administrative Review

Generally, administrative reviews are called when problematic patterns are identified with the student or when the issues are serious enough to require formal consultation with other faculty and the student. Administrative reviews more often are conducted when concerns have not been resolved after informal meetings; when issues relate to a student meeting the academic criteria and standards (often

involving professional or ethical behaviors); or when the student is being considered for withdrawal or discontinuance in the program. In most instances, an administrative review is sufficient to deal with student performance and is the last decision making step in the review process at the Social Work Program.

When an administrative review is called, the Program Director will convene a meeting with the appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its rededication. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student.

The student will be notified in writing of the concerns and meeting date, with sufficient time to select an advocate to attend the meeting and/or submit a written statement. An advocate may be a faculty member or any other person who can provide relevant information and support.

After the administrative review meeting has occurred, the Program Director will review the problem situation and make an objective assessment of the information provided, and will inform the student of the decisions, which can include one or more of the following actions.

- *Continue the student in the program with no conditions.* In these situations, the concern has been addressed and no further action by the student or program is required.
- *Establish formal conditions for the student's continuance in the program.* In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a time line, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.
- *Consult with and/or refer to the Dean of Students.* In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations that may result in referral to the Office of the Dean of Students include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.
- *Counsel the student to change majors/degree programs and/or discontinue the student in the program.* In some situations, it will be recommended that the student no longer continue in the social work program. The student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the program. In either

case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may reapply.

In any administrative review, there must be clear, concise documentation of the problem as well as verification that these concerns have been discussed with the student and attempted to be ameliorated where appropriate. Documentation must specify dates and content of meetings held with the student. Documentation also must specify dates and content of discussions with the faculty adviser, student, or others, as appropriate. Students must be notified of the decision in writing within ten working days of the administrative review. It is the responsibility of the Program Director to communicate the decision to the student.

Student-Initiated Appeals

Students already enrolled in the Social Work Program have the right to appeal decisions made by the Social Work Program in this review process. Since program admission decisions already involve extensive review by admissions committees and are dependent on other factors such as enrollment capacity and resources, admission decisions are not subject to appeal. Students are assured freedom from reprisals for filing appeals. Generally, appeals about the review process are made if students believe that the decision making process was arbitrary, inconsistent, or prejudiced; the participants in the decision-making were biased; or relevant information was not considered.

Each appeal must be submitted by the student in writing to the Program Director within ten calendar days of receipt of the letter of notification regarding the decision the student is appealing.

Prior to the appeal hearing, the student will be notified in writing of the hearing with sufficient time to select an advocate to attend the hearing and/or submit a written statement. An advocate may be a faculty member or any other person who can provide relevant information and support.

When an appeal is made, Program Director will convene an appeal panel of three faculty to review prior decision making about the student, including the nature of the problem, alternatives for its rededication, and/or decisions about student's continuance in the program. This panel will have no direct knowledge of or experience with the student. The Director will make appointments as needed, based on the circumstances of the situation, to assure optimal representation of faculty. The appeal panel will make the final decision about the student's appeal.

The members of the appeal panel will review prior documentation as background to the appeal hearing. At the hearing, the student and advocate (if chosen) will present the appeal. The Program Director and/or faculty will present the issues related to the student's performance and prior decisions made by the administrative review. The panel will listen to the information and will deliberate as a group to make a decision and/or recommendation.

The appeal panel is the final decision making steps in the appeal process at the Social Work Program. It is the responsibility of the chair of the appeal panel to keep appropriate documentation and inform the student of its decision in writing within ten days of the appeal hearing. Outcomes may include

upholding the student's appeal, denying the student's appeal, or in some cases, making additional recommendations.

Other Grievances

Student-initiated grievances not related to the review process for academic criteria and standards are discussed in other documents. Students should refer to the University Catalog, University General Information Bulletin, Social Work Program Student Handbook, and Social Work Program Student Field Manual for a more detailed discussion of specific appeal and grievance procedures.

Statement on Scholastic Honesty

Policy Statement on Scholastic Honesty for the Social Work Program

Texas A&M University-Kingsville is recognized for its outstanding programs. The success of these programs is based on faculty and students who work very hard to achieve the program's goals of providing the best social work program available. An important element of the success of the programs is the perception by students, faculty and potential employers that students are evaluated fairly on the basis of their own work completed in accordance with the instructions provided. This perception can only be grounded in a culture of honesty and ethical conduct where there is no tolerance of scholastic dishonesty. Maintaining such a culture requires acceptance of certain responsibilities by both faculty and students. The purpose of this policy statement is to describe those responsibilities and to clearly define behavior that constitutes academic dishonesty.

It is in all students' interest to avoid committing acts of scholastic dishonesty and to discourage others from committing such acts. Each dishonest act can harm the quality and reputation of the social work degree and thereby lower the value of the honest work of all other students. In a culture of dishonesty, it is impossible to know whether achievements were honestly earned or accomplished through unethical means. In such a culture, grades are not a valid indicator of achievement, and the final degree is not a valid indicator of a minimum level of knowledge. Were the Social Work Programs at Texas A&M University-Kingsville to acquire a reputation for tolerating dishonesty, it would devalue the degrees of all present and future alumni. Maintaining the quality and integrity of the social work programs at Texas A&M University-Kingsville is not the only reason why it is important to emphasize ethical conduct. The social work curriculum prepares students for a profession in which honesty and ethical behavior are essential characteristics, due to the sensitive nature of the issues at hand as well as the involvement of clients. The social work profession takes seriously its responsibility to ensure that students trained in social work meet the professional standards. Texas A&M University-Kingsville social work students are required to meet certain ethical standards to gain acceptance into the programs, and are expected to adhere to these standards once admission is gained. The value that social workers provide is directly related to the credibility of the work they perform. Thus, it is important for students to develop a strong sense of ethics while still in school and to carry it with them into the workplace. Students who have completed their education in a culture of ethical behavior should easily make the transition to a culture of ethical behavior as employees.

It is impossible to create an environment that is completely free of opportunities and temptations to behave unethically. To maintain the reputation and quality of the BSW degree, it is the responsibility of each individual to understand the definition of unethical behavior and to resist all temptations to behave unethically. This is easier to do in an atmosphere of honesty, where each student is confident that all other students are also behaving ethically. If all students and faculty fulfill their respective responsibilities as described in this policy statement, the culture of honesty that is so important to the success of the social work programs at TAMUK will be maintained.

Responsibilities of the Students in Social Work Classes

1. *To understand the definition of scholastic honesty.*

The first step in building a culture of honesty is to ensure that students have a clear understanding of what is permissible behavior and what is not permissible behavior. The appendix to this policy statement discusses examples of scholastic dishonesty in some detail. Each student has the responsibility to read both this document and the standards of conduct for the University carefully, and to make sure that he or she understands what actions constitute scholastic dishonesty. The official University policies on scholastic dishonesty are stated in ***

If a student has any questions concerning the application of the rules prohibiting scholastic dishonesty in regard to a particular assignment, it is the responsibility of that student to seek clarification from the instructor of the course.

2. *To understand the instructions for each assignment, quiz or examination.*

Due to the nature of the social work profession and the importance of promoting skills on working with others, some assignments may be based upon cooperative learning. It is the responsibility of the student to correctly understand what level of collaboration is appropriate for each assignment. Acceptable boundaries must be clearly defined prior to the start of each assignment. Course objectives differ, and there will be some variation in permissible behavior from one assignment to another, and from one class to another. In some classes exams may be open book, while in many others they will be closed book. Some tests will be given in class, while others will be administered in a take-home fashion. In these cases, it may be permissible for students to consult textbooks, but not classmates. For some assignments students will be allowed to collaborate with other students, while for other assignments students will be prohibited from collaborating with other students. It is the responsibility of the student to understand the instructions for each assignment, and to ask the instructor for clarification whenever necessary.

There are two particular sets of circumstances in which assignments may provide opportunities for dishonest behavior that students must be very careful to avoid. Both sets of circumstances are related to out-of-class “cases” or “projects” that may be assigned in many of the classes in the social work curriculum.

First, it is neither practical nor desirable for an instructor to prepare completely new assignments each time a course is offered. If the ethical implications are not considered, some students may seek assistance from a student who took the course previously. However, as is discussed in the

appendix, to either seek or provide such assistance would be an act of scholastic dishonesty under some circumstances.

Second, students are usually directed by the instructor of the course to complete these cases and projects either on an individual basis or on a group basis. Collaboration between individuals or groups may be entirely or partially prohibited. If the ethical implications are not considered, some students may seek unauthorized assistance. However, as is also discussed in the appendix, to either seek or provide such assistance when it is prohibited would also be an act of scholastic dishonesty.

Third, it is sometimes the case that a course examination is similar to an examination used in a previous semester. Different instructors have different policies on whether students are authorized to access previous examinations and their solutions. Such policies should be clarified for each individual course. Unless explicitly authorized, students should not seek or provide old examinations, nor should “test banks” be maintained by formal or informal student organizations.

3. *To refrain from committing any acts of scholastic dishonesty.*

If each student understands the definition of scholastic dishonesty and the instructions for each assignment, then she or he should be able to avoid committing acts of scholastic dishonesty. Ignorance of the definition of scholastic dishonesty is not an excuse for dishonest behavior. In addition, although assignments in social work classes are frequently very challenging, the difficulty of an assignment is never an excuse to behave dishonestly.

4. *To take appropriate action when acts of scholastic dishonesty are observed.*

Commission of an act of scholastic dishonesty by a student is not a victimless offense. All of the other students in the class are victims because their honest efforts cannot be fairly evaluated if work by some students has been unfairly accomplished. All other students in the program, even if they are not in that class, are victims because the integrity of the program has been compromised. As a result, to passively observe dishonest behavior is to condone it and encourage it. To avoid condoning or encouraging such behavior, students have the responsibility to take action that will prevent dishonest acts from occurring now or in the future.

Appropriate actions required of the student include confronting the student who has committed the act and reporting the observed behavior to the instructor. Failure to act allows dishonest students to victimize all of the honest students in the program, and serves to lower the value of the honest students' achievements.

5. *To adhere to the NASW Code of Ethics at all times.*

Students at all levels of the social work program are instructed to familiarize themselves with the National Association of Social Workers Code of Ethics and behave according to these standards. Section IE (6) of the NASW Code of Ethics states, “The social worker should take credit only for work actually done in connection with Scholarly and research endeavors and credit contributions made by others”.

Responsibilities of the Faculty in Social Work Classes

The faculty also assumes certain responsibilities to maintain a culture of scholastic integrity. However, these responsibilities are not a condition that must be met before students are expected to behave honestly. That is, even if a student perceives that a faculty member has not met one of the responsibilities detailed below, this does not justify dishonest behavior. The appropriate response in such instances is to discuss the issue with the faculty member and/or the Program Director.

1. *To communicate clearly in writing the instructions for each assignment.*

One of the most important steps to take to reduce accidental scholastic dishonesty is to communicate clearly to students exactly what behavior is acceptable and what behavior is not. The faculty have agreed that written instructions should be provided for each type of or assignment that will be made during the semester. These instructions should either be gathered together in the syllabus for all types of assignments for the course, or should be given on the face of each assignment. In particular, the instructions should clearly indicate with whom, and to what extent, the student may and may not collaborate on out-of-class assignments, and what other resources (books, computers, databases, etc.) may be used on out-of-class assignments.

2. *To design assignments and tests that minimize the opportunity for scholastic dishonesty.*

It is obvious that it is easier to commit dishonest acts on some assignments than in others. Under the second student responsibility discussed above, two situations were discussed in particular: assignments that were used in prior semesters and out-of-class assignments for which collaboration is restricted. However, the judgment of the faculty is that it would severely reduce the quality of the education provided by the social work curriculum to eliminate these types of assignments. Therefore, instructors are free to give such assignments when they are deemed appropriate, but the faculty will also attempt to minimize the opportunity for scholastic dishonesty when these assignments are designed.

3. *To evaluate assignments on the basis of reasonable expectations given the difficulty of the assignment.*

The faculty has committed to consider the difficulty of the assignment when assigning grades. This does not mean that all students behaving honestly will be able to complete all assignments perfectly. Assignments in social work classes are frequently designed to provide students with opportunities to work on real-world problems to which there are no clear answers.

4. *To actively and consistently enforce the University rules governing scholastic dishonesty.*

Even though the faculty assumes that students are behaving honorably, from time to time individual instructors may have evidence that one or more students have committed an act of scholastic dishonesty. Under these circumstances it is the responsibility of the instructor to initiate the procedures established by the University.

5. *To place a scholastic dishonesty statement in a prominent position on each class syllabus.*

Example of past statements include:

“Social work practitioners adhere to the NASW Code of Ethics and assume responsibility

for themselves. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and may result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office."

"Texas A&M University-Kingsville is proud of its students' commitment to academic integrity and their pledge to abide by its policy on scholastic dishonesty. The tradition of scholastic honesty is maintained by the cooperation of students and faculty members. "Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. You should refer to the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

APPENDIX

Definition of Scholastic Dishonesty

The official policies of the University are outlined in the University Catalog and Student Handbook. This appendix elaborates on those policies and provides some examples that are relevant to courses and assignments in the Social Work Program.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or their attempt to commit such an act.

Cheating

1. *Copying from another student’s test paper.*

Copying from another student’s examination will always be an act of scholastic dishonesty. In addition, reproducing a or part of another student’s homework, essay, or other written assignment fro which a grade will be assigned will always be an act of scholastic dishonesty.

2. *Using materials during a test not authorized by the person giving the test.*

Such materials might include programmable calculators, computers, notes, books, handouts, etc. Students should be sure to clearly understand what materials are permitted for each test.

3. *Failing to comply with instructions given by the person administering the test.*

Students should comply with all instructions, including where to sit, when to begin working on the exam, and when to stop working on the exam.

4. *Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.”*

The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test. Not only is use of unauthorized materials during a test an act of scholastic dishonesty, but possession of such materials is also and act of scholastic dishonesty. All such materials should not be brought into a testing situation.

5. *Using, buying, stealing, transporting, or soliciting in whole or party the contents of an unadministered test, test key, homework solution, or computer program.*

This includes obtaining or providing a solution (prepared either by a student or the instructor) for current semester assignments that are the same as, or similar to, assignments that were used in previous semesters or were otherwise available.

6. *Collaborating with or seeking inappropriate aid from another Student during a test or other assignment without authority.*

It is acceptable to ask other students, friends, relatives or tutors for advices or clarification of

an assignment. It is not acceptable to submit any material or copies of material as any part of a course assignment.

7. *Discussing the contents of an examination with another student who will take the examination.*

Frequently, students will take the same or similar exams at different times. Frequently, because of illness or some other reason, students may take an exam before or after it is taken by the rest of the class. In these circumstances, it is scholastic dishonesty to seek or provide information that may in any way aid a student who has not yet taken the exam. It is the responsibility of the student who has taken the exam to determine whether another student has already taken the exam before discussing it, and it is the responsibility of the student who has not taken the exam to inform other student of the fact.

8. *Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to the student.*

At times, an instructor will seek to prevent copies of an exam from circulating generally, so that, for example, the exam may be administered to other students. When the instructor has indicated to the students that this is the case, it is an act of scholastic dishonesty to provide or receive information about the contents of the exam.

9. *Substituting for another person, or permitting another person to substitute for one's self, to take a test.*

In social work classes this is unlikely to occur with in-class exams because all of the students are generally known to the instructor. However, this standard of conduct also applies to all out-of-class assignments for which collaboration is prohibited or constrained. Students are expected to do their own work for all assignments.

10. *Paying or offering money or other valuable things to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program, or information about an un-administered test, test key, homework solution, or computer program.*

This includes obtaining or providing solutions to current semester assignments or examinations that are the same as, or similar to, assignments or examinations that were used in previous semesters.

11. *Falsifying research data, laboratory reports, and/or other academic work offered for credit.*
This includes fabricating events or accomplishments related to outside projects such as audit engagements or consulting engagements.

12. *Taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.*

This is particularly important in social work classes with regard to library and resources.

Frequently, case assignments involve doing library research, computer assignments may require many students will rely on the same library resources to complete the case. It will constitute scholastic dishonesty for a student to take, misplace, or damage library resources in such a way as to render them unavailable or Unfit for other students. Similarly, many students may rely on computer databases for completion of an assignment. It will constitute scholastic dishonesty for a student to in any way damage the accessibility of computer resources in such a way as to render them unfit for use by other students.

13. *Misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.*

In general, any misrepresentation of facts to gain an unfair advantage will constitute scholastic dishonesty. For example, a student who misleads her or his instructor about the reasons for not taking an examination or for turning in an assignment after the deadline has committed an act of scholastic dishonesty. Similarly, it will be considered an act of scholastic dishonest for a student to report false information on a resume.

Plagiarism

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit. Plagiarism can usually be avoided by clearly citing the work of others when it appears in your own work. This means that the full extent of the reliance on the other work is clearly indicated. Whatever is being quoted should either appear in quotation marks (if it is relatively brief) or be indented (if it is more than a sentence or two). If a summary of facts or an argument is presented that is a paraphrase of another’s work, this should be clearly indicated even if the material is not directly quoted. Plagiarism is not restricted to copying from a published source. Copying without acknowledgment from an unpublished manuscript that was, for example, written by another student would also constitute plagiarism.

If a student completes assignment and then uses, all or a portion of that assignment as full or partial completion of another assignment, in the same class or in a different class, without the express permission of the instructor, the student has committed scholastic dishonesty. In general, substantially the same work product should not be turned in for credit in more than one class without the instructor’s permission.

Collusion

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. Collusion is an important issue in many social work classes. On the one hand, the faculty encourages the students to interact outside of the class. Often this type of interaction facilitates the learning process for everyone. On the other hand, the faculty reserves the right to give students assignments that are to be completed either individually or in small groups outside of class without consulting others. Such assignments often cannot be completed in class because they require too much time, or because they require library or computer resources not available in the classroom.

It is the responsibility of the instructor to provide clear instructions on the extent of acceptable collaboration and it is the responsibility of the student to understand and to conform to those instructions. The student has the responsibility to clarify any ambiguity by consulting the instructor. The following is a partial list of the types of collaboration instructions that may be given for individual and group assignments.

1. Unlimited collaboration with all other students in the class for individual assignments, or with all other groups in the class for group assignments.
2. Unlimited collaboration with all other students (groups) in the class prior to producing the final work product such as an essay or report. The writing of the essay or report is to be done strictly on an individual student (group) basis.
3. No collaboration is permitted with other students (groups) at all. All aspects of the assignment are to be completed on a strictly individual student (group) basis.

Failure to adequately contribute to group projects may also be considered scholastic dishonesty. Students who take credit for group work without participating in the project may be penalized.

Falsifying Academic- Records

“Falsifying Academic Records” includes, but is not limited to, the altering of grades or other falsification of academic records such as applications for admission, the award of a degree, grade reports, test papers, registration materials, and reporting forms used by the Office of the Registrar.

In the context of a particular course, the most important example of “falsifying academic records” would be changing an answer on a test or other assignment after it has been graded, and then submitting it to be regraded as though it had not been changed. This would be a clear case of scholastic dishonesty.

Student Responsibility

While University faculty and staff members give students academic advice and assistance, each student is expected to take responsibility for her or his education and personal development. The student must know and abide by the University’s academic and disciplinary policies. The student must also know and meet the requirements of her or his degree program; must enroll in courses appropriate to the program; must meet prerequisites and take courses in the proper sequence to ensure orderly and timely progress; and must seek advice about degree requirements and other University policies when necessary.

The student must give correct local and permanent address and telephone numbers to the Office of the Registrar and must notify this office immediately of any changes in address or telephone number. Official correspondence is sent to the address last given to the registrar; if the student has moved and failed to correct this address, he or she will not be relieved of responsibility on the grounds that the correspondence was not delivered.

The student must verify her or his schedule of classes each semester, must see that necessary corrections are made, and must keep documentation of all schedule changes and other transactions.

The Grievance Process

1. Adjudicating Grievances of Undergraduate Students
 - a. A student has the right to seek redress of any grievance related to her or his academic affairs.
 - b. Every effort should be made to resolve grievances informally between the student and the faculty member most directly involved or, such efforts failing, with the assistance of the Program Director. When serious issues cannot be resolved informally, the student will have recourse to a formal grievance procedure conducted as outlined below. It should be noted that the precise procedure to be followed in adjudicating a given grievance will depend on the particular circumstances surrounding the case.
 - c. Each student may express a grievance through the following procedures with the assurance of timely and thorough consideration. Grievants are assured freedom from reprisals for the filing of their grievances.
 - d. All complaints must be submitted in writing.
2. First Level of Adjudication: Program Director
 - a. The first level of consideration is the Program Director, or, in case of a field-related issue, the Field Practicum Coordinator. If a field issue and the student wishes to appeal the decision, the second level is the Program Director.
 - b. The decision will be reported to the student and, if applicable, the faculty member, in writing within ten days after the grievance is filed. A copy of the findings will be retained in the files of the BSW Program.
3. Second Level of Adjudication:
 - a. If the issues cannot be resolved to the satisfaction of both parties concerned at the level of the Program Director, the student may appeal the decision within ten days in writing to as provided in the University Student Handbook.

Sexual Harassment

It is the policy of the university to maintain an educational environment free from sexual harassment and intimidation. Sexual harassment is expressly prohibited and offenders are subject to disciplinary action. “Sexual Harassment” is defined as either unwelcome sexual advances or requests for sexual favors, or other verbal or physical conduct of a sexual nature, by a faculty member or other employee of the university, when:

1. submission by a student to such conduct made explicitly or implicitly a condition for academic opportunity or advancement;

2. submission to or rejection of such conduct by a student is used as the basis for academic decisions affecting that student; or
3. the intended effect or reasonably foreseeable effect of such conduct is to create an intimidating, hostile, or offensive environment for the student.

The Affirmative Action Officer has been given the primary responsibility for responding to questions about and receiving complaints of the sexual harassment of students. Students who believe they have been subjected to sexual harassment may consult with the Affirmative Action Officer. However, they also may address their questions or complaints to the Program Director or department chairperson. In such cases, the director or chairperson should immediately contact the Affirmative Action Officer.

Investigation of a specific complaint of sexual harassment will be initiated upon submission of a written and signed statement by the student to the Affirmative Action Officer, Program Director or department chairperson and resolution of such complaints will be through the Affirmative Action Office. Confidentiality will be maintained to the extent permitted under the law, and the rights of the individuals involved will be protected. Disagreement with the resolution of the complaint will be handled according to the usual procedures for grievances.

In addition to complying with the above policy dealing with sexual harassment, students and faculty members should conduct themselves in an appropriate manner and should avoid compromising situations involving any romantic or sexual relationship between a faculty member and a student who is enrolled in a course taught by the faculty member or who is otherwise under the supervision of the faculty member.

This policy is not intended, in any way, to discourage the interaction of faculty and students where harassment or a conflict of interest is not a factor; however, the policy is intended to clarify that it is inappropriate for a faculty member to form romantic or sexual relationships with students working under the faculty member's direct supervision.

National Association of Social Workers

Code of Ethics

Effective January 1, 1997

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. A Clients \cong is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation.

Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic

values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

¹For 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 take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

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

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

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

Ethical Principles

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

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

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

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer,

relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

1.04 Competence

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

1.05 Cultural Competence and Social Diversity

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

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

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

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

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

such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

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

1.08 Access to Records

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

Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workersXnot their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationshipXassume 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 workersXnot their clientsXwho assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

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

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

4.06 Misrepresentation

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

4.07 Solicitations

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

4.08 Acknowledging Credit

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

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

5.01 Integrity of the Profession

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

5.02 Evaluation and Research

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

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

- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

Texas State Board of Social Worker Examiners

Social Worker Licensure

Code of Ethics

- (a) A social worker must observe and comply with the code of ethics and standards of practice set forth in this subchapter. Any violation of the code of ethics or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.
- (1) A social worker shall not refuse to do or refuse to perform any act or service for which the person is licensed solely on the basis of a client's age, gender, race, color, religion, national origin, disability, sexual orientation, or political affiliation.
 - (2) A social worker shall truthfully report or present her or his services, professional credentials, and qualifications to clients or potential clients.
 - (3) A social worker shall only offer those services that are within his or her professional competency.
 - (4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.
 - (5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.
 - (6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.
 - (7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.
 - (8) A social worker shall be responsible for setting and maintaining professional boundaries.
 - (9) A social worker shall not have sexual contact with a client or a person who has been a client.
 - (10) A social worker shall refrain from providing service while impaired due to the social worker's physical or mental health or the use of medication, drugs or alcohol.
 - (11) A social worker shall not exploit his or her position of trust with a client or former client.

- (12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.
 - (13) A social worker shall refer a client for those services that the social worker is unable to meet and terminate service to a client when continued service is no longer in the client's best interest.
- (b) The grounds for disciplinary action of a social worker shall be based on the code of ethics or standards of practice in effect at the time of the violation.

Council on Social Work Education

Accreditation Standards

1. Program Mission, Goals, and Objectives

- 1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.
- 1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.
- 1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
- 1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

- 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.
 - B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.
- 2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:
 - 2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
 - 2.1.2 Admits only those students who have met the program's specified criteria for field education.
 - 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

- 2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree. Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.
- 2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.
- 2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

3: Program Governance, Administrative Structure, and Resources

- 3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives (Educational Policy, Section 2.0).
 - 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
 - 3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
 - 3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.
 - 3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.
 - 3.0.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post baccalaureate or post master's social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems)

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty, with master's social work degrees from a CSWE-accredited program with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years postBBbaccalaureate or postBBmaster's social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

7.0 The program has ongoing exchanges with external constituencies that may include social work

practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

- 7.1 The program's faculty engages in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
 - 7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.
8. Program Assessment and Continuous Improvement
- 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.
 - 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.