# Table of Contents

WELCOME! ................................................................................................................................................. 4

STUDENT HANDBOOK ........................................................................................................................ 5

  Accreditation ........................................................................................................................................ 5
  Equal Opportunity ............................................................................................................................... 5

SOCIAL WORK PROGRAM ....................................................................................................................... 5

  MISSION .............................................................................................................................................. 6
  OUTCOMES ......................................................................................................................................... 6
  FACULTY ............................................................................................................................................. 7

SOCIAL WORK AS A PROFESSION ........................................................................................................... 8

  What type of employment might graduates secure? ........................................................................... 8

ADMISSION TO THE PRE-PROFESSIONAL SOCIAL WORK PROGRAM .................................................... 10

ADMISSION TO THE PROFESSIONAL SOCIAL WORK PROGRAM ........................................................ 10

  Admission – Application to Professional Social Work Program ....................................................... 11
  Background Checks and Felony Convictions .................................................................................... 11
  Review and Action on Applications to Professional Social Work Program .................................... 12
  Transfer Students ............................................................................................................................... 12

Admission to Professional Program .......................................................................................................... 12

  Required Pre-requisite Extra-Departmental Courses-9 credits plus 6 specific ............................... 12
  Admission to Professional Program; Required Pre-requisite Social Work Courses ........................ 13
  Admission to Professional Program; Recommended Pre-requisite Courses .................................. 13

SOCIAL WORK COMPREHENSIVE MAJOR .............................................................................................. 14

  Social Work Professional Program Required Courses; (55 credits) plus (6 credits of specific essential studies) ................................................................................................................................. 14

PROFESSIONAL SOCIAL WORK COURSES ..................................................................................... 19

  Descriptions of Social Work Method’s Courses ............................................................................... 19

Social Work Field Instruction .................................................................................................................. 21

SOCIAL WORK STUDENT DATA ............................................................................................................ 22

  Obtaining an NUID and Password ....................................................................................................... 22
  MyCSC ................................................................................................................................................. 22
  TrueYou .............................................................................................................................................. 22
  Bulletin Boards .................................................................................................................................. 22
  Computer Help Desk .......................................................................................................................... 22
    General Information ........................................................................................................................ 22
    Contacting the HELP DESK ............................................................................................................. 23
  Reta King Library ............................................................................................................................... 23
  Student Files ...................................................................................................................................... 23
Updating Addresses, Phone Numbers, and E-mails .................................................. 23
Faculty Advising ........................................................................................................... 24
SOCIAL WORK STUDENT RIGHTS AND RESPONSIBILITIES, SOCIAL WORK
PROGRAM GATEKEEPING, TERMINATIONS, & VIOLATIONS OF SOCIAL WORK
CODE OF ETHICS ........................................................................................................ 25
Student Rights and Responsibilities ........................................................................... 25
The Right of Access to the Social Work Program ....................................................... 25
Rights in the Classroom ............................................................................................... 25
Right to Freedom from Sexual Harassment ................................................................. 26
Right to Privacy and to Inspect Public Records ......................................................... 26
Right to Freedom of Association, Expression, and Advocacy ................................... 26
Right to Contribute to University Governance and Curriculum ............................... 26
Right to Accommodation for Individuals Who Are Differently-abled ...................... 26
Student Responsibilities ............................................................................................ 26
Gatekeeping Processes ............................................................................................... 27
Social Work Program Advisory Committee Actions on Applicants to the Professional
Program ...................................................................................................................... 28
Field Director and Social Work Program Advisory Committee Actions on Applicants to
the Professional Field Program and on Students in Field Placements .................... 28
Student Involvement and Representation .................................................................. 28
Social Work Club ........................................................................................................ 28
COLLEGE POLICIES .................................................................................................. 29
Graduation Policies and Requirements ........................................................................ 29
Graduation Checklist .................................................................................................... 29
Second Baccalaureate Degree ...................................................................................... 31
Petition for Waiver or Exception of College Academic Regulations .......................... 31
Nondiscrimination Policy/Equal Educational and Employment Opportunity Policy 31
Americans with Disabilities Act Policy ......................................................................... 31
PROGRAM ACCESS .................................................................................................. 31
EMPLOYEE ACCESS ................................................................................................. 32
STUDENT CONDUCT POLICIES .............................................................................. 32
Academic Honesty ....................................................................................................... 32
Civility ......................................................................................................................... 32
Class Attendance ......................................................................................................... 32
ACADEMIC PROBATION AND SUSPENSION ......................................................... 33
Probation ..................................................................................................................... 33
First Suspension ......................................................................................................... 33
Second Suspension ...................................................................................................... 33
Good Standing................................................................................................................. 33
Academic Appeals ........................................................................................................ 34
STUDENT SERVICES...................................................................................................... 34
Advising .......................................................................................................................... 34
  Academic Advising ...................................................................................................... 34
Career Services .............................................................................................................. 34
  Career and Major Exploration .................................................................................. 34
  Career Services ......................................................................................................... 34
Health Services .............................................................................................................. 34
  Nurse .......................................................................................................................... 34
  Personal Counseling .................................................................................................. 35
  Disability Services ..................................................................................................... 35
Housing .......................................................................................................................... 35
  Housing and Dining Service ..................................................................................... 35
  Residence Life ............................................................................................................ 35
Campus Activities ........................................................................................................ 35
  The Learning Commons ............................................................................................ 36
Information Technology ............................................................................................. 36
Multicultural Services ................................................................................................. 36
  Learning Center/Tutoring .......................................................................................... 36
Project Strive TRiO ........................................................................................................ 36
PROFESSIONAL SOCIAL WORK PROGRAM APPLICATION ........................................ 37
  APPLICATION TO THE PROFESSIONAL SOCIAL WORK PROGRAM .................. 38
  Checklist for Applying to the Social Work Program .................................................. 41
  APPLICATION FOR SOCIAL WORK PROGRAM PROFESSIONAL ADMISSION ...... 42
PROFESSIONAL SOCIAL WORK PROGRAM .......................................................... 44
REFERENCE FORM .................................................................................................... 44
  VOLUNTEER VERIFICATION FORM ..................................................................... 46
  VOLUNTEER VERIFICATION ............................................................................... 47
APPENDIX C .................................................................................................................. 48
  NATIONAL ASSOCIATION OF SOCIAL WORK ...................................................... 48
  CODE OF ETHICS ..................................................................................................... 48
APPENDIX D .................................................................................................................. 64
  COUNCIL ON SOCIAL WORK EDUCATION ............................................................. 64
WELCOME!

We are pleased you have chosen to major in Social Work. The Social Work Program at Chadron State College offers a comprehensive Social Work major leading to a Bachelor’s Degree in Social Work. The Social Work Program is committed to students acquiring the knowledge, skills, and values that will provide a base for future Social Work practice at the Bachelor’s level or as preparation for entering a Master in Social Work Program.

The Social Work faculty encourages students to make a commitment to a rural Social Work practice that strives for social justice for diverse populations within the region. In addition, the Social Work Program seeks to foster critical thinking skills as students gain knowledge of human behavior in a social environment and knowledge of Social Work methods of practice with individuals, families, groups, organizations, and communities.

The Social Work professional is rich with a tradition of people working on behalf of and with people who are oppressed, disenfranchised, and poor. From the settlement houses of the early twentieth century to the advocacy organizations of the early twenty-first century Social Workers give voice to issues of injustice, discrimination, unfairness, and inequality. As you progress through the Social Work courses and into your professional career, you will add your voice to the many that have come before you and the many that will stand with you.

Richard Kenney, MSSW, Social Work Program Director

Bruce Hoem, MSW, Field Director
STUDENT HANDBOOK

(Any policies and practices appearing in this handbook are superseded by the official Chadron State College Undergraduate Catalog. Chadron State College reserves the right to make changes in policies and practices that may impact students.)

This handbook is a guide for Social Work students interested in, applying for admission to, or enrolled in the Bachelor of Social Work Program at Chadron State College. The Social Work Program makes every attempt to keep current the information in this handbook; however, the Social Work Program retains the right to make changes to this content. When changes are made in program policies or practices, every effort will be made to notify students. Please spend time reviewing the information in this handbook. Please keep this handbook as a source for future reference.

Your Social Work advisor can be helpful in clarifying information contained in this handbook. Your willingness to take initiative in asking for clarification or advice may save you invaluable time and resources.

Accreditation
Chadron State College is accredited by the North Central Association of Colleges and Schools and the Nebraska State Department of Education. The Baccalaureate Social Work Program has been accredited by the Council on Social Work Education since 1993.

Equal Opportunity
CSC is an equal opportunity institution and does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to, admission decisions. CSC has designated two individuals to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Reports regarding discrimination or harassment may be directed to one of the following Compliance Coordinators. In addition, inquiries regarding non-discrimination policies and practices may be directed to one of the Compliance Coordinators:

Human Resources Director                                          Aaron Prestwich
Chadron State College                                              Chadron State College
1000 Main Street                                                   1000 Main Street
Chadron, NE 69337                                                  Chadron, NE 69337
(308) 432-6224                                                     (308) 432-6280

SOCIAL WORK PROGRAM
The CSC Social Work Program has been accredited by the Council on Social Work Accreditation since 1993. Students who graduate from Chadron State College in Social Work are prepared for Social Work practice in a multicultural context within the region, as well as
nationally and globally. The challenges of and capacities for addressing human diversity are integrated throughout the Social Work curriculum. The Social Work curriculum is also designed to encourage the development of knowledge and skills in collaboration, collegiality, and networking. Graduates of CSC Social Work Program are prepared to provide professional leadership within the region.

MISSION
The Bachelor of Arts in Social Work at Chadron State College provides an undergraduate experience that fosters student development of practice behaviors, and competencies including the knowledge, skills, and values in order to function as generalist Social Workers. The acquired competencies prepare social workers who demonstrate practice abilities that enhance the capacities and quality of life for individuals, families, groups, organizations, and communities within the region of western Nebraska, southwest South Dakota, southeast Wyoming, and northeast Colorado.

In order to carry out the Social Work Program mission of Chadron State College, the Social Work faculty strive for excellence in teaching, scholarship, and service. Social Work faculty teach foundation curriculum with a sensitivity to student needs and with an awareness of the requisite practice behaviors and values appropriate to a competent social work practice at a baccalaureate level. To maintain student learning, Social Work faculty use innovative technology, experiential and active learning approaches, and outcome-based learning that individualize curriculum and instruction to the needs of individual learners.

Social Work faculty continually evaluate courses through student process evaluations, course evaluations of teaching and objective attainment, peer reviews of teaching, assessment of written assignments, and tests of student learning and evaluation of student demonstration of competencies through practice behaviors identified by the Council on Social Work Education. Social Work faculty seek to integrate scholarship with student learning through presentations at regional and national conferences, special projects, and community consultation. Social Work faculty provide service to the College, community, and professional associations by serving on local and regional boards and committees and participating in projects with local human service systems.

OUTCOMES
To carry out the mission of the Social Work Program and Chadron State College, the Social Work Program seeks to prepare Social Work professionals who will, upon completion of the program, be able to:
1. Critically engage, assess and intervene with individuals, families, groups, organizations and communities using multidimensional theories and strategies that enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in recognizing assets and strengths, accomplishing goals, developing resources, and preventing and alleviating distress. Monitor and evaluate interventions efficacy. Apply knowledge of human development across the lifespan and age appropriate prevention interventions.

2. Utilize the skills and knowledge to successfully practice within the context of rural settings with diverse cultures, reflected by, but not limited to age, gender, mission/orientation, sexual preference, racial or ethnic background, disability, marital status, religious orientations, and lifestyle. Communicate the value of diversity in all social institutions. Recognize the impact of societal values that marginalize or grant privilege to individuals and groups on local and global levels.

3. Utilize knowledge of basic human rights, the forms and mechanisms of oppression/social/economic injustice, integrate a value-base that fosters commitment to advocacy, and develop social skills, practice behaviors, and political skills necessary to alleviate oppression/social/economical injustice.

4. Critically analyze and implement social welfare policies, services, and programs through political and organizational processes in order to meet basic human needs and support the development of human capacities. Demonstrate understanding of historical current social policies and services.

5. Work collaboratively within rural human service agencies and human service delivery systems with supervisors and professional colleagues and develop personal/professional/political support systems.

6. Engage in research-informed practice. Utilize the knowledge and skills of research, evaluate professional practice using qualitative and quantitative research methods, use and solicit collegial feedback, and apply existing knowledge to advance Social Work practice.

7. Practice Social Work with an ethical orientation compatible with the Code of Ethics of the National Association of Social Workers and to apply strategies of ethical reasoning, and act professionally and intentionally in situations with ethical dilemmas. Conduct ones’ personal life ethically by recognizing and managing personal values in order to allow professional standards of ethical practice to guide practice.

8. Develop an identity as a professional Social Worker and practice Social Work with the highest regard for the strengths/capacities, integrity and value of all beings whether as individuals or in families, groups, organizations and communities. Demonstrate application of the value base of the professional and relevant laws to practice.

9. Apply critical thinking, logic, scientific inquiry, and discernment. Demonstrate creativity and ability to communicate relevant information to others.

10. Enter a graduate program in Social Work with advanced standing.

FACULTY
There are currently two full-time Social Work faculty and periodically, part-time adjunct faculty. Faculty office hours are posted outside their office doors in Miller Hall. To arrange an appointment, contact faculty listed below.

Richard Kenney, MSSW, is the Social Work Program Director. Mr. Kenney received his
Bachelor Degree at the University of Arizona and a Master of Science in Social Work degree from the University of Texas. Mr. Kenney can be reached in Room #206, Miller Hall, Chadron, NE or by calling him at 308-432-6333.

Bruce Hoem is the Social Work Program Field Director. Mr. Hoem has both a Masters in Arts in English and Social Work from the University of Southern Mississippi. He is a licensed Nursing Facility Administrator and Certified Medicare Hospice Social Worker. Mr. Hoem can be reached in Room #204, Miller Hall, Chadron, NE or by calling him at 308-432-6477.

Mr. Kenney and Mr. Hoem bring over 40 years of practice experience to the classroom. With backgrounds in administration, program development, clinical work with clients, and group work in rural communities, the Social Work faculty provides relevant insights and challenges that engage students in professional development.

SOCIAL WORK AS A PROFESSION

According to the U.S. Department of Labor Bureau of Labor Statistics (BLS), Social Work is one of the fastest growing careers in the United States. The professional is expected to grow by 25% between 2013 and 2020. More than 650,000 people currently hold Social Work degrees.

In every state, Social Workers are either licensed or certified. It is often the case, that when a Social Worker completes licensure in one state, the license will transfer to another state. In most states it is legal to use the title of Social Worker only upon satisfactory completion of an exam or registration. By completing a Bachelor of Arts in Social Work at Chadron State College, students can select from a variety of professional options including continuing with graduate studies.

The choice of a Social Work career provides numerous pathways for professional development. Social Work positions are available within the region, state, nationally, and internationally. Few career choices provide students with the opportunities provided by a career in Social Work.

What type of employment might graduates secure?

You may work in a private church agency or a private nonprofit agency:

1. providing home based services to clients of county social services,
2. run support and counseling groups for individuals and families,
3. provide family life enrichment programming,
4. assist in financial planning and budgeting,
5. work in residential facilities with persons with mental retardation and mental illness,
6. work with unwed parents, terminating rights, and adoption.

You may work with a community action agency or neighborhood organization:

1. providing support for poor and homeless people, including food, housing, transportation, employment,
2. helping and advocating for poor people to secure benefits,
3. assisting groups of poor people with social change strategies.
You may work at a hospital, medical center or nursing home:
   (1) counseling individuals and families with illness, loss, and grief,
   (2) helping individuals and families to negotiate their return to home or to another
       facility,
   (3) conducting intake assessments,
   (4) helping with living wills, application for public assistance,
   (5) locating medical equipment.

You may work in a child protection agency:
   (1) identifying abused and neglected children,
   (2) working with families to prevent child abuse and enhance the quality of their
       familial relationships,
   (3) recruit, train, and license foster parents,
   (4) work with elderly and persons with developmental disabilities, and
   (5) provide counseling and case management for individuals receiving funding.

You may work at a domestic violence or sexual assault agency:
   (1) assisting clients on a “one to one” basis and in group settings,
   (2) advocating in court on behalf of clients and children,
   (3) seeking housing, orders of protection, and access to legal help,
   (4) fundraising to support facilities,
   (5) working with children and families at visitation centers,
   (6) conducting community assessments and research,
   (7) implementing community education and seeking changes in existing public and
       organizational policies.

You may work in a school system:
   (1) assisting students and families with individual and interpersonal problems through
       individual, group and family counseling,
   (2) collaborate with community agencies in development of student learning plans and
       behavioral treatment planning,
   (3) link children and families with other services and medical care,
   (4) teach interpersonal skills, drug and alcohol courses, good-bad touch, and other self-
       esteem and personal growth curriculum,
   (5) addressing issues of multiculturalism and diversity.

You may work in a senior citizen program or housing authority agency:
   (1) assisting elderly people to stay in their own homes and helping them access
       needed services to remain.
   (2) advocacy on behalf of elderly, particularly with medical systems, insurance
       systems, and insurance and home construction sales people,
   (3) financial assistance and planning,
   (4) Guardian on behalf of elderly who no longer can adequately represent themselves.

You may work with a community fund:
   (1) assisting committees in planning for services,
   (2) aiding with community surveys of needs,
   (3) helping develop fund-raising strategies,
   (4) consulting with community agencies on programming and funding issues.
You may work with union-organizing, political party campaigns, and national advocacy groups:
   (1) researching and evaluating public policy materials,
   (2) preparing public policy reports,
   (3) developing strategies for marketing of select points of view,
   (4) building coalitions, negotiating agreements, solidifying contracts,
   (5) lobbying elected officials,
   (6) fund raising.

You may work for State Departments of Health and Human Services or for the Federal Government:
   (1) writing legislation addressing the needs of children, elderly, poor, homeless,
        displaced, unemployed, disabled, serious and persistently mentally ill, parents,
        divorcing partners, etc.,
   (2) developing and implementing licensing policies for foster homes, county social
        workers, mental health facilities, nursing homes, etc.,
   (3) organizing area and regional planning for health care, mental health care, regional
        services for various at risk populations.

You may work with organizations sponsored by the United Nations:
   (1) establishing refugee programs and camps,
   (2) developing and encouraging support for children’s rights,
   (3) advocating for women around the world, and
   (4) developing food programs

These are not meant to be exhaustive of the possibilities. In Social Work there are positions to fit the needs of the individuals and opportunities to advance professionally.

**ADMISSION TO THE PRE-PROFESSIONAL SOCIAL WORK PROGRAM**

Except for some transfer students, beginning students who wish to major in Social Work are given the status of a Pre-Professional Social Work major. The Pre-Professional Social Work major is determined by the student indicating an area of interest when first enrolling in college. The student declares his/her major as Social Work and allows the CSC START Team to assign a Social Work faculty advisor. The Social Work faculty advisor then can meet with the student to answer questions about Social Work and to advise the student on course sequencing. Pre-Professional Social Work majors are encouraged to meet regularly with Social Work advisors. Pre-Professional Social Work majors are eligible to join the Social Work Club and to attend Social Work Program special events.

**ADMISSION TO THE PROFESSIONAL SOCIAL WORK PROGRAM**

Students make application to the Professional Social Work Program during the fall semester of the junior year. Applications to the Professional Social Work Program are available online, in this handbook, or by writing to the Social Work Program Director, Department of Counseling,
Admission – Application to Professional Social Work Program
Admission to the Chadron State College Professional Social Work Program is based on the following criteria:

1. Junior standing
2. Cumulative grade point average of 2.50 and a 2.175 GPA in pre-requisite Social Work courses.
3. Completion of an Application to the Professional Social Work Program by deadlines published during the fall semester. An Application to the Professional Social Work Program includes: the application form, three letters of reference, written responses to questions identified on the application form, a personal statement, and a current resume.
4. Completion of the following required courses: BIOL 121/121L; ECON 130; PS 231 or 321; PSYC 131, 242; SW 231, 251, 252, 271, and LS 236.
5. Documentation of 40 hours of volunteer experience in a social service setting must be completed by the beginning of the fall semester of the senior year.
7. Signed statement of acknowledgment of student’s willingness to abide by the NASW Code of Ethics.

In accordance with the educational standards of the Council on Social Work Education, the Chadron State College Social Work Program does not grant academic credit for life experience for any Social Work course requirement.

Per the Accreditation standards of the Council on Social Work Accreditation, Chadron State College Social Work Program does not grant academic credit for life experience to meet any Social Work course requirements.

After discussion with his/her advisor, a student who does not meet the admission’s requirements to the Social Work Program may petition the Social Work Program Advisory Committee for special consideration.

Background Checks and Felony Convictions
Once accepted into the Professional Social Work program, students who apply to enter the Social Work Field Program are required to give permission to have a criminal background check conducted by an approved background investigation service. The background check will include states and counties of prior residence and will be completed at the expense of the student.

A student with a major felony conviction(s) including but not limited to the use of weapons or abuse of vulnerable individuals may not be able to complete SW 464, Social Work Field Practicum, depending upon the Program’s ability to find a field placement site. If a student completes the Social Work Professional Program, he/she may not be able to secure a license to practice Professional Social Work, depending upon a given state’s Social Work licensing board’s standards or depending upon a given agency’s hiring standards. Students with questions about prior convictions must schedule a meeting with the Social Work Program Director and Field Director to discuss circumstances and options available.
Review and Action on Applications to Professional Social Work Program
Applications for admission to the Professional Social Work Program are reviewed by the Social Work Program Advisory Committee. Students also interview with the Social Work Program Advisory Committee. Action on admission request may include admission, conditional admission, or denial of admission. Students are notified of the decision of the Social Work Program Advisory Committee by an official letter from the Director of the Social Work Program. Students who are not accepted may appeal the decision by initiating the appeal process as outlined in the Social Work Program Student Handbook.

Transfer Students
Students transferring into CSC may upon completion of pre-requisite Social Work courses or upon enrollment in pre-requisite Social Work courses, apply for admission to the Professional Social Work Program. Before a student can be admitted to the Professional Social Work Program, the application process must be completed.

In situations where students are applying to the Professional Social Work Program while finishing pre-requisite courses, students may be permitted to pre-enroll in Professional Social Work courses on a conditional basis with permission of the Director of the Social Work Program.

Students wanting to transfer credits from another institution must submit an official transcript to Chadron State College for evaluation. Unless an articulation agreement related to Social Work courses exists between Chadron State College and the institution, students must submit syllabi from prior Social Work courses to the Director of the Social Work Program. For Social Work Program courses, the final decision concerning content and acceptability of transferred courses rests with the Director of the Social Work Program.

Admission to Professional Program
Required Pre-requisite Extra-Departmental

**Human Biology:** Students are required by the Council on Social Work Education to complete a two hour/credit course, BIOL 121; Human Biology. The course does have a one hour/credit Human Biology Lab; BIOL 121L. Requirements of Chadron State College do include a science course with a lab.

**American National Government:** Students are required to take a three hour/credit course, PS 231 or 321; American National Government.

**Introduction to Research Methods and Statistics:** Graduating Social Work students are required by the Council on Social Work education to be able to conduct research with supervision and to evaluate their own practice. Understanding of statistics is essential for students entering the advanced Professional Social Work Program and enrolling in Social Work Research Methodologies. Students should take PSYC 242: Introduction to Research Methods and Statistics, a three hour/credit course. Other statistics courses taken outside Chadron State College may meet the pre-requisite requirements of the Social Work Program, but will require submission of a syllabus to the Social Work Program Director for verification that the course covers basic statistics.

**Family Law:** A base of understanding of societal and environmental influences on human
behavior can be gained by taking the LS 236; Family Law.

Survey of Economics: The study of Economics provides a basis for understanding the role function and ideology of the market system in the United States. It provides theoretical perspectives and knowledge of global economies. Students should take ECON 130: Survey of Economics.

General Psychology: Students should take the PSYC 131; General Psychology, course as a base of understanding of the personality and the processes of human perception and development.

Admission to Professional Program; Required Pre-requisite Social Work Courses

SW 231 Professional Social Work (3 credits):

SW 251 Human Behavior in the Social Environment I (3 credits):
Examines theories of human development from prenatal to old age using a multidimensional, multicultural perspective that includes bio-physical, psychological, social, economic, and spiritual. Students apply developmental knowledge to understand person and environment and demonstrate introductory level practice behaviors in observation and interviewing.

SW 252 Human Behavior in the Social Environment II Organizations & Communities (3 credits):
Examines theories and perspectives on human behavior in organizations and communities, including political-economic motivations, expectation sets, joining behaviors in the rural context. Competencies for dealing with power differentials, negotiation and coalition building are addressed. Issues associated with race/ethnicity, minority status, disabilities, and economic status involving vulnerable populations or at-risk population are emphasized. Students apply developmental knowledge and multidimensional perspectives through self-reflection, observations, interviews, and written analyses. Pre-requisite SW 251.

SW 271 Social Welfare History and Service Delivery Systems (3 credits):
Examines the developmental history of social welfare with a focus on political, social, cultural ideologies and systems during periods in European and American history. Explores the context for the development of social programs and the treatment of various out-groups, including persons considered poor, developmentally disabled, mentally retarded, ethnic and racial minorities, women, disabled, children, gay men and lesbian women, and religious minorities within the international community. Students analyze policy implementation of local social service delivery systems using a descriptive model of policy analysis. Pre-requisite: SW 231, 251, 252 or permission of instructor.

Admission to Professional Program; Recommended Pre-requisite Courses

There are several courses that are recommended for Social Work students. Some of these courses are included in the requirements at Chadron State College. Other courses are recommended for
students entering a Social Work Program.

**Diversity Courses:** The Social Work Program recommends that students complete at least two additional diversity courses outside the Social Work Program. Students are encouraged to take courses to enhance understanding of Native Americans and Latino people and cultures. Your Social Work Advisor can assist students in selecting diversity courses that address regional practice issues and support student career goals.

**Essential Studies:** The Social Work Program has identified specific Essential Study courses that provide a general knowledge base and concepts fundamental to understanding for Social Work courses. These include Survey of Economics, Human Biology and Lab, General Psychology, and American Government.

**SOCIAL WORK COMPREHENSIVE MAJOR**

A student must complete the following program in addition to the Essential Studies requirements in order to be eligible to graduate with a Bachelor Degree in Social Work. For Essential Studies requirements please check the appropriate Chadron State Course Catalog for the year you entered Chadron State College. Before registering for Social Work courses, students must check on pre-requisites and co-requisites for particular courses. Students are blocked from taking Social Work courses, unless their transcript reflects the required pre-requisites and/or co-requisites. Students are encouraged to work with a Social Work Advisor to design a plan of study that will expedite progress towards graduation and avoid unnecessary course scheduling complications.

**Social Work Professional Program Required Courses; (55 credits) plus (6 credits of specific essential studies)**

**Pre-Social Work Program – Extra Departmental Courses – 9 credits + 6 credits of essential studies**
- American National Government (3-credit essential studies requirement)
- Human Biology (3-credit essential studies requirement)
- Introduction to Research Methods and Statistics (3 credits)
- Family Law (3 credits)
- Introduction to Psychology (3 credits)
- Survey of Economics (3 credit essential studies requirement)

**Pre-Social Work Program – Social Work Courses - 12 credits**
- SW 231 Professional Social Work (3 credits)
- SW 251 Human Behavior and the Social Environment I (3 credits)
- SW 252 Human Behavior and the Social Environment II: Organizations & Communities (3 credits)
- SW 271 Social Welfare History and Delivery Systems (3 credits)

**Admitted to Professional Social Work Program-Social Work Courses - 36 credits**
- SW 330 Diversity in the Rural Environment (4 credits)
- SW 332 Services to Elderly & Differently Abled (2 credits)
- SW 343 Research Methods (3 credits)
- SW 343L Research Methods Lab (1 credit)
SW 431 Generalist Methods Lab (1 credit)
SW 432 Methods I: Individuals & Families (3 credits)
SW 433 Methods II: Therapeutic and Task Groups (3 credits)
SW 434 Policy Analysis and Implementation (3 credits)
SW 435 Methods III: Organizations and Communities (3 credits)
SW 459 Pre-Field and Orientation (1 credit)
SW 463 SW Professional Seminar (2 credits)
SW 464 SW Field Practicum (up to 10 credits)

Social Work Elective Courses – Recommended
Depending upon students’ future practice interests, Social Work students are encouraged to consider one or more of the following Social Work electives in course planning:

SW 331 Services to Children & Families (3 credits)
SW 338 Cross Cultural Practice Skills (3 credits)
SW 339 Alcohol & Substance Abuse (3 credits)
SW 340 Social Work and Mental Health (3 credits)
SW 430 Topics in Social Work (1-3 credits)
SW 436 Forensic Social Work (3 credits)

Periodically, Social Work faculty offer special topics courses in Social Work during the academic year and during summer sessions under SW 430 Topics in Social Work. Students are encouraged to consider one or more of the following special topic courses as electives in course planning and as supplements to a Social Work knowledge base.

American Sub-cultures
Children & Family Services
Creating Non-Profit Organizations
Grant Writing
Managing a Changing Organization
Medical Social Work
Organizations Social Work: Advocacy
Religion and Spirituality
Services to Elderly & Differently-Abled
Social Work: Advocacy
Social Work & Mental Health
Social Work: Supervision Managing a Changing Organization Creating Non-Profit
Special Topics in Social Work

Students who plan to practice Social Work in the Nebraska Panhandle service area are encouraged to take Spanish and Lakota culture and language courses.

Students should consult with their advisors regarding the scheduling of courses with reference to the four-year course rotation of the College. Classes are not all offered each semester. A course may be only offered in the spring semester each year, or in the fall only, or on alternate years.
# Bachelor of Arts in Social Work - Option #1

**Advising Template**
**Year 1**

<table>
<thead>
<tr>
<th>Code: ES-Essential Studies, E-Elective, FYI-First Year Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>SW 231 Professional Social Work 3</td>
</tr>
<tr>
<td>ES-Comp #2 Composition I 3</td>
</tr>
<tr>
<td>ES-Comp #11 Physical Activities 3</td>
</tr>
<tr>
<td>FYI 169-ES-Comp #1 First Year Inquiry 6</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
</tr>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

**Year 2**

<table>
<thead>
<tr>
<th>Code: ES-Essential Studies, E-Elective, FYI-First Year Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>SW 252 HBSE II: Org &amp; Communities 3</td>
</tr>
<tr>
<td>LS 236 Family Law 3</td>
</tr>
<tr>
<td>ECON 130-ES-Comp #10 Survey of Economics 3</td>
</tr>
<tr>
<td>ES-Comp #6 Physical Science 3</td>
</tr>
<tr>
<td>Electives 6</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
</tr>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

**Year 3**

<table>
<thead>
<tr>
<th>Code: ES-Essential Studies, E-Elective, FYI-First Year Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>SW 271 Soc Welf &amp; Serv Delivery Sys 3</td>
</tr>
<tr>
<td>PSYC 242 Intro to Res Meth &amp; Stats 3</td>
</tr>
<tr>
<td>PHIL 432 or 433 or 435-ES Comp #7 Reason &amp; Values 3</td>
</tr>
<tr>
<td>SW 371-ES-Comp #7 Global &amp; Social 3</td>
</tr>
<tr>
<td>ES 469-ES-Comp #12 Essential Studies Capstone 6</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
</tr>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

**Year 4**

<table>
<thead>
<tr>
<th>Code: ES-Essential Studies, E-Elective, FYI-First Year Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>SW 332 Serv. To the Eld. &amp; Diff. Abled 2</td>
</tr>
<tr>
<td>SW 433 Methods II: Thera. &amp; Task Grp. 3</td>
</tr>
<tr>
<td>SW 434 Policy Analysis &amp; Advocacy 3</td>
</tr>
<tr>
<td>SW 435 Methods III: Org. &amp; Comm. 3</td>
</tr>
<tr>
<td>SW 459 Pre-Field &amp; Orientatin 3</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

SW students may decide to add courses beneficial to their future professional practice.

---

16
### Bachelor of Arts in Social Work - Option #2 (WNCC transfer student working on AA Degree)  
#### 2012-2013

**Code:** ES-Essential Studies, E-SW-Social Work specific Elective  

#### Year 1

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>Total Hours</strong></td>
</tr>
<tr>
<td>* AA coursework and...*</td>
<td></td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>SW 231</td>
<td>Professional SW</td>
<td>3</td>
<td>ECON 130 Survey of Econ ES Comp #10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or ECON 1230 at WNCC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SW 251 Human Behavior in Soc Env I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>3</td>
<td><strong>Total Hours</strong></td>
<td><strong>Total Hours</strong></td>
</tr>
</tbody>
</table>

#### Year 2

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>Total Hours</strong></td>
</tr>
<tr>
<td>SW 252</td>
<td>HBSE II: Org &amp; Communities</td>
<td>3</td>
<td>E-SW 331 Serv. To Child. &amp; Fam.</td>
</tr>
<tr>
<td>PS 231 or 321</td>
<td>American Nat. Gov. ES Comp #8</td>
<td>3</td>
<td>or E-SW 339 Alcohol Substance Abuse</td>
</tr>
<tr>
<td>PSYC 242</td>
<td>Intro to Research Methods &amp; Stats</td>
<td>3</td>
<td>or E-SW 340 Mental Health SW</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or BIO 121 &amp; 121L Human Bio &amp; Lab ES Comp #6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or or WNCC Anatomy &amp; Physiology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or WNCC Body Struc. &amp; Func.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Degree completed from WNCC</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>9</td>
<td><strong>Total Hours</strong></td>
<td><strong>Total Hours</strong></td>
</tr>
</tbody>
</table>

#### Year 3

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>Total Hours</strong></td>
</tr>
<tr>
<td>LS 236</td>
<td>Family Law</td>
<td>3</td>
<td>SW 330 Diversity in Rural Environment</td>
</tr>
<tr>
<td></td>
<td>or Intro to Sociology at WNCC</td>
<td></td>
<td>SW 343 Research Methods</td>
</tr>
<tr>
<td>Upper Division</td>
<td>Ethics; Reason &amp; Values ESComp #7</td>
<td>3</td>
<td>SW 343L Research Methods Lab</td>
</tr>
<tr>
<td>Upper Division</td>
<td>Global Cultural ES Comp #10</td>
<td>3</td>
<td>SW 431 Generalist Methods Lab</td>
</tr>
<tr>
<td></td>
<td>Apply, interview &amp; be accepted into Professional SW program</td>
<td></td>
<td>SW 432 Methods I: Ind. &amp; Families</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>12</td>
<td><strong>Total Hours</strong></td>
<td><strong>Total Hours</strong></td>
</tr>
</tbody>
</table>

#### Year 4

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>Total Hours</strong></td>
</tr>
<tr>
<td>SW 332</td>
<td>Services to the Eld. &amp; Diff. Abled</td>
<td>2</td>
<td>SW 463 Professional Seminar</td>
</tr>
<tr>
<td>SW 433</td>
<td>Methods II: Thera. &amp; Task Grps.</td>
<td>3</td>
<td>SW 464 SW Field Program</td>
</tr>
<tr>
<td>SW 434</td>
<td>Policy Analysis and Advocacy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 435</td>
<td>Methods III: Org. &amp; Communities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 459</td>
<td>SW Pre-field &amp; Orientation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>12</td>
<td><strong>Total Hours</strong></td>
<td><strong>Total Hours</strong></td>
</tr>
</tbody>
</table>

SW students may decide to add courses beneficial to their future professional practice.

Degree Program Total: 72

Plus AA Degree: 17
This suggested sequence is based on course work usually needed by students transferring to CSC with an AA (Associate of Arts) Degree. It does not apply if the degree held by the student is an AS (Associate of Sciences). Some students who have completed Social Work Requirements within the AA degree may be able to complete the degree in 2 years. Students may also take summer courses to complete pre-requisite classes and enter the Professional Program in the 2nd year at CSC.

* All transferring students should request a Degree Audit based on a Social Work Major from the Registrar and bring it to meet with a CSC Social Work Program Advisor.

* Other courses may be identified by faculty as beneficial to a student. These are not required by the program, but are recommended. For example, Social Work students are strongly encouraged to take PSYC 435: Theories of Personality prior to entering the Professional Social Work Program.
PROFESSIONAL SOCIAL WORK COURSES

After students are accepted into the Social Work Program, they are eligible to enroll in Social Work methods courses. The Social Work courses are structured with regard to sequencing and content in order to achieve the objectives of the Social Work Program. The Social Work Program begins with a base of knowledge in liberal arts and the introductory Social Work courses and progresses to developing a base of knowledge, skills, and values unique to Social Work practice. **The Social Work courses are offered in a developmental sequence with specific courses requiring the knowledge and skills of other Social Work courses as co-requisites and/or pre-requisites.** Students are strongly requested to work with a Social Work advisor in course planning in order to avoid delays in taking courses or in graduating.

The Professional Social Work curriculum includes 36 credit hours of Social Work courses once a student is accepted into the Social Work Program.

**Descriptions of Social Work Method’s Courses**

**SW 330 Diversity in the Rural Environment-4 credits**
Examines practice competencies needed for generalist social work practice in the context of the rural setting. Social issues (poverty, isolation, transportation, and housing) and theories related to the life experience of African Americans, Native Americans, Asian Americans, and Hispanic Americans. Explores cultures and heritages of these groups along with other social groups such as women and sexual minorities in the rural context. Discusses factors of service provision with emphasis on capacity building in rural communities and issues of accommodation, acculturation, and assimilation. Prerequisite: Sophomore standing.

**SW 332 Services to Elderly and Differently Abled-2 credits**
Practice behaviors and competencies of generalist social work practice with the geriatric population are addressed. Needs of the elderly and the physically and mentally differently abled are explored. Intervention and advocacy on behalf of these vulnerable populations is emphasized. Current services and alternatives will be considered. Rural context, myths and values will be discussed along with specific treatment modalities. Professional Social Work program course. Co-requisite: SW 435

**SW 343 Research Methods – 3 credits**
Introduces qualitative and quantitative world views, basic research methods, including developing single subject, survey, and grounded theory research designs to evaluate practice. Students develop competencies with critiques of research articles and application of existing Social Work knowledge and empirical research to design multi-level interventions and evaluation methods with individuals, families, groups, communities, and organizations. Students will demonstrate beginning generalist competency through individual and group projects. Professional Social Work Program course. Pre-requisite: PSYC 242 or MATH 232; SW 231, 251, 252, 271; Co-requisite: SW 343L.

**SW 343L Research Methods Lab – 1 credit**
Students apply knowledge of SPSS and Qualitative software involving data entry and data analysis on data generated from group projects developed in SW 343 Social Work Research Methods. Students complete developmental assignments on use of SPSS and qualitative analysis. Professional Social Work Program course. Co-requisite: SW 343.
**SW 431 Generalist Methods Lab – 1 credit**
Students acquire knowledge and practice behavior skill in professional use of self in various interpersonal situations, including professional interviewing, therapeutic relationships, and personal assertiveness. Students record role plays with peer evaluations, individually complete programmed learning exercises to demonstrate engagement, assessment, intervention planning with clients and evaluation of practice. Professional Social Work Program course. Pre-require: SW 231, 251, 252, 271; Co-require: SW 432.

**SW 432 Methods I: Individuals and Families – 3 credits**
Examines Social Work interventions with individuals and families based upon Social Work research and theory, particularly resilience and the strength’s perspective. Examines approaches to assessment, planning, implementation, and evaluation. Specific emphasis is given to Social Work practice behaviors and considerations of diversity when working with individuals and families. Professional Social Work Program course. Pre-require: SW 231, 251, 252, 271; Co-require: SW 431.

**SW 433 Methods II: Therapeutic and Task Groups – 3 credits**
Examines a broad range of groups, with emphasis on group theory, the nature and uses of therapeutic and task groups, including: group development, dynamics, facilitation skills, group assessments and outcome evaluation. Students demonstrate competencies, practice behaviors, and application of critical thinking, Social Work ethics in simulations and role plays with emphasis on assessment, design, and interventions with multi-cultural individuals, families, organizations and communities. Professional Social Work Program course. Pre-require: SW 343 and 432.

**SW 434 Policy Analysis and Advocacy – 3 credits**
Examines theories on the development of public social welfare policy in the United States and explores the mechanisms and methods that sustain discrimination and oppression within policy processes. Competencies for advocacy including power differentials, negotiation and coalition building are addressed. Examines historical, content, process, political-economic, comparative, and constructivist models of policy analysis and applies these models to national and global social welfare issues for at-risk populations. Students demonstrate competencies through a policy analysis of a national policy with relevance to the local rural context, recommend proposed changes, and identify strategies for changing social welfare policies and practices. Professional Social Work Program course. Co-require: SW 433.

**SW 435 Methods III: Communities and Organizations – 3 credits**
Explores strategies and tactics for organizational and community change using a strength’s perspective with attention to changing barriers to out-group participation in society and with attention to building systems responsive to the physical, psychological, social and economic needs of minority populations. Students demonstrate competency in organizational and community assessments, identify change targets, and propose strategies and tactics for creating change. Students participate in a significant community level project. Professional Social Work Program course. Co-require: SW 434.

**SW 459 Pre-Field & Orientation – 1 credit**
Examines ethical dilemmas and ethical decision making, Social Work Code of Ethics, professional behavior, organizational entry, use of supervision, and field instruction policies and procedures. Field instructors and students complete written learning contracts with identified goals that will permit measurement of student attainment of practice behaviors and competencies applied in agency settings when in SW 464 Practicum. Professional Social Work Program course.
**SW 463 Professional Seminar – 2 credits**
Explores ethical issues and dilemmas and skills in collegial support and feedback through mutual problem-solving. Examines lifelong learning, job seeking, job interviewing, professional networking, state certification, state licensure and Social Work licensing boards, NASW membership, professional memberships, and graduate MSW applications. Students report progress on achievement of learning tasks and demonstrate use of empirical knowledge to guide practice based assessments and interventions. Professional Social Work Program course. Pre-requisite: SW 459; Co-requisite: SW 464.

**SW 464 Practicum – 5 to 10 credits, repeatable up to a grand total of 10 credits.**
Provides a structured educational experience in an approved social service agency with an approved field instructor based upon a written learning contract. Students complete a variety of learning tasks that demonstrate practice behaviors and competencies of a beginning generalist Social Work Professional. Students should enroll for 10 credit hours and expect to work 34-36 hours per week for the semester for a minimum total of 450 hours. In special situations and with the approval of the Field Director, a student may register for 5 credit hours in each of two consecutive spring semesters. Professional Social Work Program course. Pre-requisite: SW 459; Co-requisite: SW 463.

**Social Work Field Instruction**
Once you have completed your pre-requisite courses, including essential studies courses and the Social Work courses, you are prepared to apply for field instruction. The application process generally takes place during the last semester of your junior year.

Field instruction is an integral part of the Social Work Program. It provides an opportunity for students to integrate knowledge, skills, and values learned in prior coursework. It provides an opportunity for students to put into practice those skills developed in practice and methods courses, apply the knowledge and values of the profession, and integrate empirical research to guide their practice. The practicum requires 450 hours of practice in an approved human service agency setting. There are two components of Field instruction: Field Practicum and Professional Seminar which are to be taken concurrently. These serve as the capstone courses for integration of the learning outcomes identified in all previous Social Work courses in the Bachelor’s in Social Work Program. The Field Instruction Program at Chadron State College is based primarily on a full-time block placement of no less than 34-36 hours per week in an agency setting. However, under special circumstances, it is possible with permission of the Social Work Program to complete Field Practicum and Professional Seminar over the course of two semesters.

Prior to making application for Field Practicum, students are expected to have completed prerequisite courses, as identified in the Social Work Student Handbook, including essential studies courses and extra-departmental courses and to have completed or be enrolled in final Social Work courses. The CSC Social Work Program does not grant course credit for prior life experience or work experience. Students are expected to have taken all requirements for graduation with the exception of SW 463 Professional Seminar & SW464 Practicum.
SOCIAL WORK STUDENT DATA

Obtaining an NUID and Password
1. To Apply to CSC, go to www.csc.edu
   a. Click “Apply to CSC”
   b. Select the appropriate type of application from the menu.
   c. Follow the instruction on the page.

2. NUID and Password
   a. The first step in the application process for a student new to CSC is to create an NUID and Password
   b. NUID = 8-digit Student ID number (assigned to student for life) that may not be re-set
   c. Password = selected by the student, following the directions displayed
   d. Make sure to REMEMBER this information and keep it safe

MyCSC
Every student applicant is provided access to MyCSC. MyCSC is the main student service connection between CSC and students beginning with admissions through graduation. Use the NUID and password to access MyCSC.

How to Login to MyCSC
Go to www.csc.edu. Under the “Current Student” tab click on MyCSC. Enter your NUID and Password.
On the following page, click “Student Dashboard”.
This will display the student’s “To Do” list, Enrollment, Academics, Financial Aid, and Student Account.
It is important that students check their MyCSC accounts regularly as official communications from Chadron State College will be distributed through electronic means.

TrueYou
To re-set a student password, follow the instructions in this tutorial:
http://www.csc.edu/nesis/student/tutorials/MyCSCLlogin/

Bulletin Boards
There is a Social Work bulletin Board outside the Social Work faculty offices in Miller Hall. This bulletin board provides information of interest, including field information and deadline dates, job openings, scholarships, graduate programs in Social Work, and class scheduling. There is also a board for the Counseling, Psychology and Social Work Department on the second floor, east end, of Miller Hall. Social Work posts information and displays for special events such as Social Work Month and NASW-NE events.

Computer Help Desk
General Information
The Information Technology Help Desk is the bridge between end-users and the computer support staff.
The Help Desk is the primary contact for all computing and network issues encountered by faculty, staff and students at Chadron State College.
Network and email account information and passwords are obtained at the Help Desk.
All calls to report problems or requests for support are channeled through the Help Desk
for evaluation.
Information provided by the caller determines the category and priority of the request. If the request cannot be resolved immediately, that information is routed to an appropriate computer technician.

**Contacting the HELP DESK**

**Hours:**
The Information Technology Help Desk operates from 7:30 AM until 4:30 PM Monday through Friday.

**By phone:**
The phone number is (308) 432-6311 from off campus or 6311 on campus.

**By electronic mail:**
The email address is helpdesk@csc.edu

**By mail:**
Information Technology, Chadron State College, 1000 Main, Chadron, NE 69337

**Reta King Library**
The library has a variety of Social Work journals and texts. The reference librarians in the library can be helpful in accessing Social Work information. In many situations, students will wish to request inter-library loans or to request copies of materials from libraries outside of the Nebraska system. Class materials, placed on reserve, are available at the library desk and can be checked out for two hours. The Library also offers instruction in data access and research literacy. This educational module may be presented within specific courses or as an independent 1 credit hour course. Computer literacy is an integrated part of course requirements for Social Work Majors.

Chadron State College maintains a collaborative relationship with a number of providers of electronic periodicals. Students can access these search engines and databases through the Reta King Library webpage.

**OFF-CAMPUS LIBRARY LINK INSTRUCTIONS:** [http://www.csc.edu/library/offcampus.htm](http://www.csc.edu/library/offcampus.htm)

**LIBRARY LINK:** [http://www.csc.edu/library/](http://www.csc.edu/library/)

**Student Files**
Student files are the property of the College. Students may examine their files at any time, but cannot remove the file or its contents from the Social Work office. Student files are considered confidential information; therefore no information contained in this file will be released to any person other than yourself, unless you sign a release of information or unless this confidentiality is superseded by State or Federal law.

**Updating Addresses, Phone Numbers, and E-mails**
Please keep the Social Work Program informed of any changes in your name, address, telephone number, or email. You will also need to notify the Registrar, Office of Financial Aid, and if you are a work study student, Student Payroll. You can update your information through the MyCSC, Online Course Login, Student information page.
Faculty Advising
Social Work Program faculty post office hours on the door of their offices. Generally, faculty is available for advising at a minimum of one hour per day. Although these are considered office times, Social Work faculty may be available at other times. You are encouraged to contact the Social Work faculty by phone, in person, or by email to arrange an appointment time.

Students are encouraged to meet with their advisors for a minimum of two times a semester. These meetings differ as students develop relationships with advisors and as they advance through the program. Faculty is available to work with students in order to assess student status with regard to courses and credit hours and to plan the sequencing of courses in order to fulfill the College and Social Work requirements for graduation.

Students should contact their advisors when:

- Newly on campus: student profile, course planning, discussion of college life.
- Revisions to course planning due to accessibility of courses, course conflicts, availability of courses.
- Transfer student: check out transfer credits and course planning
- To discuss assignments and career options
- To complete petitions, waiver forms, etc.
- To complete and discuss Application for Professional Social Work Program
- To complete and discuss Application for Field Practicum
- Graduating: discussing job opportunities and letters of reference
- Discuss graduate programs and interest
- Discuss issues with classes and personal performance

Your Social Work advisor is a significant resource to you throughout your college career and afterwards. Your Social Work advisor can assist you with one or more of the following:

- Advocate for you in admission decisions into the Social Work Program and the Field Program.
- Provide you with letters of reference and recommendations, provided you have developed a relationship where your advisor has been given the opportunity to know you.
- Provide guidance in helping you focus assignments that will add to your knowledge and experience towards your personal and professional goals.
- Direct you to resources on campus.
- Provide support and encouragement as you pursue your personal and professional goals.
SOCIAL WORK STUDENT RIGHTS AND RESPONSIBILITIES,
SOCIAL WORK PROGRAM GATEKEEPING, TERMINATIONS,
&
VIOLATIONS OF SOCIAL WORK CODE OF ETHICS

Student Rights and Responsibilities
The Social Work Program and faculty support students in taking responsible actions that include:

- Academic conduct that reflects the highest level of honesty and integrity.
- Actions which are civil, courteous and respectful of all members of the campus community, their property, and the property of the University.
- Social behavior that encourages responsibility, and discourages the unlawful use of alcohol, illicit drugs and weapons.
- Group behavior that promotes mutual respect, equality and safety of its members, and opposes those acts that harass, intimidate or haze its members.

The Right of Access to the Social Work Program
Students should discover the Social Work Program open to all persons who are qualified according to the Program’s admissions standards unless resource limitations result in caps on numbers of applicants who can be accepted into the Program.

Rights in the Classroom

- Students should be free to learn in Social Work courses and in a classroom that is a safe place for students to freely express ideas and diverse opinions. Social Work instructors should encourage student expression.
- Students should receive a final course syllabus by the end of their first full week of classes and student should expect this syllabus to remain without substantial changes unless agreement with the students in the class is reached. The syllabus should identify the intent of the course, the required readings and assignments, the learning outcomes, the due dates, examination schedules, and criteria used in assigning grades.
- Students should be free to express disagreement with ideas and opinions expressed within the classroom, but should be willing to explore the reasoning and empirical information that maybe a base for beliefs and opinions.
- Students should be free to express their ideas and opinions with regard to the readings and assignments in a course, but should be willing to meet the standards of academic performance established for a class.
- Students should be provided with information on materials that are to be covered on midterm and final exams. Students have a right to inspect and discuss their exams and papers with faculty.
- Students should have an instructor present at scheduled class times, unless there is a need to cancel classes. When cancellations occur, students have a right to be notified in advance.
- Students should be able to find an instructor in their office during a minimum of five weekly office hours. If this is not possible students should be able to expect that a faculty person will make reasonable accommodations to meet with a student during non-posted hours that are convenient to the student and the instructor.
- Students should receive course grades which represent the instructor’s good-faith judgments of performance in the course.
- Faculty should not discriminate against students because of personal prejudices or
• Students should expect Social Work faculty to provide them with the procedures for grieving decisions or judgments affecting them and which they believe are inequitable, unfair, or unjust.

Right to Freedom from Sexual Harassment
Students have the right to expect freedom from sexual harassment, discrimination, or prejudice.

Right to Privacy and to Inspect Public Records
• Students have the right to protection against improper disclosure of personal information.
• Students have the right to inspect their records kept on file within the Social Work Program.

Right to Freedom of Association, Expression, and Advocacy
• Students should be free to organize, join associations, and promote their common interests. Students shall be free to discuss openly all questions of interest to them and to express their opinions publicly or privately. Students are free to affiliate and organize for educational, political, social, religious, or cultural purposes.
• In addition to voicing their positions on issues, members of student organizations should respect the rights of individuals who do not desire to affiliate or sympathize with those positions.
• Students should be permitted the fullest expression of beliefs through means which are orderly and do not violate the rights of others.

Right to Contribute to University Governance and Curriculum
• Students have the right to a voice in the making of policies and procedures within the Social Work Program that affect their social or academic affairs through participation on Social Work Program Advisory Committee.
• Students have the right to participate in objective evaluation of course outcomes, revision and improvement of curriculum.

Right to Accommodation for Individuals Who Are Differently-abled
Students have the right to live and study in an academic environment that is highly respectful of the needs of individuals who are differently-abled and are strongly committed to accommodating to those needs, as feasible.

Student Responsibilities
• Students are responsible for achieving high academic standards and grades in Social Work.
• Students are responsible for meeting with Social Work faculty advisors in order to identify courses of study that meet all requirements and requisites of the Social Work Program and CSC.
• Students are responsible for understanding university policies and procedures involved in registering for courses or declaring major and minors.
• Students are responsible for developing and demonstrating competencies in all knowledge, skill, and values of a beginning generalist Social Worker.
• Students are responsible for the timely completion of all related paperwork including but not limited to courses, applications, and graduation.
• Students are responsible for creating a balance in time and effort between their family, work, and academics.
• Students are expected to adhere to and conduct themselves in accordance with the Code of Ethics of the National Association of Social Workers.

(Adapted from Student Rights and Responsibilities. Student Judicial Affairs, California State University, Chico, 400 West First Street, Chico, CA 95929-0125 @ http://www.csuchico.edu/sjd/discipline/studentRights.html#StatementSRB)

**Gatekeeping Processes**

Students accepted into the Professional Social Work Program, are expected to adhere to the Social Work Code of Ethics and the CSC Codes of Student Conduct. The Social Work Program seeks to advance to graduation every student who applies and is accepted into the Professional Social Work Program. The Social Work faculty seeks to achieve this goal through:

1. *Developing professional working relationships* with students by advisement conferences and informal conversations.
2. *Addressing classroom performance issues* directly with students, including developing remedial plans for improving performance, using the CSC early warning system, and contracting with Social Work advisors.
3. *Sharing information with academic advisors* that relate to student performance in classrooms and relate to other contacts with students.
4. *Referring students to CSC support services* to address remedial issues, writing, financial support, counseling, and housing when it seems appropriate.

Generally, the Social Work Program evaluates the “goodness of fit” between the student, the Social Work Profession, and the CSC Social Work Program as a student progresses toward graduation and at specific periods/events during the student’s involvement in the Professional Program. These periods include:

1. When students apply to the Social Work Program.
2. Student performance in Individual Classes.
3. When students apply to the Field Program.
4. When students are in the Field experience.

At times, during a student’s experience in the Social Work Program, a concern may exist with a faculty person regarding some aspect of student performance, attitudes, or values. In addition, a concern may exist with a student or students that a faculty person has violated the Social Work Code of Ethics. It is expected that the party with the concern will have addressed the issue directly with the student or faculty member. If the parties to the concern cannot resolve the issue, then a faculty member or a student may initiate a concern in writing to the Director of the Social Work Program or if the Director of Social Work is party to the concern, to the Chair of the Department of Counseling, Psychology and Social Work (CPSW). The Director of the Social Work Program or Department Chair will meet with the person submitting the written concern to determine if the issue can be resolved without convening the Social Work Program Advisory Committee, which also acts as the Gatekeeping Committee. If the issue cannot be resolved, then the Social Work Program Advisory Committee will be convened at the discretion of the Social Work Program Director or the CPSW Department Chair.
Social Work Program Advisory Committee Actions on Applicants to the Professional Program

All applications to the Professional Social Work Program will be considered. The application process follows the procedures outlined in an earlier section of this handbook. In situations where a concern is raised regarding a student’s suitability for acceptance into the Professional Program and the Admissions Committee recommends NO ADMISSION OR CONDITIONAL ADMISSION, a faculty member or student applicant may submit a written request to the Director of the Social Work Program or the Chair of CPSW requesting that a concern be addressed by the Program’s Gatekeeping Committee.

Field Director and Social Work Program Advisory Committee Actions on Applicants to the Professional Field Program and on Students in Field Placements

All applications to the Professional Field Practicum will be considered, provided the student has completed all pre-requisites for entering the Field Program. It is generally assumed that concerns with student performance will have been addressed previously. However, there may exist situations where a faculty person has a concern about a student entering the Field Practicum. In these situations a faculty member may submit a written request to the Director of the Social Work Program or the Chair of CPSW requesting that a concern be addressed by the Program’s Gatekeeping Committee.

If the Director of Field Practicum, in conjunction with the Social Work Program Advisory Committee, decides that a student is not ready or suitable for placement, then the student may submitted a written concern to the Director of the Social Work Program or the CPSW Department Chair requesting that a concern be addressed.

The recommendations of the Gate Keeping Committee are advisory in nature and do not constitute a final authority over the concern. Either party may accept the recommendations of the Gate Keeping Committee or may appeal the original concern through the Chadron State College Appeal process as outlined in the CSC Student Handbook.

Student Involvement and Representation

Social Work Club

Social Work students in the Pre-professional and Professional Social Work Programs are strongly encouraged to participate in the Social Work Club. The Social Work Club provides students with several opportunities:

1. Students can associate with other Social Work students, ranging from those who are first taking Social Work classes to those who are preparing to graduate. The support and wisdom of other Social Work students is invaluable.
2. Students can participate in a variety of community service, fundraising, and educational experiences. Annually, Social Work Club members are involved in decorating for homecoming, creating a float, designing banners for club competitions, providing volunteers for work with the Domestic Violence Shelter, accompanying children to activities and events, donating funds to special needs, Thanksgiving and Christmas activities for those less fortunate, bake sales, raffle sales, workshops, lobby day, and much more.
3. Through Club membership, students can develop leadership skills by assuming increased responsibilities for activities, planning, coordinating, leading, negotiating, and more.
4. Students can have input into the Social Work Program through representing Social Work
students on one or more of the Social Work Program committees.

5. Students can become involved in the CSC campus committees by representing the Social Work Club on one of the many campus coordinating councils or coalitions.

6. Students can learn group dynamics, Roberts Rules of Order, conflict resolution and more.

The Social Work Club meets twice a month over the academic year. Occasionally, Social Work Club members will continue to meet over the summer if sufficient numbers of students are available. For additional information, check with one of the Social Work Club officers or ask one of the Social Work faculty members.

COLLEGE POLICIES
Graduation Policies and Requirements

Graduation Checklist

Questions regarding any of the following requirements should be directed to the Records Office in Crites Hall. Graduation forms are available online (www.csc.edu/registrar/) or at the Records Office and need to be completed a semester prior to graduation.

☐ Beginning in the Fall 2012, all new students must earn a minimum of 120 semester credit hours, of which 40 credit hours must be in 300 or 400 (junior or senior) level courses, to meet the requirements for all baccalaureate degrees.

☐ Students are required to use a General Bulletin of the year they enrolled or a subsequent General Bulletin. Students may not graduate under the provisions of a General Bulletin issued more than five years prior to the end of the semester in which they expect to complete their work, unless they have been in military service or have earned college credit in residence at Chadron during each calendar year since beginning the program of study.

☐ For the Bachelor of Arts, Bachelor of Science or Bachelor of Applied Science degree, students must complete either (1) a comprehensive major of 48 to 57 credits, or (2) a subject major of 30 to 36 credits and a minor of 18 to 21 credits. Students not meeting these requirements may petition to graduate with an Interdisciplinary major. Contact the Dean of Curriculum and Graduate Studies for more information on the Interdisciplinary major.

☐ Teacher candidates who are seeking the Bachelor of Science in Education must complete one field or subject endorsement for 7 – 12th grade secondary certificates or an area of concentration for the elementary certificate, along with the requirements for the professional year which includes a teacher internship. Contact the CSC Department of Education for more information.

☐ A 2.5 grade point average, from all institutions attended, must be attained for the Bachelor of Science in Education programs for teacher candidates. A grade point average of 2.0 in CSC coursework must be attained for all other Baccalaureate degrees.

☐ Students who do not transfer in an Associate of Arts or Associate of Science degree must complete all 42 credits of Essential Studies courses as listed in the following section of the bulletin. Transfer guides, listed on the college’s website (www.csc.edu/admissions/), indicate courses from other institutions that may satisfy individual Essential Studies course requirements. Depending on the program of study, Essential Studies requirements may vary. Consult the Records office, an academic advisor, or specific program information in this document for more information.

☐ No more than 66 credit hours may be transferred or applied towards a Bachelor of Arts,
Bachelor of Science, or Bachelor of Science in Education degree from accredited two-year institutions. Students with an Associate of Science (AS), Associate of Applied Science (AAS) or Associate of Occupational Science (AOS) degree who are pursuing a Bachelor of Applied Sciences (BAS) degree:

- May transfer in up to, and no more than, 70 credit hours to CSC
- Must earn 40 upper division credit hours
- Must fulfill Essential Studies minimum credit requirements in each of the Student Learning Outcomes 2 through 11. It is recommended that students select upper division courses in order to help achieve the necessary 40 upper division credit hour requirement.

Unlimited credit hours may be transferred from accredited four-year institutions, although individual programs may have restrictions and the student must meet other graduation requirements.

- A minimum completion of at least 30 semester hours of credit earned from Chadron State College is required for a degree that includes substantial transfer credit.
- Twenty-four of the last thirty semester hours of credit must be from Chadron State College. No more than 12 of the last 30 hours may be self-paced study (correspondence) courses.
- If the student’s program of study qualifies them for two majors in two different degrees (e.g. a Bachelor of Arts in Business Administration and a Bachelor of Science in Range Management), the student must select the degree (Bachelor of Arts or Bachelor of Science) to be conferred. Both majors will be recorded on the transcript.
- Candidates who plan to complete requirements for graduation in December must file formal application with the Records Office by April 15. Those who plan to graduate in May must file by November 15. Forms require a series of signatures by academic advisors, the academic dean and the Business Office. The forms are available online (www.csc.edu/registrar/) or at the Records Office.
- As part of the graduation process, exit assessments for all academic programs and Essential Studies are required of all students. Dates and times of these assessments will be scheduled and taken throughout the candidate’s final year at Chadron State College.
- Candidates must have completed or be enrolled in all courses required for the degree prior to application for graduation. Any coursework required for the degree that is incomplete or in progress from a previous term must be completed and graded thirty (30) days prior to commencement. All self-paced study (correspondence) coursework must be completed and graded thirty (30) days prior to commencement for the student to be eligible to graduate at that commencement.
- Graduation with Academic Honors requires completion of at least 45 hours from Chadron State College at the end of the semester prior to the semester in which graduation occurs.
- Candidates for degrees are required to take part in the formal exercises of commencement unless prior notification is given to the Records Office. Candidates for degrees are required to wear the academic cap and gown at the commencement exercise. All commencement regalia are ordered through the Eagle Pride Bookstore several months prior to graduation.
Second Baccalaureate Degree
A second baccalaureate degree may be earned by completing at least 30 credit hours beyond
the first degree, fifteen of which must be at the 300-400 level, and satisfying the current
requirements for the second degree at Chadron State College. These requirements include those
for a comprehensive major, or subject major and minor. Essential Studies courses do not need to
be repeated. A student may not earn more than one degree simultaneously at Chadron State
College. Students pursuing a second baccalaureate degree are not eligible for graduation
academic honors.

Petition for Waiver or Exception of College Academic Regulations
Any request for waiver or exception to the undergraduate academic policies and regulations
stated in the Chadron State College General Bulletin must be submitted as a written petition to
the office of the Vice President for Academic Affairs. Consideration will be given to the petition
by the Council of Academic Deans or the appropriate faculty recommendation committee. A
written response will be returned to the petitioning student.

Nondiscrimination Policy/Equal Educational and Employment Opportunity Policy
Chadron State College is committed to an affirmative action program to encourage
admission or employment of minority and female students and to provide procedures which will
assure equal treatment of all students and employees.
The college is committed to creating an environment for all students and employees that is
consistent with nondiscriminatory policy including Title VII of the Civil Rights Act of 1964, as
amended, Title IX of the Educational Amendments of 1972, as amended, and Sections 503

To that end, it is the policy of Chadron State College to administer its academic and
employment programs and related supporting services in a manner which does not
discriminate on the basis of gender, race, color, national origin, age, religion, disability, or
marital status.

Americans with Disabilities Act Policy
The College’s written policy regarding the Americans with Disabilities (ADA) Act may be
reviewed in the office of the Director of Human Resources or in the Reta E. King Library.
Information concerning the provisions of the Americans with Disabilities Act, and the rights
provided there under, are available in these locations.
Chadron State College does not discriminate on the basis of disability in the admission or access
to, or treatment or employment in, its programs or activities. The following people have
been designated to coordinate compliance with the nondiscrimination requirements contained in
Section 35.107 of the Department of Justice regulations.

PROGRAM ACCESS
Senior Vice President for Academic and Student Affairs
Sparks Hall, Room 227
308-432-6203

Vice President, Enrollment Management Student Services
Crites Hall, Room 337
308-432-6078
STUDENT CONDUCT POLICIES

Academic Honesty
Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:
   a. Submitting an assignment that someone else has written and claiming the work as one’s own.
   b. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
   c. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

“Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

Civility
Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

Class Attendance
Faculty provide added value to individual study, facilitating understanding, interpretation, and application of information available to students through assigned readings, external learning opportunities, and in-class discourse. Attendance during regularly-scheduled class presentations facilitates academic success, and students are expected to be present during scheduled class
periods. Students who are absent from class should consult their professors, as any absence jeopardizes the student’s understanding of the course material. Faculty members are encouraged to assist students with make-up work if the absence was for college-related activities or approved by the faculty member as an unavoidable absence. Responsibility for arranging make-up study rests with the student and is at the discretion of the faculty.

Lists of students anticipating absence for college-related activities will be distributed to faculty. These students will be excused from their classes but not from the work required in those classes.

**ACADEMIC PROBATION AND SUSPENSION**

**Probation**

Probation is a warning to the student that his/her grades are below the academic standards of Chadron State College. A student will be placed on probation if: his/her CSC cumulative grade point average (GPA) falls below 2.00 at any time.

Notification of probationary status will occur through My CSC Student Dashboard. Students on first-time probation may be required to participate in activities that promote academic success. Students on academic probation will be allowed to enroll in a maximum of 15 credit hours per semester.

**First Suspension**

The first academic suspension results in a student being denied enrollment in academic programs or courses at Chadron State College for the following fall/spring semester. A student will be suspended under the following conditions:

- he/she earns a semester GPA of 0.0, regardless of whether or not he/she is currently on academic probation, unless his/her cumulative GPA is 2.0 or above.
- he/she has recently been placed on academic probation, or is on continuing academic probation, and earns a semester grade point average below a 2.0.

Students with a 1st suspension must sit out the next fall/spring enrollment term, after which they may fully enroll in any CSC programs or courses. Students who are suspended and allowed readmission after appeal may be required to meet specific conditions that promote student success. Students on suspension will not be allowed to take any courses, including summer courses, online courses, or correspondence courses. Students placed on first suspension have the right to appeal.

**Second Suspension**

Second academic suspension results in a student being denied enrollment in any academic programs or courses at Chadron State College for three years. Students who have been previously suspended will be placed on second suspension under the following conditions:

- his/her semester grade point average is below a 2.0.

Students under second suspension cannot appeal. After three calendar years have passed, they may apply for readmission.

**Good Standing**

Students who are placed on probation, or who are suspension re-entry, will be back in academic good standing when their cumulative grade point average reaches 2.0 or above.
Academic Appeals
A student may appeal the first academic suspension, probation, or a denial of admission if he/she believes that an error occurred or if extenuating circumstances affected his/her scholastic performance which would warrant retention in college. The appeal is initiated with a written petition to the Dean of Integrative Undergraduate Studies.

STUDENT SERVICES

Advising
Academic Advising – The Advising Center in Crites Hall assists students with questions about graduation requirements, as well as advice concerning academic programs and the planning of class schedules. Located in Crites Hall, the Advising Center is staffed by college faculty and trained professionals in the START Office. In addition each student at CSC is assigned a personal academic advisor who is a professor at the college. As students change their majors, they may also change academic advisors by completing a Change of Advisor form found at http://www.csc.edu/registrar/forms.csc. The Advising Center’s website provides answers to questions about selecting a major, registering for classes, and finding a career. The College Life (COLG 121), an elective for freshmen and transfer students, helps students adjust to the demands of college.

Career Services
Career and Major Exploration - Career exploration tools are available to assist students in exploring career options and developing effective job search skills. The Advising Center provides assistance to students in making career-related decisions through the assessment of skills, interests, beliefs, values, and personality characteristics.

Career Services – Located in Crites Hall in the START Office, the Career and Academic Planning Services personnel assists students in the job application process by providing access to job vacancy bulletins and computerized job searching. Career services are available for employment following graduation or for part-time or temporary employment during the school year. Assistance with finding internship opportunities is also available. Services include resume and credential file preparation, interview practice, and business etiquette, coordination of on-campus interviews with company representatives, and the ability to register with the active registrant list (for education students), which can be made available to employers upon their request.

Health Services
Nurse - Located in Crites Hall, Health Services is staffed by a Registered Nurse who treats minor illnesses and injuries, dispenses non-prescription medication, and offers wellness and lifestyle counseling. If prescription drugs or further treatment are needed, the nurse will make appointments for students at a local medical clinic. The student has full responsibility to notify his or her instructor prior to absence from class due to illness. For absence due to extended illness or hospitalization exceeding three class days, the College Nurse will notify instructors if requested to do so by the student. Such notification does not necessarily mean the absence is excused by the instructor. The student must contact his/her instructors upon return to school, and retains the responsibility to fulfill all course requirements.
**Personal Counseling** - A certified counselor offers confidential, personal counseling to all students. This short-term counseling is available for students who are making difficult choices, going through periods of transition, seeking to change behaviors and/or improving their decision-making skills. Contact Health Services in Crites Hall for more information.

**Disability Services** - Services for students with disabilities include counseling, tutoring and assistance in discussing their academic needs with professors, as well as providing additional resources, referral services and/or special accommodations as appropriate. Students who are in need of special accommodations should visit the Health Services office in Crites Hall. A student-initiated conference with the Disability Services Contact Person can be arranged. Documentation of the disability(ies) by a qualified professional must be on file in the Disability Service Contact Person’s office in order to evaluate requests for reasonable accommodations.

**Housing**

**Housing and Dining Service** - The Housing Office assigns and supervises all on-campus housing, which includes six residence halls and numerous one-, two, and three-bedroom apartments. A variety of housing options are available so that accommodations may be selected on the basis of need, interest, and cost. All first-year students are required to live on campus and participate in the meal program except for those who are: (1) married, (2) a single parent, (3) living with parents, or (4) over 21 years of age. These students must fill out an Off-Campus Application Form, available at the Housing or Admissions Offices. The application must be returned to the Housing Office for approval prior to the start of the semester. Students residing in the residence halls are required to participate in the food service program. Meals are served Monday through Sunday in the Student Center cafeteria or the Eagle Grille. Students living in CSC Apartment Housing are eligible to purchase a meal plan. Payment options for room and board may be arranged through the Business Office. Specific policies pertaining to Chadron State College residence halls and CSC apartments are included in the CSC Student Handbook and the Residence Life Handbook, which can both be found online at csc.edu. The Student Handbook, along with additional information and applications, may be obtained by contacting the Housing Office or visiting the CSC website [www.csc.edu/publications/csc_student_handbook.pdf](http://www.csc.edu/publications/csc_student_handbook.pdf).

**Residence Life** - The Residence Life Program staff offers the resident student a variety of educational, social, and recreational programs that encourage responsible decision-making and healthy lifestyles. Programs designed to enhance academic success, personal wellness, recreational opportunities, social functions, and community involvement are emphasized.

**Campus Activities**

The Student Campus Activities Board provides funding for a wide array of organized activities that allow students to form friendships and participate in co-curricular experiences that complement and support academic success. More than forty campus clubs and organizations include academic departmental and interest clubs, honorary societies, intercollegiate and intramural sports, music and publication groups, and religious organizations. See the [CSC Student Handbook](http://www.csc.edu/publications/csc_student_handbook.pdf) for more detailed information on these activities and other aspects of college life.
The Learning Commons
The Learning Commons is housed in the Reta E. King Library. It is the “learning space” of the Library, and the intellectual living room of the campus. The Commons is intended to be a space where students, faculty, information technologists and librarians, and the community interact, and learning flourishes. First floor of the King Library was remodeled and is now home to the IT Help Desk, the Learning Center's Peer Tutoring Program, and a Coffee Shop. The former curriculum room on second floor is being converted to a mediate classroom. The Teaching and Learning Center plans to use this classroom for webinars, workshops and meetings, and it may be scheduled for other purposes too. Throughout the building new furnishings enhance the relaxed atmosphere of the Learning Commons.

Information Technology
The Information Technology department provides a wide range of services for students, faculty and staff. Broadband Internet connectivity is available campus-wide, including all rooms in the residence halls. Wireless connectivity is available campus wide. Computer labs are maintained around the campus for general use by students, specialized instruction, or in support of student services. A Help Desk is staffed in the Reta E. King Library. Consult the Information Technology website (www.csc.edu/technology/) for more information about these services.

Multicultural Services
Multicultural Services assists all Chadron State College students to live effectively in today’s global community. Program activities provide opportunities for diverse groups to build understanding and respect through communication and shared experiences. For more information contact the Multicultural Services Coordinator at 308-432-6224.

Learning Center/Tutoring
Chadron State College’s nationally certified Peer Tutor program provides walk-in, individual, and small group tutoring sessions. Other services include supplemental instruction for groups of students enrolled in challenging courses, and a Writing and Speaking Center that assists students with writing and presentation skills and assignments. Tutors are specially trained upper-class students who excel in the areas in which they tutor and have previously taken the classes in those areas. Peer tutoring services are available for daytime tutoring, nighttime study, supplemental instruction, and online sessions for residential and distance learners. Tutoring services are free to all students, and are available in the Learning Commons located in the Reta King Library.

Project Strive TRiO
The Student Support Services (SSS)- Project Strive program is an academic enrichment program designed to assist students during their college career. The objectives of Project Strive are to promote and increase participants’ academic success, assist with progress towards college graduation, and provide information regarding the pursuit of advanced degrees. Project Strive also provides cultural and social enrichment opportunities, leadership training, and opportunities for career exploration. Contact the SSS office in the Gold Room for more information and eligibility requirements.
PROFESSIONAL SOCIAL WORK PROGRAM APPLICATION
APPLICATION TO THE PROFESSIONAL SOCIAL WORK PROGRAM

The Social Work profession involves work with individuals, families, groups, communities and organizations. Successful work as a professional Social Worker requires a body of knowledge, a commitment to specific values, and the development of practice skills. The Social Work Program at Chadron State College is committed to developing gifted Social Work practitioners who upon graduation are well-equipped and professionally developed to practice Social Work within the region as well as anywhere in the country.

Admissions Requirements
1. Completed Application Form
2. 2.0 GPA overall and 2.75 in Social Work pre-requisite courses/ conditional waiver (copy of official transcript)
3. Receipt of 3 Letters of Reference
4. Completed Professional Goals Statement
5. Completed Introduction to Social Work or Equivalence if a transfer student.
6. Completed all Pre-requisite Courses
7. Completion of all or most Essential Studies and Elective courses
9. Documentation of Volunteer Experience by beginning of fall semester previous to field placement.
10. Approval by Social Work Program Admission Committee

Availability of Application Materials
Application packets for admission to the Social Work Program are available from Social Work faculty.

Deadlines for Submission of Application Materials
Students are admitted into the Social Work Program in the Fall, Spring, and Summer Semesters. Generally, students apply for admission during the fall semester of their junior year. Acceptance into the Social Work Program is based on information provided by the student. In some situations you may be asked to participate in an interview with one or more Social Work Program faculty. You will also interview with the Social Work Program Advisory Committee in the Fall prior to admission to the Professional Program. Once the decision is made regarding your application for admission to the Professional Program, you will receive a letter in writing from the Program Director.
Steps in Completing the Application for the CSC Social Work Program

**Step #1:** The Application for Admission may be completed in writing or typed print. However, please ensure that your writing is legible. All questions require a response. Located toward the end of the Application is a place for your signature. Please read carefully these questions in order to understand what you are signing.

**Step #2:** Attach a copy of your recent official transcript to the Application. If you are transferring and/or have attended more than one college, please include copies of transcripts from each school. However, if you have transferred to CSC and have completed an audit on transferable credits to CSC, then the CSC transcript should be adequate. Your transcript should show your overall grade point average.

**Step #3:** Your transcript should show that you have completed a course in Human Biology. The major focus of Human Biology is the presentation of a systems framework that includes biological-ecological perspectives. You should have taken ECON 130 Survey of Economics or an equivalent course, PSYC 131 General Psychology, PSYC 238 Introduction to Behavioral Statistics, LS 236 Family Law, PS 231 or 321 American Government. If you have completed a course that you consider an equivalent for any of these courses, please submit a copy of the course syllabus with a “Substitution Request Form” to your advisor or Program Directors for determination.

**Step #4:** Your transcript should show that you have completed the Introduction to Social Work course or its equivalent. If you have completed a course that you consider an equivalent, please submit a copy of the course syllabus to your advisor for determination. The focus of Introduction to Social Work is to provide a student with: (1) an understanding of Social Work history, (2) brief introduction to Social Work Programs, (3) an understanding of the generalist Social Worker and competencies required, (4) exposure to Systems Theory, Ecosystems Perspective, Strengths Perspective, and political views that shape policy, (5) an awareness of ethical dilemmas that Social Workers experience, (6) discussion of the impact of public policies on individuals. You should have also completed SW 231: Professional Social Work, SW 251: Human Behavior in the Social Environment I, SW 252: Human Behavior in the Social Environment II, SW 271: Social Welfare History and Service Delivery Systems. If you have completed a course that you consider an equivalent for any of these courses at another college, please consult with your advisor and submit a copy of the course syllabus with a “Substitution Request Form” to your advisor or the Social Work Program Director for determination.

**Step #5:** Submit 3 letters of reference. The Letters of Reference should be a combination of letters from prior employers, work colleagues, supervisors where you may have volunteered, past teachers and instructors, and friends of the family. References from relatives or college roommates are not accepted. The letters of reference should address the following items:

1. Name of the Reference
2. Address & Telephone # of Reference
3. How long they have known you.
4. In what capacity they have known you.
5. His/her descriptions of your personality and character (integrity, honesty, responsibility, maturity, and commitment).
6. Her/his view on your compatibility and interest in working in the field of Social Work.
7. If the reference is from a prior employer, comments about your work habits and work duties should be included.
8. Written Letters of Reference should accompany the numeric rating reference sheets.

**Step #6:** Complete a personal statement about personal/professional goals and objectives. Attach the completed statement to the Application. The personal statement is to be approximately two pages in length, single-spaced, and “12-pt.” font size. The personal statement is to address the following areas:

1. What is your academic preparation for entry into Social Work? Refer to courses you found interesting and contributed to your interest in applying.
2. Discuss why you are interested in Social Work. What is/are the reasons and experiences that have contributed to your interest in applying to Social Work? (Family background, work experiences, volunteer experiences, particular relationships)
3. Describe the attitudes and values which you hold and discuss how these compare to the values and ethics expressed in the Social Work Code of Ethics.
4. Discuss your experiences with people who differ from you in the areas of: race, ethnicity, physical ability, intellectual ability, gender, sexual preferences, religion, political ideology, marital status, and age.

**Step #7:** If you have a felony conviction, it is possible that after graduation you could not be licensed in some states, depending upon the state and the conviction. If you have a felony conviction, it is possible that the Field Director may not be able to find an appropriate placement site for you to complete your field experience and, therefore your Social Work degree. (It is important to visit with one of the Social Work faculty if you have questions about the likelihood of a prior conviction being a barrier in your pursuit of a Social Work degree or license.)

**Step #8:** Read the Social Work Code of Ethics. Once you believe you understand the Code and agree to adhere to the Social Work Code of Ethics, you are asked to sign the Application.

Once you have all documents completed, submit all of the materials to the Office Assistant Extraordinaire for the Social Work Program. Make sure all documents are submitted.
Checklist for Applying to the Social Work Program

☐ I have completed all of the required extra-departmental courses
   ☐ Human Biology – 2 credits (A one hour lab, your choice, is required by CSC.)
   ☐ Introduction to Research Methods & Statistics – 3 credits
   ☐ Intro to Psychology – 3 credits
   ☐ Family Law – 3 credits
   ☐ American National Government – 3 credits
   ☐ Survey of Economics-3 credits

☐ I have completed all or most of my other General Requirements, as well as my electives.

☐ I have completed all of the required pre-requisite Social Work courses
   ☐ Professional Social Work – 3 credits
   ☐ Human Behavior in the Social Environment I– 3 credits
   ☐ Human Behavior in the Social Environment II-3 credits
   ☐ Social Welfare History and Delivery Systems – 3 credits

☐ I have read the Social Work Student Handbook.

☐ I have checked the deadline dates for submitting my Application in the Spring and/or Fall Semesters.

☐ I have completed, signed, and submitted the Application for Social Work by the Deadline Date.

☐ I have distributed and affirmed that references letters have been returned to the Social Work Program by the Deadline Date.

☐ I have completed and submitted a personal statement according to the guidelines by the Deadline Date.

☐ If I am transferring to CSC and requesting admission, I have completed a course audit and have attached the course audit, transcripts, and required syllabi by the Deadline Date.

☐ Once I have submitted all materials for Admission, I scheduled and completed an interview with a Social Work faculty person by the Deadline Date.

☐ If I am taking the final pre-requisite courses during the semester I am applying to the Social Work Program, I understand that a final decision on my admission will not occur until the grades for my courses have been submitted and I have continued to maintain required grades in those courses.

☐ If I have completed all pre-requisite courses prior to applying to the Social Work Program, I understand that a decision will be made on my admission and I will receive a letter from the Director of the Social Work Program informing me of the decision.
APPLICATION FOR SOCIAL WORK PROGRAM
PROFESSIONAL ADMISSION

Name:____________________________________ Phone:__________________________

Campus:
Address___________________________ City________ State/Zip________

Permanent:
Address:___________________________ City______ State/Zip________

Home:
Phone:_____________________________ Cell:_________________________

<table>
<thead>
<tr>
<th>Work Experiences</th>
<th>From</th>
<th>To</th>
<th>Where</th>
<th>Job Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Volunteer Experiences</th>
<th>From</th>
<th>To</th>
<th>Where</th>
<th>Job Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please review each of the following statements:

- I understand that it is the practice of the Social Work Program to not admit persons who have been convicted of a felony involving children. This decision can be appealed through the procedures outlined in the Social Work Student Handbook and in the Chadron State College Handbook for Students. In addition, a student with a felony conviction may or may not be eligible to be licensed as a Social Worker, depending upon the state and the nature of the felony.

- I understand that once I am accepted in the Social Work Program that I will adhere to the Social Work Code of Ethics. I have read, understand, and agree to abide by the Social Work Code of Ethics. Violations of the Code of Ethics may result in disciplinary and/or corrective action by the Social Work Program.

- I understand that during the Social Work Program faculty may consult together and share information I have shared in classes or with them personally, in order to assess as a team how the Social Work Program can best support me in my development as a professional Social Worker.

- I understand that in rare instances a student may be encouraged to switch from Social Work because there is an incompatibility between the values of Social Work and their personal values. In addition, I understand that a student may be asked to drop from the Social Work Program because of violations of the Social Work Code of Ethics.

- I understand that students with active problems involving alcohol or drugs may jeopardize the ability of the Field Practicum Director to place students in the Field Setting. Students with active problems with alcohol or drugs will need to achieve control over these problems before going into their Field Placements.

- I understand that students with active mental health issues may wish to share the information with their advisor in order for the advisor to be helpful to the student. At minimum, the student can contact Disability Support Services to document the existence of a disability and to request accommodations from the Social Work Program. In the case of accommodations and depending upon those accommodations, it may not be possible to secure a field placement that adequately meets the needs of the student. In that situation, the student, Disability Support Services, the Social Work Program, and a prospective agency will seek a resolution that is acceptable to the

Parties involved

Signature

Date

Please attach the following materials:

<table>
<thead>
<tr>
<th>Transcripts</th>
<th>Submit Applications to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Statement</td>
<td>Social Work Program</td>
</tr>
<tr>
<td>Reference Materials</td>
<td>Department of Counseling, Psychology, and Social Work</td>
</tr>
<tr>
<td>Syllabi as needed.</td>
<td>Chadron State College</td>
</tr>
<tr>
<td></td>
<td>Miller Hall</td>
</tr>
<tr>
<td></td>
<td>1000 Main</td>
</tr>
<tr>
<td></td>
<td>Chadron, NE 69337</td>
</tr>
</tbody>
</table>
PROFESSIONAL SOCIAL WORK PROGRAM
REFERENCE FORM

Student’s Full Name

(First) (Middle Initial) (Last)

Person Providing Reference

Job Title

Address

(Street) (City) (State/Zip)

Agency

Reference Source:
The student is applying for admission to the Professional Social Work Program at Chadron State College. You have been identified by the student as a person who has knowledge of the student’s character and/or potential for success in Social Work. Your assessment of the student will be helpful to the Admissions Committee. Your candid appraisal of the student’s ability, academic and otherwise, to study Social Work, including qualities of mind and character, dedication, appreciation of diversity, responsibility and readiness for the rigors of Social Work academic study. Evidence of overcoming adversity, rising to challenges, and achieving beyond expectations are helpful in assessing students for admission. Please complete this form and include a letter of reference.

Student:
The purpose for which this confidential statement is being obtained is admission to the Professional Social Work Program. This reference form and a written Letter of Reference will be received and maintained in confidence. If you are admitted and enroll – and if your reference letters are received – once the admission process is concluded – you may inspect this letter at the Social Work Program unless you have voluntarily waived this right by signing the following statement:

“I understand that letters and statements of recommendation concerning me are to be sent to the Social Work Program at Chadron State College to which I am applying and I hereby expressly and voluntarily waive any and all access rights I might have to such recommendations under the Federal Family Education Rights and Privacy Act, any state law, or any other laws, regulations or policies.”

____________________________________  _______________
Student’s Signature                   Date
**Referent’s Numeric Rating Appraisal of Student** *

<table>
<thead>
<tr>
<th>Referent’s Signature</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of time you have known the Student</td>
<td></td>
</tr>
<tr>
<td>In what capacity you know the Student:</td>
<td></td>
</tr>
</tbody>
</table>

*Please circle the response that most closely reflects your appraisal of the applicantÆ.

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Above Average</th>
<th>Outstanding</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of Responsibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ability for verbal communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ability for written communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Assertiveness in interpersonal relations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Sensitivity to people who are different</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Timeliness and promptness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Intellectual ability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Willingness to explore ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Commitment to learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Commitment to follow-through</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ability to overcome obstacles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Rising to challenges</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Commitment to Social Work profession</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Knowledge of Social Work profession</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ability to listen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Compassion for social justice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Willingness to work hard</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ability to manage time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ability to set personal boundaries</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Respectful of other persons</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ability to work with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ability to deal with ambiguity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ability to accept critical feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ability to appropriately disclose personal data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Emotional maturity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Potential for growth</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Experiences with racial and ethnic diversity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Potential to contribute to Social Work Profession</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Comparison to others I have given references</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

*Please attach a brief written Letter of Reference for the applicant.
Return to: Social Work Program Director, Chadron State College, 1000 Main, Chadron, NE 69337
INSTRUCTIONS: Students applying to the Professional Social Work Program are required to complete 40 hours of volunteer experience prior to filing the Application for Admission. The volunteer experience is to be with one or more human service agencies. If in doubt about whether an agency qualifies, please check with your Social Work advisor. The Volunteer experience should be with an identified Social Service Agency and/or directly benefit populations at risk.

A volunteer verification form is to be completed on each volunteer experience you wish to claim as part of the required 40 hours. The verification form requires you to document the agency, supervisor, dates, and times of the volunteer experience. In addition, the verification form asks you to request written comments from an immediate supervisor, to obtain a supervisor’s signature affirming your volunteer hours, and a synopsis of what you did during your volunteer experience.
### VOLUNTEER VERIFICATION

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Current Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency:</td>
<td>Location</td>
</tr>
<tr>
<td>Supervisor’s Name</td>
<td>Phone</td>
</tr>
<tr>
<td>Title</td>
<td></td>
</tr>
</tbody>
</table>

*Specific to your volunteer experience in the agency listed above.*

<table>
<thead>
<tr>
<th>Beginning Date</th>
<th>Ending Date</th>
</tr>
</thead>
</table>

**Total Number of Volunteer Hours in this Agency?**

**Brief Description of the activities and populations of people you worked with during the experience:**

**Brief Comments by Supervisor on your work habits, sensitivity to clients, and relationships with colleagues:**

<table>
<thead>
<tr>
<th>Supervisor’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
NATIONAL ASSOCIATION OF SOCIAL WORK
CODE OF ETHICS

Code of Ethics of the National Association of Social Workers
Approved by the 1996 NASW Delegate Assembly;
Revised by the 1999 NASW Delegate Assembly
**Preamble**
The primary mission of the Social Work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of Social Work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to Social Work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

- **Service**
- **Social Justice**
- **Dignity and Worth of the Person**
- **Importance of Human Relationships**
- **Integrity**
- **Competence**.

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

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

The *NASW Code of Ethics* serves six purposes:

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

5. The *Code* socializes practitioners new to the field to Social Work’s mission, values, ethical principles, and ethical standards.

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

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

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how Social Workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*’s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict.

Reasonable differences of opinion can and do exist among Social Workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual Social Worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in Social Work where simple answers are not available to resolve complex ethical issues. Social Workers should 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, 24
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 the opportunity to change and to address their own needs. Social Workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

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

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

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

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

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

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

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

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

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

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

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

f) Social Workers should obtain clients’ informed consent before audio taping 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. When generally recognized standards do not exist with
respect to an emerging area of practice,
c) Social Workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

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

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

1.07 Privacy and Confidentiality
a) Social Workers should respect clients’ right to privacy. Social Workers should not solicit private information from clients unless it is essential to providing services or conducting Social Work evaluation or research. Once private information is shared, standards of confidentiality apply.
b) Social Workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
c) Social Workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that Social Workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, Social Workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

b) Social Workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other 30 individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the Social Worker and client to maintain appropriate professional boundaries. Social Workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

d) Social Workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the Social Worker and individual to maintain appropriate professional boundaries.
1.10 Physical Contact
Social Workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social Workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

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

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

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

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

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

1.16 Termination of Services
a) Social Workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.
b) Social Workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social Workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social Workers should assist in making appropriate arrangements for continuation of services when necessary.

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

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

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

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

2. Social Workers’ Ethical Responsibilities to Colleagues

2.01 Respect

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

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

c) Social Workers should cooperate with Social Work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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. Social Workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, Social Workers should pursue other avenues to address their concerns consistent with client well-being.
2.04 Disputes Involving Colleagues
   a) Social Workers should not take advantage of a dispute between a colleague and an
      employer to obtain a position or otherwise advance the Social Workers’ own interests.
   b) Social Workers should not exploit clients in disputes with colleagues or engage clients
      in any inappropriate discussion of conflicts between Social Workers and their
      colleagues.

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

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

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

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

2.09 Impairment of Colleagues
   a) Social Workers who have direct knowledge of a Social Work colleague’s impairment
      that is due to personal problems, psychosocial distress, substance abuse, or mental
      health difficulties and that interferes with practice effectiveness should consult
      with that colleague when feasible and assist the colleague in taking remedial action.
   b) Social Workers who believe that a Social Work colleague’s impairment interferes with
      practice effectiveness and that the colleague has not taken adequate steps to address
the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

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

2.11 Unethical Conduct of Colleagues
a) Social Workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
b) Social Workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social Workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, 34 and other professional organizations.
c) Social Workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
d) When necessary, Social Workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
e) Social Workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers’ Ethical Responsibilities in Practice Settings

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

3.02 Education and Training
a) Social Workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
b) Social Workers who function as educators or field instructors for students should evaluate
students’ performance in a manner that is fair and respectful.

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

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

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

3.04 Client Records
a) Social Workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

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

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

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

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

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

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

3.07 Administration
a) Social Work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

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

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

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

3.08 Continuing Education and Staff Development
Social Work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for which 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.
APPENDIX D

COUNCIL ON SOCIAL WORK EDUCATION

ACCREDITATION STANDARDS FOR BACHELOR PROGRAMS IN SOCIAL WORK
1.1. Social Work Accreditation

1.1.1. Commission on Accreditation
In social work education, the Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council on Higher Education Accreditation (CHEA) to accredit baccalaureate and master’s degree programs in the United States and its territories. Since its inception in July 1952, CSWE has accredited master’s degree programs in social work. In 1974 it began accrediting baccalaureate programs. CSWE does not accredit doctoral programs, associate arts degree programs, or minors in social work.

As explained in its Bylaws (Article IV, Section 7, 1, a) (link works) CSWE delegates autonomous authority and responsibility for all accreditation activities to the COA. This authority extends to judgments regarding the accredited status of educational programs and includes the formulation and implementation of accreditation standards and procedures. The decisions of the COA are based on the Educational Policy and Accreditation Standards (EPAS), written by the Commission on Educational Policy (link stays the same) and the COA.

The COA is composed of a minimum of 25 members, including a chair, appointed by the chair of CSWE Board of Directors. In making appointments, the chair considers previous site team experience, years and nature of experience in faculty and administrative positions at the baccalaureate and master’s levels, as well as the CSWE affirmative action guidelines. Members are appointed for 3-year terms and may be reappointed to second 3-year terms. Most of the commissioners hold full-time faculty or administrative appointments in accredited programs. The remaining commissioners are public members.

The COA reviews all programs in a fair and impartial manner. Material submitted to the COA relative to a program’s review is available to any commissioner, unless a conflict of interest exists. Members of the COA, site visitors, and former commissioners representing the COA treat accreditation materials as confidential in their discussions and decision-making.

Commissioners may not go on site visits or consult with social work programs on matters of accreditation during their terms on the COA. They make commissioner visits to programs that have applied for or are in candidacy.

The COA chair or the chair’s designee is solely responsible for communicating the COA’s decisions in writing to the program and institutional administrators. The COA may be required to communicate its decision to the regional accrediting agency that accredits the program’s institution. Following the COA’s decisions, the program’s accreditation status is published in CSWE Focus and posted on the CSWE Web site.

1.1.2. 2008 EPAS
CSWE uses the 2008 Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

The educational policy and the accreditation standards are conceptually linked. The educational policy section describes each curriculum feature, and the derivative accreditation
standards specify the requirements used to develop and maintain an accredited baccalaureate or master’s social work program.

EPAS describes four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment.

1. The program’s mission and goals address the profession’s purpose, are grounded in the profession’s values, and are informed by its context.

2. The explicit curriculum is the program’s formal educational structure and includes its courses and curriculum design. Core competencies (which define generalist practice or are applied in advanced practice) and field education (as the signature pedagogy of social work education) are the key elements of the explicit curriculum. Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The explicit curriculum at the BSW level is designed to prepare graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration. The program’s mission and goals, as these reflect professional purpose and values and the program’s context, are consistent with the program’s competencies. The program’s competencies are operationalized in the explicit curriculum and in program assessment through measurable practice behaviors.

3. The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

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

**Educational Policy and Accreditation Standards Purpose:**

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

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

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use
traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.


Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals
The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.
Educational Policy 2.1—Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
☐ advocate for client access to the services of social work;
☐ practice personal reflection and self-correction to assure continual professional development;
☐ attend to professional roles and boundaries;
☐ demonstrate professional demeanor in behavior, appearance, and communication;
☐ engage in career-long learning; and
☐ use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
• recognize and manage personal values in a way that allows professional values to guide practice;
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.3
• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.


Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
☐ distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
☐ analyze models of assessment, prevention, intervention, and evaluation; and
☐ demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical
to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals,
families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment,
intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to
practice with individuals, families, groups, organizations, and communities. Practice knowledge
includes identifying, analyzing, and implementing evidence-based interventions designed to achieve
client goals; using research and technological advances; evaluating program outcomes and practice
effectiveness; developing, analyzing, advocating, and providing leadership for policies and services;
and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement
Social workers
☐ substantively and affectively prepare for action with individuals, families, groups, organizations, and
communities;
☐ use empathy and other interpersonal skills; and
☐ develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment
Social workers
☐ collect, organize, and interpret client data;
☐ assess client strengths and limitations;
☐ develop mutually agreed-on intervention goals and objectives; and
☐ select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention
Social workers
☐ initiate actions to achieve organizational goals;
☐ implement prevention interventions that enhance client capacities;
☐ help clients resolve problems;
☐ negotiate, mediate, and advocate for clients; and
☐ facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice
Generalist practice is grounded in the liberal arts and the person and environment construct. To
promote human and social well-being, generalist practitioners use a range of prevention and
intervention methods in their practice with individuals, families, groups, organizations, and
communities. The generalist practitioner identifies with the social work profession and applies ethical
principles and critical thinking in practice. Generalist practitioners incorporate diversity in their
practice and advocate for human rights and social and economic justice. They recognize, support, and
build on the strengths and resiliency of all human beings. They engage in research-informed practice
and are proactive in responding to the impact of context on professional practice. BSW practice
incorporates all of the core competencies.

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

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

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


**Accreditation Standard B2.0—Curriculum**

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

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

**Accreditation Standard M2.0—Curriculum**

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

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

**Accreditation Standard 2.1—Field Education**

The program discusses how its field education program

- **2.1.1** Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.
- **B2.1.2** Provides generalist practice opportunities for students to demonstrate the core competencies.
- **M2.1.2** Provides advanced practice opportunities for students to demonstrate the program’s competencies.
- **2.1.3** Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.
- **2.1.4** Admits only those students who have met the program’s specified criteria for field education.
- **2.1.5** Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.
- **2.1.6** Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program. For cases in which a
field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

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

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

3 Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment
The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.5


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

Accreditation Standard 3.1—Diversity
3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.
3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.
3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

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

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation
Admissions
B3.2.1 The program identifies the criteria it uses for admission.
M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.
3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

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

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

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.
3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.
3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers.

Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.
3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

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

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

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.
3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.
Educational Policy 3.4—Administrative Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure
3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.
3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.
3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

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

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

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

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

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

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

3.4.5 The program identifies the field education director.
3.4.5(a) The program describes the director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
3.4.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.

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

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

Educational Policy 3.5—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.
Accreditation Standard 3.5—Resources
3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.
3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.
3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.
3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.
3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4 Assessment

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

Accreditation Standard 4.0—Assessment
4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).
4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.
4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.
4.0.4 The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely updates (minimally every 2 years) these postings.
4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.