# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>MISSION AND GOALS OF THE BACHELOR OF SOCIAL WORK PROGRAM</td>
<td>4</td>
</tr>
<tr>
<td>THE GENERALIST MODEL OF SOCIAL WORK PRACTICE</td>
<td>4</td>
</tr>
<tr>
<td>BACCALAUREATE EDUCATIONAL OUTCOMES</td>
<td>9</td>
</tr>
<tr>
<td>THE BACCALAUREATE SOCIAL WORK CURRICULUM</td>
<td>10</td>
</tr>
<tr>
<td>BSW COURSE DESCRIPTIONS</td>
<td>12</td>
</tr>
<tr>
<td>ADVISEMENT</td>
<td>17</td>
</tr>
<tr>
<td>APPLYING FOR THE SOCIAL WORK MAJOR</td>
<td>19</td>
</tr>
<tr>
<td>FIELD PRACTICUM</td>
<td>20</td>
</tr>
<tr>
<td>BSW PROGRAM POLICIES</td>
<td>25</td>
</tr>
<tr>
<td>UNIVERSITY POLICIES</td>
<td>27</td>
</tr>
<tr>
<td>ADDITIONAL INFORMATION</td>
<td>29</td>
</tr>
<tr>
<td>THE BACHELOR OF SOCIAL WORK DEGREE (BSW)</td>
<td>31</td>
</tr>
<tr>
<td>STUDENT RIGHTS AND RESPONSIBILITIES</td>
<td>32</td>
</tr>
<tr>
<td>ACADEMIC REVIEW PROCESS</td>
<td>33</td>
</tr>
<tr>
<td>STUDENT GRIEVANCE PROCEDURES</td>
<td>35</td>
</tr>
<tr>
<td>APPENDIX A – BSW Faculty</td>
<td>36</td>
</tr>
<tr>
<td>APPENDIX B – Personal Statement Form</td>
<td>38</td>
</tr>
<tr>
<td>APPENDIX C - BSW Course Requirements</td>
<td>44</td>
</tr>
<tr>
<td>APPENDIX D - Transfer Course Requirements</td>
<td>46</td>
</tr>
<tr>
<td>APPENDIX E - General Education Curriculum</td>
<td>48</td>
</tr>
<tr>
<td>APPENDIX F - Code of Ethics of the National Association of Social Workers</td>
<td>51</td>
</tr>
<tr>
<td>APPENDIX G - Educational Policy and Accreditation Standards (EPAS)</td>
<td>79</td>
</tr>
<tr>
<td>APPENDIX H – Writing Guidelines</td>
<td>92</td>
</tr>
</tbody>
</table>
INTRODUCTION

Welcome to the Bachelor of Social Work Program at the University of Maine at Presque Isle. We are delighted that you are considering a major in Social Work. This guide is designed to help you make an informed choice about this important life decision. It describes the philosophy, the requirements and the operation of our program. It also includes a copy of the Code of Ethics of the National Association of Social Workers, and program application questions which may help you make up your mind about a social work career. If you decide to pursue a major in social work, we hope that the information in our guide will help you plan a productive educational experience in our school.

Before you decide

Carefully examine the material in this guide, and think about it as you assess your interest in the field of social work. You should pay special attention to the Code of Ethics of the National Association of Social Workers in Appendix F.

Our faculty are available to discuss the social work major with you and to help you answer the questions which are sure to arise as you move toward making a choice of careers. After you have reviewed the program guide, you may contact the Director of the BSW Program (768-9427) to assist you with the process.

What is social work?

Social work is a profession concerned with promoting the well-being of people and includes assisting individuals, families, groups, organizations, and communities to achieve life-enhancing goals. The profession is especially concerned with the advancement of economic and social justice. Social workers view people and their environment as integrally intertwined and interdependent. Therefore, social workers not only work with individuals toward personal change, but also share a commitment to working for changes in institutions and society. This view means that social work is a generalist profession, where members are educated to take a broad view of the issues and challenges confronting any person or group of people.

The underlying purpose of social work practice is to release human power in individuals for personal fulfillment and social good, and to release social power for the creation of the kinds of societies, social institutions, and social policies which make self-realization most possible for all individuals. Two values which are primary in such purposes are respect for the worth and dignity of every individual and concern that all individuals have the opportunity to realize their potential as individually-fulfilled, socially-contributing persons (paraphrased from Khinduka, 1987).
Social workers respond to human needs and problems from birth to death. We practice in a wide range of settings -- in pre-schools, homes for the aged, schools, legislatures, hospitals and clinics, group homes and half-way houses, settlement houses and community centers, private agencies, in public departments of human services, probation and parole, grassroots social change organizations and social policy think-tanks, trade unions and employee assistance programs, and many other settings.

Within these settings, social workers are educated as generalist practitioners and carry a wide range of activities, roles, and responsibilities. Bachelor level social workers function as brokers and educators, advocates and community organizers, researchers and policy analysts, case managers, supervisors and administrators.

Social work is an evolving, relatively young profession that began in the urban upheavals of the 1880s. Professional education did not begin until after the beginning of the 20th century. Social work as a profession recognizes that the primary commitment of a professional is to the professional practice itself rather than to an employer.

Thus, the profession of social work requires practitioners who are flexible, socially and politically aware, self-motivated, eager to learn over a lifetime, desirous of personal growth, altruistic, comfortable with ambiguity, and interested in changing social conditions that are adverse to healthy human development, self-determination, and social justice.

This dedication to the profession of social work is evidenced by four important characteristics: a specialized body of knowledge and skills, operation within a Code of Ethics, the practice of self-regulation, and the maintenance of an autonomous identity through the existence of a professional association.

**Specialized Body of Knowledge and Skills**

Social work education programs are now accredited by a major national organization, the Council on Social Work Education (CSWE). Programs in Canada are also recognized by a body that works collaboratively with CSWE. Professionally trained social workers must master a large body of knowledge based on core competencies about all aspects of human and social functioning. Training in these areas distinguishes professional social workers from other professionals and from “natural” helpers. In the University of Maine at Presque Isle’s Bachelor of Social Work Program (BSW), moderately sized classes, field seminars, conference attendance, local and international field trips and other small group experiences provide the context in which BSW students can gain the knowledge, values, and skills necessary to be confident and competent professionals.

**Code of Ethics**

A Code of Ethics is “an explicit statement” of the values, principles, and rules of a profession that regulates the conduct of its members (Whitaker and Federico, 1996). The professional Code of Ethics protects clients from exploitation by professionals and agencies. The code also extends protection in the form of guaranteeing that information
will be kept confidential, that people will be treated with respect, fairness, and equality, and that they will retain control over decision making about their own lives. Finally, the Code of Ethics protects the user’s right to receive competent services. Practice consistent with the Code of Ethics of the National Association of Social Workers is a major feature which distinguishes social work from many other disciplines and vocations.

This program demonstrates its mission to promote social work by its commitment to the Code of Ethics. Practice consistent with the Code of Ethics of the National Association of Social Workers is the major feature which distinguishes social work from many other disciplines and vocations. Second, in keeping with the NASW Code, social workers have a long-standing commitment to working with and on behalf of people who are economically and socially disadvantaged, vulnerable, and discriminated against. Finally, social workers share a common set of basic, generalist skills that enable them to work with diverse populations and to fill diverse roles in diverse settings.

**Self Regulation and Autonomy**

Professions claim the right and responsibility to monitor the behavior of their members. This makes them self-regulating and autonomous, meaning that control over the behavior of the members occurs primarily within the profession rather than from outside.

The National Association of Social Workers has established committees of inquiry at the national and state chapter levels. There are also laws and procedures regulating the social work profession at the level of state governance. In the State of Maine, society regulates the practice of social work through licensure at both the Bachelor’s and Master’s level of education. The statute in Maine State Law that governs the practice and use of the title “Social Worker” is Title 32, Chapter 83 within the Department of Professional and Financial Regulation.

**Professional Associations**

Members are provided with a source of professional identity through affiliation with associations. The major professional social work organization is the National Association of Social Workers (NASW), which has four basic functions:

1. Promote Professional Development
2. Establish and Maintain Standards of Practice
3. Advance Sound Social Policies
4. Provide Membership Services

Graduates from this program and students in the program are eligible for full membership in NASW. Applications for membership may be obtained online or from the faculty of the BSW program.
MISSION AND GOALS OF THE BACHELOR OF SOCIAL WORK PROGRAM

MISSION

In conjunction with the mission statement of the University of Maine at Presque Isle the Bachelor of Social Work Program is committed to preparing students for entry-level professional generalist practice. Global consciousness will be emphasized as the means to understand and practice social work ethics, values, and skills across all systems.

BSW Goals

1. Educate individuals to enter social work practice across all systems.

2. Develop critical thinking and self awareness with regard to global consciousness.

3. Provide educational opportunities to analyze, formulate, and research social policy.

4. Prepare individuals to effect change though practice in rural and global communities.

THE GENERALIST MODEL OF SOCIAL WORK PRACTICE

The overall purpose of the Bachelor of Social Work program is to prepare students for entry-level professional generalist social work practice and provide the foundation and preparation for advanced study. The program builds from the humble beginnings of the profession. Beginning in the late 1800’s the United States saw the growth of two approaches to helping people; the Settlement House movement and the Charity Organization Societies. Both approaches were developed out of concern about ‘what to do’ with the massive influx of immigrants to North America from all over the world. Settlement houses operated on the belief that creating systems of support in communities and organizations was the best way to helping immigrant groups successfully transition to American society. Much of the work done in the settlement houses was later incorporated into state and federal social welfare policies.

During this same era, Charity Organization Societies were created in many urban settings by concerned citizens who wished to help individuals and families. These groups consisted of wealthy people who were primarily compelled by religious tenets to help people who are disadvantaged. The underlying function of the groups was to try and reduce the crime, disease, and social anomie that came to define immigrant groups in urban settings. This group employed ‘friendly visitors’ who were usually upper middle class, young, single women. The visitors went to the city’s immigrant enclaves and were charged with determining what was most needed by the people in that setting. Reports to the society would then lead to committee decisions about what, if any of the needs would be addressed. Most of the time, the society would arrange for things such as blankets or food and did not believe in providing money.
These two ways of helping evolved into the current concept of social work. Undergraduate social work education focuses on preparing people to practice beginning generalist social work.

Kirst-Ashman (2010) defines generalist social work practice as:

*The application of an eclectic knowledge base, professional values, and a wide range of skill to target any size system for change within the context of four primary processes. First, generalist practice emphasizes client empowerment. Second, it involves working effectively within an organizational structure and doing so under supervision. Third, it requires the assumption of a wide range of professional roles. Fourth, it involves the application of critical thinking skills to the planned change (intervention) process.* (p. 27, Social Work and Social Welfare; Critical Thinking Perspectives)

Social workers educated as generalists possess a knowledge, value and skill base that is readily transferable among diverse contexts, locations, and problem situations. Generalist practice incorporates skills to work within the five major systems in our society: individuals, families, groups, organizations, and communities. The generalist repertoire also includes skills applicable to the tasks of lifelong learning and to adaptation of the generalist foundation to specialized situations and contexts.

The University of Maine at Presque Isle Bachelor of Social Work program is anchored in the doctrine of the generalist model. Generalist social work education enhances the effectiveness of graduates in addressing and alleviating the varied social problems of our region. The UMPI BSW program resides in a geographically and socially isolated area. The program stresses that by starting where the client is and by utilizing their own strengths empowers people to move toward positive change. The economic base for rural Maine is driven by either global industry such as tourism and lumbering or self employment. Therefore, service delivery is most often organized through not-for-profit agencies and organizations. Social workers are the backbone to that workforce. The rural social service delivery systems of Maine are in need of practitioners who can competently fulfill a variety of practice roles, e.g., broker, advocate, administrator, case manager, networker, community organizer, group facilitator, change agent. Lastly, the ability to ask the salient questions, determine the best means of addressing issues, and then implementing the strategies to effect change describes the critical thinking aspect of this BSW program.
The Professional Foundation

The Bachelor of Social Work program education foundation focuses on generalist practice from a rural context. This program is framed by infusion of the strengths perspective, with particular attention to diversity and qualitative assessment of practice. The BSW curriculum is organized into eight (8) foundation content areas, each made up of a sequence of courses. **Content on social work values and ethics, diversity, social and economic justice, and populations-at-risk is infused throughout the eight foundation curriculum content areas.** The professional foundation includes courses in:

1. **Values and Ethics**

   Social Work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

2. **Diversity**

   Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

3. **Populations-at-Risk and Social and Economic Justice**

   Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

   Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.
4. **Human Behavior and the Social Environment**

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

5. **Social Welfare Policy and Services**

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

6. **Social Work Practice**

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. The content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge 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.
7. **Research**

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

8. **Field Education**

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field Education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.
BACCALAUREATE EDUCATIONAL LEARNING OUTCOMES

The Educational Policy and Accreditation Standards (EPAS 2008) written by the Council on social Work Education outlines a set of core competencies and defines them in the following way,

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, organization, and communities. The ten core competencies are listed below [EP2.1.1-EP 2.1.10d]

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

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

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

2.1.4 – Engage diversity and difference in practice.

2.1.5 – Advance human rights and social and economic justice.

2.1.6 – Engage in research-informed practice and practice-informed research.

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

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

2.1.9 – Respond to contexts that shape practice.

2.1.10 (a)-(d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
THE BACCALAUREATE SOCIAL WORK CURRICULUM

The Bachelor of Social Work curriculum is designed to enable our students to acquire the liberal arts perspective and the professional foundation of knowledge, values and skills that are necessary for competent, beginning level social work practice.

The Liberal Arts Perspective

The liberal arts perspective is acquired through a range of academic study which includes relevant content in behavioral science, social science, humanities, and physical science. This provides a foundation for acquiring professional knowledge, relevant concepts, professional values, and the interactive skills necessary for beginning social work practice.

A liberal arts perspective includes an understanding of our national cultural heritages and diversity, the range of methods of inquiry and development of knowledge. To achieve this, the BSW educational policy provides curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills (CSWE Educational Policy Accreditation and Accreditation Standards, 2008:1.2).

A liberal arts education encourages students to think critically and flexibly about the characteristics and dynamics of society, organizations, groups, families, and individuals and how these are expressed through the arts, literature, science, history, philosophy, social movements, and the social stratification system. This perspective also enables students to understand a broad range of determinants of individual and group behavior, culture, social conditions, and social problems.

Proficiency in both written and spoken communication is integral to acceptable attainment of the liberal arts perspective as defined by the University of Maine at Presque Isle.

The University of Maine at Presque Isle faculty has developed the general education curriculum in accordance with the goals of the University:

1. To provide students with the competencies necessary for academic and professional success

2. To expose students to multiple methods of gathering and employing knowledge in order to facilitate long-term learning not limited to a single discipline

3. To prepare students to think critically and formulate effective responses to a broader range of texts, media, circumstances and institutions, so that they may become active and effective participants in communities both local and global.

By providing a foundation of information and skills, the General Education Curriculum insures that the graduate not only has knowledge of a major field but also the flexibility to think critically and argue persuasively on a range of issues relevant to personal and professional life. Critical and conceptual thinking, sensitivity to the multiplicities of human experience, and acquisition of technical skills are pervasive through the educational experience at the University of Maine at Presque Isle.
The GEC then, is not simply a collection of courses representing different disciplines but rather a set of courses with common, interrelated aims. The GEC synthesizes disciplines to provide a total university experience, producing a liberally educated graduate, regardless of major. The structural framework of the GEC addresses several concepts; some represent a body of knowledge, some skills and some an intellectual or ethical perspective.

The GEC is divided into two inter-connected sections: Foundations of Knowledge and Approaches to Learning. In the Foundations section, students explore concepts of Literacy, Multicultural Experiences, and Quantitative Decision Making. This knowledge is applied in the Approaches categories in which students explore Physical and Life Sciences, the Social Sciences, and Humanities and the Fine Arts. Furthermore, all students are required to enroll in at least one Technology Intensive course and a Writing Intensive course to help ensure the application of such competencies within their respective major.

In addition to the general education requirements, BSW students must complete the core courses in social work as well as elective courses of their choosing. BSW students are required to consult each semester with their academic advisors when planning their courses of study.

The Bachelor of Social Work Program at University of Maine at Presque Isle was developed to equip students with the beginning level generalist skills to practice social work. The BSW program reflects not only the mission and ideals of its host institution but also of the people and the region in which it is located. The BSW Program is built upon the professional foundation of knowledge, values and skills of social work and is designed to assist students in the achievement of the competencies developed and articulated by the Council on Social Work Education.

There are four curricular features that define these standards of social work education:

1. Program mission and goals
   Professional purpose, infused with professional values and reflective of context

2. Explicit curriculum
   Courses and curricular design to demonstrate the integration and application of the competencies in practice across systems of all sizes.

3. Implicit curriculum
   Educational environment within which the explicit curriculum is developed. (governance, policies, student participation, administration)

4. Assessment
   Continuous feedback loop that measures competencies and demonstrates curricular changes to foster improvement in program and learning outcomes.
BSW CORE COURSE DESCRIPTIONS

SWK 200  Introduction to Social Work and Social Welfare
3 credits. Prerequisites: SOC 100 and/or PSY 100

The course explores social work and other human service professions and how each meets human needs. Social welfare institutions are reviewed through cultural, political, and economic contexts for American and Canadian society. There is special attention to service delivery in a rural context, populations-at-risk and societal oppression.

SWK 285  Human Behavior and the Social Environment I
3 credits. Completion of SWK 200 recommended, but not required.

Empowering people to change requires understanding the dynamics of human interaction. This course initiates students’ awareness of the interplay between humans, their behavior, and their social environment. This concept is primary to preparation as a generalist practitioner of social work. *This course focuses on individual development in a family context.*

SWK 287  Human Behavior and the Social Environment II
3 credits. Completion of SWK 200 recommended, but not required.

Empowering people to change requires understanding the dynamics of human interaction. This course initiates students’ awareness of the interplay between humans, their behavior, and their social environment. This concept is primary to preparation as a generalist practitioner of social work. *This course examines families, groups, organizations, and communities.*

SWK 300  Social Welfare Policy and Issues
3 credits. Pre or Co-requisite: SWK 200

Students will be introduced to methods of assessment and analysis of social welfare policy. The interrelation of policy and society will be studied. The course reviews social welfare history, public policy development, and how social work is organized by social welfare to respond to need.

SWK 305  Ethnicity and Multiculturalism
3 credits. Open to students from any major as a course in diversity.

The purpose of this course is to encourage students’ exploration of culture and ethnicity, especially in relation to social work and other human service professions. Developing ethnic self-awareness will be a primary course objective. Students learn about advocacy, education and role modeling to support and understand multiculturalism in society. Course satisfies Mental Health Rehabilitation certification.
SWK 315  Social Work Practice I  
3 credits. Admission into the BSW program required.

The first of three practice classes, students acquire entry level skills such as interviewing, data collection, documentation, dealing with ethical dilemmas necessary for beginning generalist social work practice. Critical thinking and self-exploration are integral components of coursework. Diversity, empowerment and a strengths perspective in relation to the individual system emphasized.

SWK 380  Social Work Practice and Methods with Families  
3 credits

This course is designed to build on the foundation developed in earlier generalist social work courses and to assist in integrating knowledge, values and skills as applied to families and family subsystems with emphasis on working with and empowering oppressed and/or disadvantaged family systems. A variety of approaches to intervention with various family systems are surveyed in order to assist the students in developing their own style in using the change process as beginning generalist practitioner.

SWK 396A  Junior Field Experience I  
3 credits

Students provide services through out-of-classroom experiences. One hundred (100) hours minimum of volunteer work is completed during the semester under the instructor's supervision in a setting of the students' choice. Review of the experience occurs through group and individual classroom discussions.

SWK 396B  Junior Field Experience II  
3 credits  Pre- or Co-requisite: SWK 200

Students provide services through out-of-classroom experiences. One hundred (100) hours minimum of volunteer work is completed during the semester under the instructor's supervision in a setting of the students' choice. Review of the experience occurs through group and individual classroom discussions. SWK 296 (Junior Field Experience II) is required for progression into the Senior Field Practicum.

SWK 400  Social Work Practice II  
3 credits. Prerequisites: SWK 315, acceptance in the BSW program  
Co-requisite: SWK 396

This is the second course in the social work practice sequence for generalist practice. Course focus is on knowledge and skill development in interpersonal communication, assessment, planning, intervention, and evaluation with emphasis on service delivery to families and small groups.
SWK 405  Social Work Practice III
3 credits.  Prerequisites: SWK 400  Co-requisite: SWK 496

The last of three courses addressing skills and knowledge for generalist social work practice with communities, agencies and organizations.  Students explore theory and practice of social change in macro systems and how social change occurs.  Students participate in politics, and develop skills of advocacy, networking, brokering, and organizing.  This course continues to promote development of each student as a group member and as a budding professional.

SWK 496A  Senior Field I
6 credits.  Prerequisites: SWK 315, acceptance in the BSW program
Co-Requisite: SWK 400

The first of a two course series with students spending a minimum of 18 hours per week at a designated agency/organization under the supervision of a designated mentor.  In addition, students participate in a 3-hour seminar on campus each week.  The course is designed to enhance students' abilities to function as a professional generalist social worker and build upon knowledge, skills, values clarification and personal qualities.  The placement integrates classroom information with practical and personal experience.  Students' aptitude and emotional readiness for a career in social work will be discussed.

SWK 496B  Senior Field II
6 credits.  Prerequisites: SWK 396, SWK 400.  Co-requisite: SWK 405

This course is a continuation of a minimum of 18 hours per week in the designated agency and 3 hours per week in an on-campus seminar class.  A total of 500 hours minimum need to be completed with SWK 396 & SWK 496 during the academic year.  The seminar class is designed to enhance the student’s ability to function as a professional generalist social worker.

BSW Electives

SWK 202  Ethics in the Helping Professions
3 credits.  Prerequisites: SOC 100 and PSY 100; may be taken concurrently

This course presents information about ethics and professionalism.  Ethical issues are multifaceted and complex, defying simplistic solutions.  Ethical dilemmas create gray areas that require learning information about ethical standards and how to define and work through a variety of difficult situations.  This course presents the basics to begin this process.
SWK 207  Community Mental Health Care
3 credits. Prerequisites: SOC 100 or PSY 100, or permission of instructor

This is a basic course in the history and evolution of mental health, focusing on contemporary community mental health care, particularly service systems of Maine. It is not a “how to” class in counseling or mental health diagnosis, rather, it presents information through guest presentation, panel discussion, and dialogues.

SWK 236  Psychosocial Rehabilitation
3 credits. Prerequisite: PSY 100

This course examines the basic principles of psychosocial rehabilitation and its role in mental health and social service systems. Students will be introduced to client assessment, planning, intervention, and rehabilitation service strategies from the strengths perspective of clients. Course satisfies Mental Health Rehabilitation certification.

SWK 250  Child Welfare
3 credits.

Children and family services are a significant part of human service history and practice. Students are introduced to children, family, and youth services with emphasis on Native American populations and other oppressed groups. Current systems of child welfare will be critiqued and concepts of child neglect, abuse, and exploitation studied.

SWK 307  Incest and Sexual Abuse
3 credits. Prerequisite: SOC 100 or PSY 100 or permission of instructor.

This course provides basic knowledge about the complex dynamics of incest and sexual abuse. A historical review is presented as well as various models of understanding issues associated with sexual abuse and incest. Review of traditional response/treatment approaches and new techniques for use with sexual abuse victim population will be discussed. Course satisfies Mental Health Rehabilitation certification.

SWK 309  Case Management
3 credits. Prerequisites: PSY 100

A career in any form of human service delivery requires skill development to address the right problems and match it with the best resolution. This course is designed to introduce students to basic case management techniques as one form of problem solving and simultaneously challenge participants to become “professional helpers”. Course satisfies Mental Health Rehabilitation certification.
SWK/SOC 325  Gerontology  
3 credits. Prerequisite: SOC 100  

This course introduces students to the issues of aging through an interdisciplinary perspective. Social forces affecting people as they age, including biological, psychological, social, and spiritual issues is presented in a seminar class style. Current research and theory is critiqued. Aging is presented as a process rather than singular life event.

SWK 350  Children and Grief and Its Impact on Learning  
3 credits  

The purpose of this class is to enrich students’ exploration of their understanding of death and loss, as it relates to children, especially in the context of social work, teaching, and other human service professions.

SWK 380  Social Work Methods and Practice with Families  
3 credits  

This course is designed to build on the foundation developed in earlier generalist social work courses and to assist in integrating knowledge, values, and skills as applied to families and family subsystems with emphasis on working with and empowering oppressed and/or disadvantaged family systems. A variety of approaches to intervention with various family systems are surveyed in order to assist the students in developing their own style in using the change process as beginning generalist practitioner.

SWK 381  Crisis Intervention  
3 credits Prerequisite: PSY 100  

A study of areas of human behavior typically necessitating intervention, with particular focus on family violence, substance abuse and severe depression. Students learn to identify behaviors that indicate crises, develop personal skills and models of intervention, and appropriate referral tactics. Issues of personal, social, and legal relevance are covered. Cultural sensitivity will be emphasized. Course satisfies Mental Health Rehabilitation certification.

SWK 425  Topics in Social Work  
3-6 Credits  

This course will present topics that represent social work practice concerns in a rapidly changing world of human needs. Students will engage in policy analysis, research, reflection, and discourse. The topic will change, thus the course can be taken multiple times.
ADVISEMENT

Choosing Social Work as a Career

The career advising process begins with the first contact of the prospective BSW student with a member of the BSW faculty and continues through graduation for those students who are admitted to the social work major. Inquiries about the social work major and social work as a career are referred to the BSW Program Director or another member of the BSW faculty. These first contacts are usually generated by the Admissions Office who provides the Director with telephone numbers and addresses of prospective students interested in the BSW degree.

To change from one major to the major in Social Work, students should visit the Student Advising Office. Simply declaring the major does not guarantee student admission to the BSW Major. Please notice that there is an admission process required to advance to the Practice and Field courses in the final two years of the BSW Program.

All students who express an interest in social work as a career are advised to enroll in SWK 200: Introduction to Social Work and Social Welfare and other courses which are prerequisites for admission to the social work major. SWK 200 is designed to enable students to consider thoughtfully their potential interest in a social work career. Students who continue to be interested in the social work major apply for admission after they have met admission requirements.

All faculty of the BSW program advise students. Students interested in social work but not yet admitted to the program receive advising from BSW faculty. Once admitted to the program, students transfer advisors to the faculty member responsible for field liaison and coordination. A major activity of the faculty advisor is assessment of a student’s aptitude and motivation for a career in social work. Faculty advisors spend a significant amount of advising time in this assessment process. Thus, faculty advisors are in the important position of referring students to needed services, such as the Student Organization of Social Workers, the Counseling Center, or the Student Services Center. Advisors also work closely with the staff responsible for arranging accommodations for students with disabilities.

Advisement Policies and Procedures

To assure that all faculty advisors are knowledgeable of the requirements of the educational program, the Office of Academic Advising offers orientation sessions to each new faculty member about academic and other campus policies and, as necessary, updates all faculty advisors about current policies. Additionally, advising issues are discussed during the twice monthly meetings of the BSW faculty. Academic policies of the program are summarized for students in this BSW Program Guide.
In keeping with the program’s policy of treating students as adult learners, students are expected to carry primary responsibility for planning their academic course of study. The program supports student efforts with an active program of academic advising and with information and forms which simplify planning.

Students meet with their advisors at least once each semester, and more frequently if desired or needed. Advisors have regularly scheduled office hours, during which time students are welcome and encouraged to drop in. In addition, advisors arrange meetings by appointment. Advisors are responsible for providing course registration information, such as the MaineStreet approval for a selected schedule. These meetings are also used for review and assessment of the student’s plan of study. All students’ academic progress is reviewed at the end of each semester. Deficits or other potential problems are brought to the advisor’s attention; if necessary, a meeting with the Vice President, Enrollment Management and Student Services is scheduled. Following any academic review, the student’s advisor works with the student to develop a plan for remediation or separation from the program.

**Functions of the Academic Advisor**

The small size of the program guarantees that each faculty member has extensive contact with most of the students. All BSW faculty have MSW degrees and several years of professional social work practice experience.

The advisor is available to:

1) provide information and support in the student’s initial involvement in the educational environment;

2) provide guidance around the scheduling and sequencing of course selection throughout the student’s educational experience;

3) review academic performance each semester and provide guidance when necessary;

4) provide informal guidance in the assessment and selection of field settings that will best meet the student’s stated educational goals and objectives;

5) provide consultation about special academic or personal services concerning issues that may arise related to the student’s participation in the program; and,

6) consult with the BSW faculty during any deliberation involving the student.

Upon acceptance into the BSW program, a student obtains advisement from the faculty member responsible for field coordination. This first meeting occurs for planning
class scheduling for the fall semester of the senior year. At this time, review is conducted to ensure the completion of all practicum prerequisites, or to create a plan for the completion of the prerequisites, and to discuss which field placements will best contribute to meeting their academic needs and field of practice preferences. Copies of planning forms with which students may project and monitor their academic progress are included in this BSW Program Guide. Identical forms are maintained in the students’ files by the academic advisors.

**APPLYING FOR THE SOCIAL WORK MAJOR**

Students applying for admission to the BSW Program must be enrolled at the University of Maine at Presque Isle and have completed fifty (50) or more credit hours. Students who wish to major in social work must apply for admission to the BSW Program. This is a separate process from admission to the University. Students considering a social work major should contact the BSW Program Director as early as possible to make an appointment to discuss their interests. The application consists of:

1. Completed Personal Statement Form (see Appendix B);
2. Three letters of reference, (it is recommended that one of these letters come from the setting where volunteer social work experience occurred);

After this documentation is received, the student is then scheduled for an interview with the BSW Program faculty. Students will also be required to complete a criminal background check prior to beginning any field experience classes.

**Academic Requirements**

Applicants for the Bachelor of Social Work major must have a cumulative grade point average of 2.50 or higher, and must have completed SWK 200 - Introduction to Social Work and Social Welfare, with a grade of C or higher, or be enrolled in this course at the time of application.

It is strongly recommended that prospective BSW students have a minimum of five (5) of the liberal arts foundation courses completed at the time of application. Liberal arts foundation courses which are prerequisite for admission to the social work major include:

- ECO 100 Contemporary Economics or approved equivalent
- MAT 101 Basic Statistics or MAT 201 Probability and Statistics
- POS 101 American Government or POS 201 Western European Government
- PSY 100 General Psychology
- PSY/SOC 311 Research Methods
- PSY 446 Psychobiology
- SOC 100 Introduction to Sociology
- BIO 112 Human Biology and Lab

Applicants should be familiar with basic computer word processing.
FIELD PRACTICUM

The Field Practicum is designed to enhance the students’ ability to function as a Professional Social Worker and to build upon the students’ knowledge, skills, values, and personal qualities. The placement provides an opportunity to use information gained from the academic courses together with personal experience and apply skills in a community-based delivery system. It is a time for ascertaining a student’s motivation, aptitude, and emotional readiness for a career in social work.

The student completes four (4) semesters of field practicum which consists of Social Work Junior Field I and II (SWK 396A and 396B) and Social Work Senior Field I and II (SWK 496A and 496B). Junior Field I and II is a total of 200 hours over two semesters, which is 6 hours per week in a social service agency. This opportunity allows the student to become familiar with the functioning of a social service agency, explore working with populations which the student may have an interest, and begin to build a professional identity. The student attends a class concurrently to assist with integrating social work values, ethics, and course material with the field experience.

Social Work Senior Field I and II is a total of 500 hours over two semesters, which is 16-18 hours per week in a social service agency. The student attends a 3 hour weekly seminar concurrently with the field experience. This integration of course material and field experience assists the student in the development of the core competencies and practice behaviors expected for a graduate of the BSW Program.
FIELD PRACTICUM LEARNING OUTCOMES

The Educational and Accreditation Standards (EPAS, 2008) written by the Council on Social Work Education outlines a set of core competencies and defines them in the following way:

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 individual, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1 – 2.1.10(d)]

1.1.1 – Identify as a professional social worker and conduct oneself accordingly.
1.1.2 – Apply social work ethical principles to guide professional practice.
1.1.3 – Apply critical thinking to inform and communicate professional judgments.
1.1.4 – Engage diversity and difference in practice.
1.1.5 – Advance human rights and social and economic justice.
1.1.6 – Engage research-informed practice and practice-informed research.
1.1.7 – Apply knowledge of human behavior and the social environment.
1.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
1.1.9 – Respond to contexts that shape practice.
1.1.10 (a)-(d) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
ENTRANCE TO FIELD EDUCATION

Social Work Junior Field I (SWK 396A): This course is usually taken in the fall of the junior year and is required for all BSW majors. The course is offered to students of all majors, thus the prerequisites are limited. Successful completion of this course is required to enter Junior Field II.

Social Work Junior Field II (SWK 396B): This course is taken concurrently with Social Work Practice I (SWK 315), which has a prerequisite of admission into the BSW Program. It is recommended Junior Field I and II be taken sequentially, but students may take them in separate years. Junior Field II needs to be taken the semester before entering Senior Field I (SWK 496A). Successful completion of Junior Field II and Social Work Practice I is necessary to enter Senior Field I.

Senior Field: Students complete an application for Social Work Senior Field I (SWK 496A) in Junior Field II and being the selection process for the senior field practicum.

1. Field Coordinator distributes field practicum application forms.
2. Field Coordinator describes the field practicum sites available.
3. Each student fills out the application forms and returns them to the Field Coordinator the week after the presentation.
4. Field Coordinator tries to match each student with his/her preference. Due to limited resources, or special needs, this may not always be possible.
5. Field Coordinator will give each student the name of an agency, field instructor, and contact information.
6. The student is expected to contact the field instructor and arrange an interview. The interview is to be used by both the student and the field instructor to determine a compatible match. The student should ask specific questions to feel knowledgeable about what he/she would be doing and learning in this field practicum.
7. After the interview, the student gives his/her impressions and feedback to the Field Coordinator. If the student would like to work with this particular field instructor, the Field Coordinator will confirm this with the field instructor. If the interview revealed that the student would not like to work at this agency, the student and Field Coordinator will discuss other options and begin the interview process again.
8. If more than one student prefers the same placement, the agency is asked to interview all interested students and select the student the agency believes is most compatible for the agencies needs.
9. If a practicum is revoked by the agency due to changes at the agency before the student begins the placement, the interview process will being again with other agencies.
10. If a practicum is terminated due to student performance, conduct, or comportment the student will meet with the BSW faculty to determine the student’s future in the program. Each case will be handled individually, but will follow all University policies.
11. Apply for malpractice insurance. The student can apply to NASW and obtain student insurance from NASW Trust or obtain a policy from another insurance
company. Students will not be allowed to being the field practicum until a copy of a current insurance policy is provided to the Field Coordinator.

12. Obtain a background check. The student is expected to contact their state or province of residence and obtain a background check. Students will not be allowed to begin the field practicum until a copy of a recent background check is provided to the Field Coordinator.

13. The Students begin the field practicum at his/her confirmed site the second week of the fall semester. The first week of class the Field Coordinator will review the field manual, evaluation form, assignments, ethics, conduct, safety, diversity, and expectations.

14. Senior Field I is taken concurrently with Social Work Practice II (SWK 400). Successful completion of both these courses is necessary to advance to Senior Field II and Social Work Practice III (SWK 405).

15. Completion of the Bachelor of Social Work requires the successful completion of all the degree requirements.

FIELD PRACTICUM POLICIES

1. All students in the Field Education Program will adhere to the UMPI BSW Program standards and the NASW Code of Ethics.

2. Students will complete a current background check from their state or province at their own expense and a copy will be given to the Field Director before entering Senior Field I.

3. The copy of the background check will be kept in the student's academic file until completion of the BSW degree or a change of major, at which time the background check will be shredded.

4. If information is revealed on the background check which will impede completing the field work or obtaining a social work license, the student will be advised and assisted with educational options.

5. The student will purchase a student malpractice insurance policy and give a copy of the effective policy to the Field Director. The copy will be kept in the student’s academic file.

6. If a practicum is revoked by the agency or Field Director due to agency changes, the Field Director will work with the student to obtain field work to complete the field education requirements.

7. If a practicum is terminated due to student performance, conduct or comportment the student will meet with the BSW faculty to determine the student’s future in the program. Each case will be handled individually, but will follow all University policies.

8. Life experience is not accepted as a substitute for field work.

9. If a student is employed in a social service agency, the student cannot use the employment setting as the field work site. If it is a large agency, the student and Field Director can work together to obtain a field work site in another part of the agency with a Field Instructor who is not associated with the student’s employment supervisor.
SELECTING A FIELD PLACEMENT

The field practicum is an integral component of the curriculum in social work. The selection of field practicum sites and field instructors follow CSWE guidelines. The field practicum site needs to be able to provide an opportunity for the student to apply foundation knowledge, skills, values and ethics to practice.

As the CSWE Curriculum Policy statement indicates, the field practicum site must provide the student with opportunities for:

1. The development of an awareness of self in the process of intervention;
2. Supervised practice experience in the application of knowledge, values, and ethics, and practice skills to enhance the well being of people and to work toward the amelioration of environmental conditions that affect people adversely;
3. Use of oral and written professional communications which are consistent with the language of the practicum setting and of the profession;
4. Use of professional supervision to enhance learning; and
5. Critical assessment, implementation and evaluation of agency policy within ethical guidelines.

New agencies have many aspects to develop, address, and contend with during the first year in order to provide ethical practice. These agencies must have provided services for at least a year before being considered as a field practicum site. Agencies under the National Association of Social Workers (NASW) sanction will not be considered.

For complete details on requirements and protocol for Field Practice, refer to the Field Education Manual. The Field Director will assist students with this process when enrolled in the Junior Field I class.
BSW PROGRAM POLICIES

Program Size Limitations
The BSW Program accepts a maximum of 20 students per year who will participate in field placement during their junior and senior years. Completed applications are due in the Program Director's office on or before 01 May. Applicants for entry into the next scheduled class of SWK 315, Social Work Practice I, are reviewed and interviewed. The Program Director provides a sign-up sheet for qualified applicants to schedule an interview that usually takes place in May, after the spring semester ends. Upon successful completion of the interview process, the student will receive two (2) Letters of Agreement outlining the conditions of acceptance into the BSW program. One copy of the letter must be signed by the student and returned to the Program Director before the student enters the fall semester.

Credit for Prior Life and Work Experience
Under no circumstances can college academic credit be given for prior life or work experience. However, students who believe that they have mastered or can master non-social work courses without formally taking the classes are encouraged to contact the respective departments to explore the possibility of testing out of those courses. Successful testing out can result in a savings of time and money.

Attendance Policy
The Bachelor of Social Work program is designed to provide students with a combination of classroom and practical experience in preparation for the social work profession. Infused throughout the program is an emphasis on experiences that challenge students to develop self awareness, competence and critical thinking skills necessary to the role of social work. Attendance and participation in all classes is crucial to the overall course of study. Regular attendance is required and is the responsibility of the student. Tardiness will also be calculated into attendance at the rate of 3 tardies = 1 absence. More than five (5) absences from the following social work classes will result in the student being directed to withdraw from the class:

<table>
<thead>
<tr>
<th>SWK 200</th>
<th>SWK 305</th>
<th>SWK 396A</th>
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</thead>
<tbody>
<tr>
<td>SWK 285</td>
<td>SWK 315</td>
<td>SWK 396B</td>
</tr>
<tr>
<td>SWK 287</td>
<td>SWK 380</td>
<td>SWK 400</td>
</tr>
<tr>
<td>SWK 300</td>
<td></td>
<td>SWK 405</td>
</tr>
</tbody>
</table>

More than four (4) absences from the following classes which meet once a week will result in the student being directed to withdraw from the class:

<table>
<thead>
<tr>
<th>SWK 496A</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 496B</td>
</tr>
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</table>
Ethics

In addition to academic achievement, social work students are expected to demonstrate professional behavior consistent with the ethics of the social work profession as reflected in the Code of Ethics of the National Association of Social Workers. Behavior contrary to these standards will be cause for review of the student’s admission to the program or continued future in the social work major.

Behavior

Since the role of social worker involves helping people from a variety of backgrounds and with a range of problems, it is important that social work students not permit personal issues to interfere with this role, and that they have the emotional and psychological resources to render effective assistance to those in need. After admission to the major, students who demonstrate behaviors which suggest that their own difficulties are not sufficiently resolved to be able to help and support others, may be asked to seek professional help or to withdraw from the program.

Background Check

Students are required to obtain a current background check at their own expense. This process is discussed in Junior Field seminar. Any concerns about the background check should be discussed during the interview for admission to the BSW program.

Classroom Conduct and Comportment

Social work is a profession and an aspect of social work education is developing professional behavior. This begins in the classroom with how students conduct themselves and relate to classmates and the instructor. Expected behavior in addition to punctual attendance:

Students will show respect to all persons, whether classmates, instructor, or guest speakers. Respect means paying attention to anyone who is speaking, not talking on the side, sleeping, completing homework, or other distracting activity.

Expressing opposite opinions and views is encouraged. Students will participate in a manner which allows all individuals to express their views. All opinions should be expressed openly. People should be allowed to finish statements and not be interrupted, and facial statements or body language, which reflects disapproval, should not be conveyed without an explanation.

Technology manners: Texting during class, answering cell phones during class, cell phone photos or videos in class are disrespectful to the entire class. Audio or video taping a lecture, participation, or activities without permission of the instructor is a
breach of confidentiality and not allowed. The use of laptops during class is
distracting for everyone. A letter from Student Support Services is needed to
indicate if this is an accommodation needed for a student.

If you are expecting a call due to a family issue, such as a sick child, inform the
instructor before the class begins and step out of class to accept the call.

Role playing is an important aspect of the social work courses. Photographing
and/or videoing these role plays by a classmate without the participants’ permission
is a violation of confidentiality and is not allowed.

The Field Practicum is an aspect of social work education when students actually
use the skills learned in the classroom. Professionalism and professional behavior
is expected not only in the classroom, but in the field practicum as well. It is an
aspect of the field practicum evaluation and will be addressed if there are concerns.

Disruptive behaviors of any nature are unprofessional, unacceptable and will be
addressed. This includes but not limited to yelling, name calling, and threatening
behavior. The University of Maine Presque Isle has a student code of conduct
which all students are expected to follow.

Liability Insurance
BSW students are eligible for membership in the National Association of Social
Workers (NASW). Juniors are encouraged to pick up application packets from their BSW
advisor soon after their admission to the program. Each student is required to purchase
liability insurance for coverage while completing the Senior Field Practicum. Beginning
the Field Practicum will be delayed until proof of this insurance has been given to the Field
Coordinator.

UNIVERSITY POLICIES

Transfer Students
Students transferring from another institution or from another college in the
University System are advised of their remaining general education core requirements by
the Office of Student Records and informed of their college requirements through the
Office of Academic Advising. Transfer students who have taken equivalent social work
courses are evaluated by the BSW Faculty on a case-by-case basis with regard to
assessing equivalency to the academic content offered in the BSW program. Transfer
students receive a transcript analysis from the Office of Student Records that outlines the
transfer credit being awarded and the coursework left to complete. Courses with a grade
of less than C- or 60 will not transfer to the university. A meeting is set up between each
transfer student and a BSW faculty advisor as soon after admission as feasible to review
academic issues. Academic credit for life experience and previous work experience is not
granted.
International Students

Students who are citizens of other countries are welcomed at UMPI and are encouraged to apply for admission. In order to comply with university admissions policies and regulations of the Immigration and Naturalization Service of the United States, students from other countries need to 1) furnish the Admissions Office with a completed Application for Admission and official school records showing the completion of twelve years of schooling; 2) take the TOEFL exam in their home country. A minimum score of 197 computer-based/530 paper-based, and 71 internet-based is required in order to be considered for admission. Students may be admitted with a TOEFL lower than 530 if acceptable proficiency in English can be demonstrated. Students who come from English speaking countries or who have taken examinations equivalent to the TOEFL can have this requirement waived.

Students with Disabilities

The University of Maine - Presque Isle provides reasonable accommodations upon request to qualified individuals with disabilities. The term “disability” includes physical and mental impairments and specific learning disabilities. Students with disabilities have the right to ask for an accommodation and are encouraged to talk directly with the faculty member, supervisor, or other staff person. For a copy of the complete Procedure for accommodating individuals with Disabilities, call the AA/EEO office.

Faculty members and administrators are responsible for responding to written requests for accommodations from the Director of Student Support Services. Some common types of accommodations which may be needed include:

- a note taker or qualified interpreter in class for a student with hearing impairment; and
- additional time for completing an exam or paper needed by a student with a learning disability.

A social work faculty member or administrator who receives a request for an accommodation will explore, with the student making the request, options that will enable the student to meet requirements of the Social Work Program successfully. When accommodations cannot be provided with existing resources, the student and faculty member will seek out the resources necessary for the accommodation through the AA/EEO office.

For assistance with accommodations or Academic Support Services, Director of Student Support Services, South Hall, at 768-9613. Concerns or complaints about discrimination based on a disability should be made to the Director of AA/EEO South Hall - 2nd Floor, Room 205, at 768-9750.
Financial Aid

Financial aid, work study and subsidized loans are allocated and administered through the Financial Aid Office. Students interested in aid should explore the possibilities through that office.

ADDITIONAL INFORMATION

Mental Health Rehabilitation Technician/Certification

In the State of Maine a consent decree requires social workers who are employed in an adult community mental health position need to obtain a Mental Health Rehabilitation Technician Certificate. The BSW degree meets all of the requirements with the addition of Psych 374: Vocational Aspects of Disabilities. It is advised if the student intends to be employed in Maine, Psych 374 be taken as one of the electives.

Canadian Requirements

All international degrees are submitted to a foreign degree audit in Canada. For social work registration the student should check with his or her intended employment province to become knowledgeable about the requirements and process to obtain registration.

The foreign degree audit requires sixty (60) credits in social work with the following distribution:

- Methods: 21 Credits
- Research: 6 Credits
- Policy: 6 Credits
- Fields of Practice: 9 Credits
- Field work: 18 Credits (700 hours)

The University of Maine at Presque Isle BSW Program recommends the following courses to meet these requirements:

- Methods: SWK 309, SWK 315, SWK 236, SWK 380, SWK 381, SWK 400, SWK 405

- Research: SWK 490 (Orono or other Canadian University)

- Policy: SWK 200, SWK 300
Fields of Practice:  SWK 202  
SWK 207  
SWK 250  
SWK 307  
SWK 325  
SWK 350  

Field Work:  SWK 396A and B  
SWK 496A and B  

Canadian students also need to meet the BSW major requirements for the program, which include economics, government, psychology, sociology, statistics, psychobiology, and human biology. These courses can be transferred to UMPI with the appropriate grade from an accredited institution.

Working While in School

The BSW Program is demanding of time and energy. Students find that it is very difficult to work full time and attend the program full time. It is difficult to work even part-time while doing a field practicum, as the practicum demands two to three days a week in an agency, as well as attendance at academic classes on campus.

Opportunities, such as dormitory resident assistantships and work study exist for work on campus. Some of these jobs are very demanding, but may provide useful work experience as well as income. Students should carefully consider competing school and work demands when deciding on work arrangements. Your academic advisor will be glad to discuss these options with you. From time to time information about work opportunities is received and posted on the bulletin board outside the office of the Director of the BSW Program.

Study Away

Social work majors may earn credit toward their BSW degree through study for a semester or an academic year at appropriate colleges and universities in the United States and in many countries throughout the world. The University of Maine at Presque Isle is a member of the National Student Exchange, which allows students from this campus to attend up to one year of classes on a campus anywhere in the United States.

Library Services

The University of Maine - Presque Isle’s library contains extensive holdings relevant to social work, including numerous books, journals, bibliographies, abstracts, and indexes. Guides have been prepared to assist the social work student and may be obtained in the library. The reference librarian will be glad to answer questions.

Students are encouraged to recommend books and journals for potential addition to the library collection. Recommendations may be left in the office of the Director of the BSW Program.
THE BACHELOR OF SOCIAL WORK DEGREE (BSW)

Upon successful completion of the degree requirements, you will have earned a Bachelor of Social Work. The degree is commonly referred to as a BSW.

Social work educational programs are accredited by the Council on Social Work Education (CSWE) upon recommendation of its Commission on Accreditation. The University of Maine - Presque Isle BSW Program is accredited by this body.

Many social work graduate programs give advanced-standing credit toward MSW degree requirements to students graduating from accredited BSW programs. For example, BSW graduates admitted to the University of Maine graduate program with advanced-standing status may complete their MSW degrees in one year plus a summer term instead of the two years required for graduate students without a BSW degree.

Licensure as a Social Worker (LSW) in the State of Maine may be gained by the BSW graduate upon the satisfactory completion of an examination, submission of three (3) letters of reference, and payment of license and application fees. A copy of the licensing legislation and regulations may be located online at www.maine.gov or obtained from:

The Maine State Board of Social Work Licensure
Gardiner Annex
State House Station #35
Augusta, Maine 04333
Tel: 207 624-8603
Or
Maine.gov ➔Dept. of Finance & Regulation ➔Social Work Licensure Board
STUDENT RIGHTS AND RESPONSIBILITIES

Students have a fundamental right to appropriate efforts to gain knowledge. Constitutional rights including freedom of speech and dissent are essential to the search for knowledge and are protected by the University.

The social work faculty support the right of students to organize and encourages students to participate meaningfully in policy decisions concerning their social work education. Student participation affects the quality of the educational experience, making it more meaningful and applicable to the needs of the adult learner. Through participation, students develop organizing, decision-making and negotiating skills which are applicable to the social welfare system and social work practice. There are several avenues for student participation.

Student Organization

Students are encouraged to participate in the Student Organization of Social Workers (SOSW). This organization provides social exchange among students, peer support, workshops, job information, and other resources related to social work and programs offered by the University. The organization provides excellent opportunities for social action and public service. Additional information about SOSW is available from the social work faculty.

Student Participation in Policy-making

BSW students may serve on the University Senate, the Student Organization of Social Workers, and various other student organizations. Students interested in participating on these committees should contact the Director of Student Activities. In addition, a member of the Student Organization of Social Workers is appointed annually to represent the student body on the Advisory Council of the BSW program. The Advisory Council meets a minimum of two times per year. Each year a BSW student holds the position as a member of the Maine Chapter NASW Board. This provides the opportunity to be involved in state level decision making with the professional association.

STUDENT CONDUCT

Students in the BSW Program should conduct themselves according to the most current National Association of Social Workers Code of Ethics. Due to the professional and human service function of the social work education, these behaviors are part of academic requirements and standards. Student misconduct that involves clients on or off campus or student conduct that is potentially dangerous to current or future clients constitutes a violation of the social work academic standards.

The faculty follow these standards and initiate procedures for dismissal or restriction of offending students. For example, selling drugs or engaging in inappropriate

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sexual behavior with a child shall constitute a violation of NASW Code of Ethics and shall result in dismissal proceedings based on standards.

Student misconduct, on or off campus and/or directed toward other students, faculty, or University staff, will, at the discretion of the Director of the BSW Program or the faculty advocate of professional standards, result in either academic or non-academic procedures for dismissal. When legal or illegal behavior does not affect current or potential clients but the behavior violates the mission, process, or function of the University, proceedings will follow the University’s procedures for non-academic misconduct.

The following behaviors are examples, but not a complete list, of misconduct that may result in dismissal from the program, beyond academic standards:

1. Forced or coerced sexual behavior.
2. Sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse.
3. Physical actions directed at clients, students, faculty, or staff, such as hitting, spanking, or slapping.
4. Physical or emotional threats directed toward clients, students, faculty, or staff.
5. The acceptance from clients of gifts or money not considered standard payment for services received on behalf of the student’s agency or field setting; students shall not ask for nor expect gifts from clients.
6. Illegal or unethical behavior that limits or takes away clients’ rights or results in financial, material, or emotional loss for clients or gain for social work students.
7. Plagiarism and other forms of academic dishonesty.
8. Arrest and conviction of offenses that implicate behavior by the student that harmed a family member or member of the public, for example, assault, domestic violence, operating under the influence of alcohol (OUI).

ACADEMIC REVIEW PROCESS

Progress toward the BSW degree is reviewed each semester for all students in the BSW program. Formal review may occur for any of the following reasons:

1. Standard academic performance: student transcripts are automatically reviewed by the advisor if: they earn less than a C in any required course, fall below a 2.5 GPA, or experience any interruption in progress toward the BSW degree.

2. Violation of the NASW Code of Ethics by report from the field instructor, a faculty member, peer; or member of the community.
3. Violation of the student conduct code of the University of Maine - Presque Isle, reported by a faculty member, or peer; or

4. Failure to demonstrate the capacity to engage in appropriate professional social work roles, by report from field instructor, faculty member or peer.

The request for a review may be made by any faculty member. An informal review of student progress will then proceed as follows:

All documents which provide information, including but not limited to logs, papers, and fieldwork evaluations, may be submitted to and considered by the advisor. If it is determined that a formal review will proceed, the student will be notified immediately in writing of the grounds for review, of the steps to be followed, and of her/his rights. All full time faculty and relevant part-time faculty will be notified of a formal review. The coordinator and advisor may elect to dismiss a request for a formal review in which case the student will continue uninterrupted in the program.

Formal Review

The formal review process shall proceed following notification to the student specifying a meeting time and date. The student may choose to be present at the meeting or to give written input. The social work student has the right to have another student, faculty member, or any other representative accompany her or him for support or to be a witness without voice to the proceedings at any stage of a grievance or appeal. Otherwise, only faculty (including field faculty) and the student are present during the meeting. During the formal review, the committee will deliberate the issues based on data submitted in writing from the student, or from student input if the student chooses to meet with the committee, and on written information or data from the faculty member or field instructor, and other pertinent data. Following the review, the Director of the BSW Program will formulate a written recommendation with a copy to the student. The student has five working days following receipt of the letter to appeal the recommendation and decision to the Director.

If a review is initiated at the end of the academic semester, every attempt will be made to complete the total review process before the beginning of the subsequent semester. If action is required involving a recommendation for academic probation or dismissal from the BSW Program, the Director will forward the recommendation regarding the disposition of the matter to the Vice President for Academic Affairs and the social work faculty.
Academic Review Outcomes

The following outcomes may result from a formal review:

1. Continuation in the program in good academic standing;
2. Recommendation of probation status to the Director (in the case of substandard academic performance) or a recommendation for remediation for conduct violations. The faculty may require the student to formulate a written study and/or professional development plan with a determined date to be approved by the Director.
3. Recommendation of dismissal to the Vice President for Academic Affairs for substandard academic performance or failure to meet conduct, value and/or professional standards of the Program.
4. Dismissal from the Social Work program with efforts made to place the student into another academic program.

Once final action is taken by the Director of the BSW Program, a student may appeal to the Vice President for Academic Affairs.

Removal from Probation

Students on probation may be reinstated to good academic standing in the BSW Program by the Director. Students who fail to return to good academic standing under the terms of the agreement automatically will be recommended to the Vice President for Academic Affairs for dismissal from the program.

STUDENT GRIEVANCE PROCEDURES

These guidelines may be used to address student concerns related to sexual harassment, practicum placement and experience, classroom procedures, cheating or plagiarism, and grades or other evaluation of work. The BSW Program guidelines supplement rather than replace University guidelines; they are additional procedures which social work students may choose to follow. A social work student with a potential grievance should begin by reviewing University grievance procedures.

University guidelines for redressing grievances are described in the University of Maine - Presque Isle Student Handbook. Sexual harassment grievances are initiated through the Office of Equal Opportunity. University guidelines for sexual harassment grievances are described in the University of Maine - Presque Isle Student Handbook.

The student ordinarily should seek redress of a grievance with the faculty member directly involved. If satisfaction is not achieved, issues related to field may be taken to the Field Coordinator and issues related to other areas of the undergraduate social work program may be taken to the BSW Program Director. Issues which remain unresolved may be taken to the Chair of the College of Professional Programs.
APPENDIX A

BSW FACULTY
Cashman, Jean, MSW (University of Connecticut, 1979);  
Director of Field Education/ Associate Professor  
Normal Hall 214  
207-68-9422  
jean.cashman@umpi.edu  

Teaches:  
SWK 202 – Ethics in the Helping Professions  
SWK 380 - Social Work Practice and Methods with Families  
SWK 396 A & B – Junior Field Experience I & II  
SWK 400 – Social Work Practice II  
SWK 496 A & B – Field Practicum in Social Work I & II

Perkins, Kim-Anne, MSW (Eastern Washington University, 1983);  
Professor of Social Work  
Normal Hall 203  
207-768-9428  
kimanne.perkins@umpi.edu  

Teaches:  
SWK 200 – Introduction to Social Work and Social Welfare  
SWK 207 - Community Mental Health Care  
SWK 236 – Psychosocial Rehabilitation  
SWK 250 – Child Welfare  
SWK 309 – Case Management  
SWK 315 – Social Work Practice I  
SWK 325 - Gerontology

Rush, Shirley, MSW (California State University, Sacramento, 1988)  
BSW Program Director, Associate Professor, Advisor, Student Organization of Social Workers  
Normal Hall 401  
207-768-9427  
shirley.rush@umpi.edu  

Teaches:  
SWK 285 – Human Behavior and the Social Environment I  
SWK 287 – Human Behavior in the Social Environment II  
SWK 300 – Social Welfare Policy and Issues  
SWK 305 – Ethnicity and Multiculturalism  
SWK 307 – Incest & Sexual Abuse  
SWK 350 – Children and Grief and Its Impact on Learning  
SWK 405 – Social Work Practice III
APPENDIX B

PERSONAL STATEMENT FORM
Please complete this form and return it to Director of the BSW Program. You may write on this form and return it or create the form by computer and submit a typed response. This form is used by social work faculty only and is not a part of your academic record. Your responses will be reviewed to assist you with your academic and career planning. If you are having any difficulty responding to any of these questions, please discuss this with a social work faculty member. **This form is due by May 1st, prior to the interview.**

If you need more space, please attach additional pages to this form.

1. Please explain your reasons for wanting to major in Social Work. Discuss your career plans in so far as you have formulated them. Your response should include a discussion on the areas of Social Work practice in which you have an interest.
2. Describe (if any) your volunteer or paid human service delivery work or related experience. Include a description of the setting(s), responsibility(ies), and time period(s) of the work. Inclusion of a resume would be appropriate.

3. A. What is your present Grade Point Average (GPA)? ____________________
B. How many college credits have you completed? ______________________
C. In the following list, place the grade obtained in all the courses you have completed. This list represents the course requirements of the Bachelor of Social Work degree that are part of the program foundation. If you have taken courses you believe are equivalent, write the title and number of the course in the space provided.

   (Course equivalent title)

   ____ MAT 101 – Basic Statistics  ____________________________
   ____ PSY 100 – General Psychology  ____________________________
   ____ PSY/SOC 311 – Research Methods  ____________________________
   ____ SOC 100 – Introduction to Sociology  ____________________________
   ____ SWK 410 – Social Work Research  ____________________________
   ____ BIO – Human Biology  ____________________________
4. Please assess your ability to participate in the Social Work program, with consideration given to the following:
   A. academic ability
   B. ability to interact with others individually and in group situations
   C. writing ability and confidence
   D. plans for further education, if any
5. Discuss any factors that might influence, positively or negatively, your ability to participate fully in the Social Work program. For example, family obligations and/or supports, financial issues, work commitments, medical conditions, etc. Please be frank.

6. Briefly state your “philosophy of life” or another way of saying this would be your personal value system. Discuss the ways in which it complements or is different from the values and ethics of the Social Work profession. You may want to refer to the Social Work Code of Ethics (either the National Association of Social Workers or the Canadian Association of Social Work version).
7. Please write a brief autobiography of your life experiences. This question helps the Social Work faculty understand you as a person and assists us in offering the most meaningful educational experience possible within the Social Work program. Include information about your family background, current family dynamics, work history, living arrangements, health, hobbies, talents and interests outside of Social Work, and anything else you deem pertinent. Describe how any of these experiences impacted your current decision to seek a Social Work degree.

There might be some life experiences that you may not wish to share in written form. This portion of the Personal Statement Form may be waived under special circumstances. It is however, important to articulate your personal reasons for wanting to be a Social Worker. If you choose to omit certain experiences from your written response, please share them during the interview.
APPENDIX C

BSW COURSE REQUIREMENTS
Social Work, B.S.W.

General Education Curriculum Requirements (minimum 40 credit hours)

Writing and Cultural Literacy
Eng 101 College Composition ......................... 3
Eng 201 Advanced College Composition .......... 3

Multicultural Experience
World or indigenous or American Sign Language course .............................................. 3
Diversity and global issues course ................. 3

Quantitative Decision-making
Mat 101, 131, 201 or higher level math course .... 3

Physical and Life Sciences
Complete sections A and B
A. Select two courses of scientific literacy from the following:
Bio, Chy, Env, Ecy, Gey, Phy, Sci. At least one must be a 4-credit lab science course.
Lab science course ........................................... 4
Lab or non-lab science course ......................... 3-4

B. Select one of the following:
Hpr 101 Lifelong Wellness, Bio 300 Human Nutrition, or
Rec 234 Outdoor Pursuits I or
Rec 235 Outdoor Pursuits II ............................... 3

Social Sciences
Complete sections A and B
A. Select any two of the following historical analysis courses:
Hty 115, Hty 116, Hty 161, Hty 162
OR - Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits
History course .................................................. 3
History course .................................................. 3

B. Select two of the following social science courses for a total of six credits:
Ant 100, Eco 168, Pos 101, Pos 211, Psy 100, Soc 100
Social Science course ....................................... 3
Social Science course ....................................... 3

Humanities and Fine Arts
Complete sections A and B
A. Select one of the following courses in literary writing, analysis, or philosophy:
Eng 151, Eng 211, Phi 151, Phi 152, Hon 300. 3

B. Select one of the following courses in visual or performing arts:
Art 101, Art 102, Art 103, Art 107 ................. 3

Important additional GEC requirements
FYS 100 First Year Seminar ......................... 1

Course also meets GEC requirement

Select General Electives to Bring Total Earned Hours to 120

Total credits required for degree: 120
Minimum cumulative GPA for graduation: 2.50
Cumulative GPA in major and concentration: 2.50
Students must earn a C- or greater in all SWK courses required for the degree.
APPENDIX D

TRANSFER COURSE REQUIREMENTS
### BSW COURSE REQUIREMENTS

*University of Maine*

**BACHELOR OF SOCIAL WORK PROGRAM**

BSW Course Requirements for Transfer Students with A Completed Degree

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<th>STUDENT _________________________</th>
<th>PREVIOUS DEGREE: ______________</th>
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<td>SWK 496B</td>
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**TOTAL NUMBER OF CREDITS TRANSFERRED:** ______
APPENDIX E

GENERAL EDUCATION CURRICULUM
General Education Curriculum (GEC)
Effective for students admitted: Fall 2008-Spring 2009

Foundations of Knowledge and Learning

Writing and Cultural Literacy 6 credits
- Eng 101 College Composition 3
- Eng 201 Advanced College Composition 3

Multicultural Experience 6 credits
a. A world or indigenous language, or American Sign Language course 3
b. A diversity and global issues course 3
See over for a list of courses fulfilling this requirement and see your advisor for guidance

Quantitative Decision-making 3 credits
- Mat 101, 131, 201 or higher level math course 3

Important additional GEC requirements:

Fulfilling the GEC: The GEC requires a minimum of 40 credit hours. Please refer to the academic program for specific course requirements or recommendations regarding the GEC. Certain degree requirements may be met by informed choices within the GEC. Students should consult with their advisors to make the best choices for their needs and goals. Students changing majors may be advised to enroll for additional courses from the GEC to satisfy their new program requirements:

- FYS 100 First Year Seminar 1
The First Year Seminar course is required of all students matriculating with fewer than 12 college credits, and must be completed in the student's first semester.

- Writing Intensive Requirement 3
All students are required to take one course (beyond the initial composition sequence above) designated as writing intensive. These courses may be required courses in the major, existing general education courses, or free electives. See over for a list of writing intensive courses and see your advisor for guidance.

- Technology Intensive Requirement 3
All students are required to take a course designated as technically intensive. These courses may be required courses within the major, GEC courses, or free electives. See over for a list of technology intensive courses and see your advisor for guidance.

Total credit hours earned in the GEC: ___________
(a minimum of 40 hours is required)

Student name (please print) ____________________________ Student ID# ____________________________

Director of Student Records' signature (required for official transcript analysis) ____________________________ Date ____________________________

Transcript Analysis Form and Program Planning Worksheet

Approaches to Learning

Physical and Life Sciences 10-12 credits
a. Select two courses of scientific literacy; at least one must be a 4-credit lab science course. Choices include courses with the designators Bio, Chy, Env, Gey, Phy, or Sci
- Lab science course 4
- Lab or non-lab science course 3-4

b. Choose Option 1 or 4 credits or Option 2 for 3 credits
Option 1: Select one course in lifelong wellness and a one-credit lifelong wellness lab
- Hpr 101 or 201 Lifelong Wellness 3
- Hpr 101L or 201L Lifelong Wellness Lab 1

Option 2: Select Bio 300 or Rec 234 3

Social Sciences 12 credits
a. Choose Option 1 or Option 2 for a total of 6 credits
Option 1: Select any two of the following historical analysis courses: Hly 115, Hly 116, Hly 161, Hly 162
Option 2: Select a 100-level history course and a subsequent 300- or 400-level history course for a total of six credits
- History course 3
- History course 3

b. Select two of the following social science courses for a total of six credits: Ant 100, Eco 100, Geo 168, Pos 101, Pos 211, Psy 100, Soc 100
- Social Science course 3
- Social Science course 3

Humanities and Fine Arts 6 credits
a. Select one of the following courses in literary writing, analysis, or philosophy: Eng 151, Eng 211, Phi 151, Hon 300
- Literary Writing course 3

b. Select one of the following courses in visual or performing arts: Art 101, Art 102, Art 103, Art 107
- Visual or Performing Arts course 3

Rev.11.17.08 Page 1 of 2 Please see over
Important Note to Students and Academic Advisors:

GE Curriculum courses in the “Foundations of Knowledge and Learning” and “Approaches to Learning” may, in certain cases, fulfill requirements in multiple categories. For example, if a student selects PHI 151 as a GE class, the course will fill both the “Literary Writing course” requirement under “Humanities and Fine arts” and the “Diversity and Global Issues Course” requirement under “Multicultural Experience.” This can significantly reduce the total number of courses necessary to meet the distribution requirements in the GEC. However, students must take a Minimum of 40 credits of discrete course credit. (In other words, the total number of actual, individual courses must equal a minimum of 40 credit hours.)

**Diversity and Global Issues Courses**

- ANT 200 Introduction to Anthropology
- ART 411 Aesthetics
- ENG 259 Contemporary World Literature
- ENG 357 20th-Century British/Commonwealth Lit
- ENG 376 Native American Narratives
- ENG 388 Literary Theory and Critical Practice
- ENV 110 Introduction to Environmental Science
- FRE 371 Francophone Africa and Antilles
- HON 300 Honors Seminar
- HTHY 302 The Ancient World
- HTHY 313 Early Modern Europe
- HTHY 370 Topics in Non-Western History
- HTHY 491 Special Topic in Ancient History
- PHI 151 Introduction to Philosophy
- PHI 152 Ethics
- PHI 369 Topics in Religion and Literature
- POS 201 West European Governments
- POS 211 Classic Political Thinkers/Modern Method
- POS 371 Modern Conflicts
- POS 377 Modern China
- REC 400 History and Philosophy of Leisure
- SOC 303 Race, Class, and Power
- SOC 355 Social Deviance
- SOC 375 Sex and Gender
- SWK 305 Ethnicity and Multiculturalism

**Writing Intensive Courses**

- BIO 300 Human Nutrition
- BIO/ENV 489 Society Seminar
- BUS 320 Process of Management
- BUS 459 Business Policy and Strategy
- CRJ/SOC 358 Domestic Violence
- CRJ/SOC 372 Police and Policing
- CRJ/SOC 376 Punishment and Correction
- CRJ/SOC 378 Women and Crime
- EDU 340 Teaching of Writing
- ENG 211 Introduction to Creative Writing
- ENG 212 Journalism
- ENG 35X Any 300 Level ENG Course
- HON 300 Honors Seminar
- MAT 286 Exploring Symmetry
- MAT 312 Geometric Structures
- PHI/SOC 313 Psych and Soc of Sport and Movement
- PHI 369 Topics in Religion and Literature
- PHI 374 Topics in Philosophy and Literature
- PHI 388 Literary Theory and Critical Practice
- PSY/SOC 200 Social Psychology (Ayre)
- PSY 475 History and Systems of Psychology
- REC 421 History and Philosophy of Leisure
- SOC 308 Urban Sociology
- SOC 336 White-Collar, Corporate, & Profess Crime
- SOC 370 Sociology of Law
- SOC 400 Social Theory
- SWK 300 Social Welfare Policy and Issues
- SWK 305 Ethnicity and Multiculturalism
- SWK 315 Social Work Practice I

*Some courses have prerequisites – consult MaineStreet Course Catalog for details*
APPENDIX F

CODE OF ETHICS OF THE
NATIONAL ASSOCIATION OF SOCIAL WORKERS
CODE OF ETHICS
OF THE
NATIONAL ASSOCIATION OF SOCIAL WORKERS

As Adopted by the Delegate Assembly of August 1996
Revised by the 2008 NASW Delegate Assembly

The previous Code of Ethics may be found at http://www.ssc.msu.edu/~sw/oldeth.html.
The Draft Code from which the new code was developed may be found at

Overview

The National Association of Social Workers Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This code includes four sections.

• Section one, “Preamble,” summarizes the social work profession’s mission and core values.

• Section two, “Purpose of the Code of Ethics,” provides an overview of the Code’s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.

• Section three, “Ethical Principles,” presents broad ethical principles, based on social work’s core values, that inform social work practice.

  1. Service
  2. Social Justice
  3. Dignity and Worth of the Person
  4. Importance of Human Relationships
  5. Integrity
  6. Competence

• The final section, “Ethical Standards,” includes specific ethical standards to guide social workers’ conduct and to provide a basis for adjudication.

  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.
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, organization, 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:

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

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

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

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

---

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

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

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

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a 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.

1. Service
2. Social Justice
3. Dignity and Worth of the Person
4. Importance of Human Relationships
5. Integrity
6. Competence

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 Principal: Social Workers respect the inherent dignity and worth of the person.

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

VALUE: Importance of Human Relationships

Ethical Principal: 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,
   - 1.01 Commitment to Clients
   - 1.02 Self-determination
   - 1.03 Informed Consent
   - 1.04 Competence
   - 1.05 Cultural Competence and Social Diversity
   - 1.06 Conflicts of Interest
   - 1.07 Privacy and Confidentiality: Clients
   - 1.08 Access to Records
   - 1.10 Physical Contact
   - 1.11 Sexual Harassment
   - 1.12 Derogatory Language
   - 1.13 Payment for Services
   - 1.14 Clients Who Lack Decision-making Capacity
   - 1.15 Interruption of Services
   - 1.16 Termination of Services

2. social workers’ ethical responsibilities to colleagues,
   - 2.01 Respect
   - 2.02 Confidentiality: Colleagues
   - 2.03 Interdisciplinary Collaboration
   - 2.04 Disputes Involving Colleagues
   - 2.05 Consultation
   - 2.06 Referral for Services
   - 2.07 Sexual Relationships
   - 2.08 Sexual Harassment
   - 2.09 Impairment of Colleagues
   - 2.10 Incompetence of Colleagues
   - 2.11 Unethical Conduct of Colleagues

3. social workers’ ethical responsibilities in practice settings,
   - 3.01 Supervision and Consultation
   - 3.02 Education and Training
   - 3.03 Performance Evaluation
   - 3.04 Client Records
   - 3.05 Billing
   - 3.06 Client Transfer
• 3.07 Administration
• 3.08 Continuing Education and Staff Development
• 3.09 Commitments to Employers
• 3.10 Labor-Management Disputes

4. social workers’ ethical responsibilities as professionals
• 4.01 Competence
• 4.02 Discrimination
• 4.03 Private Conduct
• 4.04 Dishonesty, Fraud, and Deception
• 4.05 Impairment
• 4.06 Misrepresentation
• 4.07 Solicitations
• 4.08 Acknowledging Credit

5. social workers’ ethical responsibilities to the social work profession,
• 5.01 Integrity of the Profession
• 5.02 Evaluation and Research

6. social workers’ ethical responsibilities to the broader society.
• 6.01 Social Welfare
• 6.02 Public Participation
• 6.03 Public Emergencies
• 6.04 Social and Political Action

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent of 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
• 1.02 Self-determination
• 1.03 Informed Consent
• 1.04 Competence
• 1.05 Cultural Competence and Social Diversity
• 1.06 Conflicts of Interest
• 1.07 Privacy and Confidentiality: Clients
• 1.08 Access to Records
• 1.10 Physical Contact
• 1.11 Sexual Harassment
1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ culture 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 client’s interests primary and protects clients’ interests to the greatest extent possible. Occasionally, 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, political or business interests.

(c) Social workers should not engage in a 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 service 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 a valid consent from a client, or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client’s consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and, when feasible, before the disclosure is made. This applies whether social workers disclose confidential information as a result of a legal requirement or based on 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, 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 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 workers’ 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 client’s access to their records or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ requests and the rationale for withholding some or all of the record should be documented in clients’ files.

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

1.09 Sexual Relationships

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

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship
when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social workers 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 inappropriate 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 advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

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

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the service performed. Consideration should be given to the client’s 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 all available options for the continuation of service and their benefits and risks.

2. Social Workers' Ethical Responsibilities to Colleagues

- 2.01 Respect
- 2.02 Confidentiality: Colleagues
- 2.03 Interdisciplinary Collaboration
- 2.04 Disputes Involving Colleagues
- 2.05 Consultation
- 2.06 Referral for Services
- 2.07 Sexual Relationships
- 2.08 Sexual Harassment
- 2.09 Impairment of Colleagues
- 2.10 Incompetence of Colleagues
- 2.11 Unethical Conduct of Colleagues

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues 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, age, religion, sex, sexual orientation, marital status, political belief, mental or physical disability, or any other preference, personal characteristic, or status.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when it serves the well-being of clients.

2.02 Confidentiality with Colleagues

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

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

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve 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 employer to obtain a position or otherwise advance the social worker’s 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 advice and counsel of colleagues whenever such consultation is in the best interest of the clients.

(b) Social workers should keep informed of colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, 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 to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when other professionals’ specialized knowledge or expertise is needed to serve clients fully, or when social workers believe they are not being effective or making reasonable progress with clients and 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 provider.

(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 current supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues where there is a 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, in order to avoid a conflict of interest.

2.08 Sexual Harassment

(a) Social workers should not engage in any sexual harassment of 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 which is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties, and which interferes with practice effectiveness, should consult with that colleague 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 Reporting Unethical Conduct

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) 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
- 3.02 Education and Training
- 3.03 Performance Evaluation
- 3.04 Client Records
- 3.05 Billing
- 3.06 Client Transfer
- 3.07 Administration
- 3.08 Continuing Education and Staff Development
- 3.09 Commitments to Employers
- 3.10 Labor-Management Disputes

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.
(c) Social workers who function as educators and 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 and 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 service 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 specifically by whom the service was provided 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. In order to minimize possible confusion and conflict, social workers should discuss with potential clients the nature of their 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 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 of Ethics.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.
(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds 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
- 4.02 Discrimination
- 4.03 Private Conduct
- 4.04 Dishonesty, Fraud, and Deception
- 4.05 Impairment
- 4.06 Misrepresentation
- 4.07 Solicitations
- 4.08 Acknowledging Credit

4.01 Competence

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

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

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

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

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

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social worker profession, a professional social work organization, or of the social worker’s employing agency.

(B) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organization.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials by others.
4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation or coercion.

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

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

- 5.01 Integrity of the Profession
- 5.02 Evaluation and Research

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultations, service, legislative testimony, presentations in the community and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge of professional meetings and conferences.
e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

b) Social workers should promote and facilitate evaluation and research in order to contribute to the development of knowledge.

c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully utilize evaluation and research evidence in their professional practice.

d) Social workers engaged in evaluation or research should consider carefully possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ well-being, privacy, and dignity. Informed consent should include information about the nature, extent and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

f) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.
(p) Social workers should educate themselves, their students, and the colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare
6.02 Public Participation
6.03 Public Emergencies
6.04 Social and Political Action

6.01 General Welfare

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

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)
PREAMBLE

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession’s future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for those purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program’s development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.
FUNCTIONS OF EDUCATIONAL POLICY AND ACCREDITATION

1. Educational Policy
   The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master’s, and doctoral levels. Baccalaureate and master’s programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master’s program levels.

2. Accreditation
   Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master’s levels. Accreditation Standards pertain to the following program elements:
   - Mission, goals and objectives
   - Curriculum
   - Governance, structure, and resources
   - Faculty
   - Student professional development
   - Nondiscrimination and human diversity
   - Program renewal
   - Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation
   CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program’s self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.
EDUCATIONAL POLICY

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
• Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
• Promoting continual professional development of students, faculty, and practitioners.
• Promoting interprofessional and interdisciplinary collaboration.
• Preparing social workers to engage in prevention activities that promote well being.
• Preparing social workers to practice with individuals, families, groups, organizations, and communities.
• Preparing social workers to evaluate the processes and effectiveness of practice.
• Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
• Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
• Preparing social workers to recognize the global context of social work practice.
• Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master’s levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for advanced professional practice. Master’s social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master’s levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.
2.1 Program Renewal
Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives
Social Work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master’s social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master’s social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives
The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
3.2 Additional Program Objectives
A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content
All social work programs integrate content in the area specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics
Social work education programs integrate content about values and principles of ethical decisions making as presented in the National Association of Social Workers code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity
Social Work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice
Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic justice.

4.3 Human Behavior and the Social Environment
Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals,
groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services
Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to delivery social services.

4.5 Social Work Practice
Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge 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.

4.6 Research
Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education
Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the
development of professional competence. Field education is systematically designed, supervised, and coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

Accreditation Standards

1. **Program Mission, Goals, and Objectives**
   1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program’s mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution’s mission.

   1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1 Program goals are not limited to these purposes.

   1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (See accreditation Standard 8).

   1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. **Curriculum**

   2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

   2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice implemented in all components of the professional curriculum.

   2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives.

   2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

   2.1.2 Admits only those students who have met the program’s specified criteria for field education.
2.1.3. Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master’s social work degree.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student’s employment.

3. Program Governance, Administrative Structure, and Resources

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

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

3.0.3 The chief administrator of the social work program has either a CSWE-accredited master’s social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

3.0.4 The chief administrator of the social work program has a full time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master’s programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

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3 This and all future reference to “CSWE-accredited baccalaureate or master’s social work degree” include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Services.
3.0.5 The field education director has a master’s degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master’s social work degree practice experience.

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

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

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

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

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

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

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

4.0 Faculty

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

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

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities.
4.2.1 The baccalaureate social work program has a minimum of two full time with master’s social work degrees from a CSWE-accredited program, with full time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

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

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

5. Student Professional Development

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

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

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

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

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

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

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

6. Nondiscrimination and Human Diversity

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

WRITING GUIDELINES

◆ Guidelines for Avoiding Plagiarism
◆ Guidelines for Nonsexist Language
◆ NASW Press Guidelines for Writing About People
GUIDELINES FOR AVOIDING PLAGIARISM

Writing is a crucial component of effective social work practice, and students will be expected to produce professional written products. Faculty expect that students' papers will be well-organized, evidence systematic analysis, and respect rules of grammar, spelling and punctuation. In other words, you must pay attention to the form of your papers as well as the content. Written work must also conform to UMPI guidelines regarding use of non-sexist language and APA editorial style.

Written assignments must also reflect students' careful concern to give proper credit and acknowledgements for ALL words or ideas that are not original student work. Plagiarism occurs when proper credit or acknowledgment does not occur. Instructors may assign a grade of F to a plagiarized paper. Do not allow yourself to feel so intimidated by the scope or depth of an assignment that you plagiarize and risk the penalty. Help is available when you have difficulties with a particular assignment--your instructors will refer you to the Writing Center if you need additional assistance.

The examples below illustrate the ground rules for acknowledging sources and show how to use the words and ideas of other people without plagiarizing. Suppose the following passage were your source:

We talk about the tensions of industrial society. No doubt industrial society generates awful tensions. No doubt the ever quickening pace of social change depletes and destroys the institutions which make for social stability. But this does not explain why Americans shoot and kill so many more Americans than Englishmen kill Englishmen or Japanese kill Japanese. England, Japan and West Germany are, next to the United States, the most heavily industrialized countries in the world. Together they have a population of 214 million people. Among these 214 million, there are 135 gun murders a year. Among the 200 million people of the United States there are 6500 gun murders a year--about forty-eight times as many. Philadelphia alone has about the same number of criminal homicides as England, Scotland and Wales combined--as many in a city of two million (and a city of brotherly love, at that) as in a nation of 45 million (Schlesinger, 1972, p. 105).

Of course, if you used this paragraph, in whole or in part, you would have to indicate the words were Schlesinger's by writing (Schlesinger, 1972, p. 105) at the end of the quote. When the writer uses some of her or his own words, however, questions begin to occur. Read the following example.
Obvious Plagiarism
Americans are more violent than other industrial men such as the Japanese. In other industrial countries, there are 135 murders a year, but among the 200 million people of the United States there are 6,500 a year, and Philadelphia has about the same number of criminal homicides as England, Scotland and Wales combined.

The writer has authored the first sentence but the remainder of the paragraph belongs mostly to Schlesinger. The writer must put Schlesinger's words in quote marks, indicate by ellipses (...) that he or she has omitted some of Schlesinger's words, and also write a footnote identifying the book it came from: (Schlesinger, 1972). That would avoid plagiarism. Even so, such a piece hardly does justice to the original, the writer having chopped it up as an awkward butcher might hack up a side of beef. A person doing research should try to be as faithful to the spirit and intent of the original as she or he can possibly be. Look at the correct example below:

We often try to blame America's love of violence on its social instability, the outgrowth of our industrialized economy. But, as Arthur Schlesinger (1972, p. 105) points out, "...Americans shoot and kill...more Americans than Englishmen kill Englishmen or Japanese kill Japanese." The United States has 6,500 murders by gun every year, almost fifty times as many as England, Japan and West Germany put together. "Philadelphia alone," Schlesinger continues, "has the same number of criminal homicides as England, Scotland and Wales combined--as many in a city of two million...as in a nation of 45 million."

In this paragraph the writer has properly quoted the important materials and summarized the rest, without distorting Schlesinger's idea.

Patchwork Plagiarism
Sometimes a writer will author most of the words herself or himself, as in the example below:

The tensions of an industrial society such as ours do not account for the high murder rate in the United States. We kill more of ourselves than Englishmen kill Englishmen or Japanese kill Japanese. Why in Philadelphia alone there are as many gun murders as in Wales, Scotland and England combined, and in the United States as a whole there are forty-eight times as many criminal homicides as in England, Japan and West Germany--the other highly industrialized nations--put together.

This is a patchwork combination of Schlesinger's words and the writer's phrases from the original stitched together in a jumbled order. As such, it is plagiarized. Again, Schlesinger's words must be quoted and the source must be footnoted. Such names as England and Japan need not be quoted because they are the generally accepted labels for the countries that we all use, not just Schlesinger's; and they exist therefore in the common domain. Other widely known facts such as the date of the Declaration of Independence or the mathematical equivalent of pi need not be footnoted either.
The Scintillating Term
Sometimes writers will paraphrase an author almost completely, except for a particularly brilliant or scintillating term or phrase that seems so perfect they feel they cannot top it. Consider:

The high number of gun murders in the United States each year cannot be accounted for by blaming our rapidly changing and unstable industrialized society. Other industrialized countries have only about one-fiftieth as many criminal homicides. Americans kill about 6,500 fellow Americans every year, many more than Englishmen kill Englishmen or Japanese kill Japanese, even though they too live in industrialized societies.

Evidently the writer felt that he or she could not put Schlesinger's phrases (underlined) into his or her own words. Few phrases ever become immortal because they are so well-said, and the writer should not feel intimidated by the source and regard the words as inviolable. With a little thought writers can find their own words, and they will probably communicate as well as the original. If that does not seem possible, or if the original contains the perfect phrase that expresses that idea so well that it would be fruitless to try to paraphrase, then writers might use the words, surrounding them by quote marks, of course.

The Paraphrase
When writers paraphrase, they put the author's ideas into their own words. The following paragraph illustrates an adequate paraphrase that neither damages the original nor plagiarizes:

We often try to blame America's love of violence on its social instability, the outgrowth of our industrial economy. But, as Schlesinger points out, other industrialized countries such as England, Japan and West Germany with a combined population slightly larger than ours have approximately one-fiftieth as many murders. These countries record about 135 murders by gun each year, Schlesinger continues, while the United States has between six and seven thousand. Indeed, as many murders occur in Philadelphia as in England, Scotland and Wales put together (Schlesinger, 1972, p. 105).

The words are all the writer's own. However, the writer is still obligated to give Schlesinger credit for these ideas with a footnote. If the writer does not give credit for the ideas, he or she will have plagiarized just as surely as if words had been copied.

If you are still unsure about a particular point, confer with your instructor; but as a general rule of thumb, remember that it is best to document if the case seems questionable. An excess of documentation is a bit tedious and too little documentation is plagiarism.
GUIDELINES FOR NONSEXIST LANGUAGE

The following guidelines are offered to help in recognizing and changing instances where work choices may be inaccurate, misleading or discriminatory.

Sexism in language may be classified into two categories: problems of designation and problems of evaluation.

Problems of designation. When you refer to a person or persons, choose words that are accurate, clear, and free from bias. Long established cultural practice can exert a powerful, insidious influence over even the most conscientious author. For example, the use of man as a generic noun can be ambiguous and may convey an implicit message that women are of secondary importance. You can choose nouns, pronouns, and adjectives to eliminate, or at least to minimize, the possibility of ambiguity in sex identity or sex role. The examples in Table 1, problems of designation are divided into two subcategories: ambiguity of reference, when it is unclear whether the author means one sex or both sexes, and stereotyping, when the writing conveys unsupported or biased connotations about sex roles and identity.

Problems of evaluation. Scientific writing, as an extension of science, should be free of implied or irrelevant evaluation of the sexes. Difficulties may derive from the habitual use of cliches or familiar expressions, such as "man and wife." Thus, husband and wife are parallel, and man and woman are parallel, but man and wife are not. In the examples in Table 1, problems of evaluation, like problems of designation, are divided into ambiguity of referent and stereotyping.

Avoiding sexist language. The task of changing language may seem awkward at first. Nevertheless, careful attention to meaning and practice in rephrasing will overcome any initial difficulty (cf. Bass, 1979). The result of such effort, and the purpose of the Table 1 guidelines, is accurate, unbiased communication.

---

## I. PROBLEMS OF DESIGNATION

<table>
<thead>
<tr>
<th>EXAMPLES OF COMMON USAGE</th>
<th>CONSIDER MEANING. AN ALTERNATIVE MAY BE BETTER</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Ambiguity of Referent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The <em>client</em> is usually the best judge of the value of <em>his</em> counseling</td>
<td>The <em>client</em> is usually the best judge of the value of counseling.</td>
<td><em>His</em> deleted.</td>
</tr>
<tr>
<td></td>
<td><em>Clients</em> are usually the best judges of the value of the counseling they receive.</td>
<td>Changed to plural.</td>
</tr>
<tr>
<td></td>
<td>The best judge of the value of counseling is usually <em>the client</em>.</td>
<td>Rephrased.</td>
</tr>
<tr>
<td>2. <em>Man’s</em> search for knowledge has led <em>him</em> into ways of learning that bear examination.</td>
<td><em>The search</em> for knowledge has led <em>us</em> into ways of learning that bear examination.</td>
<td>Rephrased, using first person.</td>
</tr>
<tr>
<td></td>
<td><em>People</em> have continually sought knowledge. <em>The search has led them...</em></td>
<td>Rewritten in two sentences.</td>
</tr>
<tr>
<td>3. <em>Man</em>, mankind</td>
<td>People, humanity, human beings, humankind, human species</td>
<td>In this group of examples, a variety of terms may be substituted.</td>
</tr>
<tr>
<td>Man’s achievements</td>
<td>Human achievements, achievements of the human species</td>
<td></td>
</tr>
<tr>
<td>The average man</td>
<td>the average person, people in general</td>
<td></td>
</tr>
<tr>
<td>Man a project</td>
<td>Staff a project, hire personnel, employ staff</td>
<td></td>
</tr>
<tr>
<td>Manpower</td>
<td>Work force, personnel, workers, human resources</td>
<td></td>
</tr>
<tr>
<td>Department of Manpower</td>
<td>No alternative.</td>
<td></td>
</tr>
<tr>
<td>4. The use of experiments in psychology presupposes the mechanistic nature of <em>man</em>.</td>
<td>The use of experiments in psychology presupposes the mechanistic nature of the <em>human being</em>.</td>
<td>Noun substituted.</td>
</tr>
<tr>
<td>5. This interference phenomenon, called learned helplessness, has been demonstrated in rats, cats, fish, dogs, monkeys, and <em>men</em>.</td>
<td>This interference phenomenon, called learned helplessness, has been demonstrated in rats, cats, fish, dogs, monkeys, and <em>humans</em>.</td>
<td>Noun substituted.</td>
</tr>
<tr>
<td>6. Issues raised were whether the lack of cardiac responsivity in the premature <em>infant</em> is secondary to <em>his</em> heightened level of autonomic arousal...</td>
<td><em>...responsivity in the premature <em>infant</em> is secondary to <em>the</em> heightened level...</em></td>
<td><em>His</em> changed to <em>the</em>.</td>
</tr>
<tr>
<td></td>
<td><em>...responsivity in premature <em>infants</em> is secondary to <em>their</em> heightened levels...</em></td>
<td>Rewritten in plural.</td>
</tr>
<tr>
<td>7. First the <em>individual</em> becomes aroused violations of <em>his</em> personal space, and then <em>he</em> attributes the cause of this arousal to other people in <em>his</em> environment.</td>
<td>First we become aroused by violations of our personal space, and then we attribute the cause of this arousal to other people in <em>the</em> environment.</td>
<td>Pronouns substituted, he and <em>his</em> omitted.</td>
</tr>
<tr>
<td>8. Much has been written about the effect that a <em>child’s</em> position among <em>his</em> siblings has on <em>his</em> intellectual development.</td>
<td>Much has been written about the relationship between sibling position and intellectual development in <em>children</em>.</td>
<td>Rewritten, plural introduced.</td>
</tr>
<tr>
<td>EXAMPLES OF COMMON USAGE</td>
<td>CONSIDER MEANING. AN ALTERNATIVE MAY BE BETTER</td>
<td>COMMENT</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>9. Subjects were 16 girls and 16 boys. Each child was to place a car on his board so that two cars and boards looked alike.</td>
<td>Each child was to place a car on his or her board so that two cars and boards looked alike.</td>
<td>Changed his to his or her; however, use sparingly to avoid monotonous repetition. Her or his may also be used, but it sounds awkward. In either case, keep pronoun order.</td>
</tr>
<tr>
<td>10. Each person’s alertness was measured by the difference between his obtained relaxation score and his obtained arousal score.</td>
<td>Each person’s alertness was measured by the difference between the obtained relaxation and arousal scores.</td>
<td>His deleted, plural.</td>
</tr>
<tr>
<td>11. The client’s husband lets her teach part-time.</td>
<td>The client’s husband “lets” her teach part-time.</td>
<td>Punctuation added to clarify location of the bias, that is, with husband and wife, not with author. If necessary, re-write to clarify as allegation. See Example 24.</td>
</tr>
<tr>
<td>12. Males, females</td>
<td>Men, women, boys, girls, adults, children, adolescents</td>
<td>Specific nouns reduce possibility of stereotypic bias and often clarify discussion. Use male and female as adjectives where appropriate and relevant (female experimenter, male subject). Avoid unparalleled usages such as 10 men and 16 females.</td>
</tr>
<tr>
<td>13. Research scientists often neglect their wives and children.</td>
<td>Research scientists often neglect their families.</td>
<td>Alternative wording acknowledges that women as well as men are research scientists.</td>
</tr>
<tr>
<td>14. When a test developer or test user fails to satisfy these requirements, he should.</td>
<td>When test developers or test users fail to satisfy these requirements, they should.</td>
<td>Same as Example 13.</td>
</tr>
<tr>
<td>15. The psychologist...he</td>
<td>Psychologists...they; the psychologist...she</td>
<td>Be specific or change to plural if discussing women as well as men.</td>
</tr>
<tr>
<td>The therapist...he</td>
<td>Therapists...they; the therapist...she</td>
<td></td>
</tr>
<tr>
<td>The nurse...she</td>
<td>Nurses...they; nurse...he</td>
<td></td>
</tr>
<tr>
<td>The teacher...she</td>
<td>Teachers...they; teacher...he</td>
<td></td>
</tr>
<tr>
<td>16. Woman doctor, lady lawyer, male Nurse</td>
<td>Doctor, physician, lawyer, nurse</td>
<td>Specify sex if it is a variable or if sex designation is necessary to the discussion (“13 female doctors and 22 male doctors”).</td>
</tr>
<tr>
<td>17. Mothering</td>
<td>Parenting, nurturing (or specify exact behavior).</td>
<td>Noun substituted.</td>
</tr>
<tr>
<td>18. Chairman (of an academic department)</td>
<td>Use chairperson or chair if it is known that the institution has established either form as an official title. Otherwise use chairman.</td>
<td>Department head may be appropriate, but the term is not synonymous with chairman and chairperson at all institutions.</td>
</tr>
</tbody>
</table>
### EXAMPLES OF COMMON USAGE

<table>
<thead>
<tr>
<th>EXAMPLES OF COMMON USAGE</th>
<th>CONSIDER MEANING. AN ALTERNATIVE MAY BE BETTER</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairman (presiding officer of a committee or meeting)</td>
<td>Chairperson, moderator, discussion leader</td>
<td>In parliamentary usage chairman is the official term. Alternatives are acceptable in most writing.</td>
</tr>
<tr>
<td>19. Only freshmen were eligible for the project.</td>
<td>(No alternative if academic standing is meant).</td>
<td>First-year student is often an acceptable alternative to freshman, but in these cases, freshmen is used for accuracy.</td>
</tr>
<tr>
<td>All the students had matriculated for three years, but the majority were still freshmen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Foreman, policeman, stewardess, Mailman</td>
<td>Supervisor, police officer, flight attendant, postal worker or letter carrier.</td>
<td>Noun substituted.</td>
</tr>
<tr>
<td>21. The authors acknowledge the assistant of Mrs. Jack Smith.</td>
<td>The authors acknowledge the assistance of Jane Smith.</td>
<td>Use given names in author acknowledgments. When forms of address are used in text, use the appropriate form: Mr., Mrs., Miss, or Ms.</td>
</tr>
<tr>
<td>22. Men and women, sons and daughters, boys and girls, husbands and wives.</td>
<td>Women and men, daughters and sons, girls and boys, wives and husbands.</td>
<td>Vary the order if content does not require traditional order.</td>
</tr>
<tr>
<td><strong>B. Stereotyping</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Men and girls</td>
<td>Men and women, women and men</td>
<td>Use parallel terms. Of course, use men and girls if that is literally what is meant.</td>
</tr>
<tr>
<td>24. The client’s husband lets her teach part-time.</td>
<td>The client teaches part-time.</td>
<td>The author of this example intended to communicate the working status of the woman but inadvertently revealed a stereotype about husband-wife relationships; see Example 11 above.</td>
</tr>
<tr>
<td>25. Ambitious men and aggressive women.</td>
<td>Ambitious women and men or ambitious people; aggressive men and women or aggressive people; cautious men and women or timid people.</td>
<td>Some adjectives, depending on whether the person described is a man or women, cannot bias. The examples illustrate some common usages that may not always convey exact meaning, especially when paired, as in column 1.</td>
</tr>
<tr>
<td>26. The boys chose typically male toys. The client’s behavior was typically female.</td>
<td>The boys chose (specify). The client’s behavior was (specify)</td>
<td>Being specific reduces possibility of stereotypic bias.</td>
</tr>
<tr>
<td>27. Woman driver.</td>
<td>Driver</td>
<td>If specifying sex is necessary, use female driver.</td>
</tr>
<tr>
<td>29. Coed</td>
<td>Female student</td>
<td>Noun substituted.</td>
</tr>
<tr>
<td>30. Women’s lib, women’s libber</td>
<td>Women’s movement, feminist, supporter of women’s movement</td>
<td>Noun substituted.</td>
</tr>
<tr>
<td>31. Subjects were 16 men and 4 women. <em>The women were housewives.</em></td>
<td>The men were (specify) and the women were (specify).</td>
<td>Describe women and men in parallel terms. Housewife indicates sex, marital status, and occupation, and excludes men. Homemaker indicates occupation, and includes men.</td>
</tr>
</tbody>
</table>
NASW PRESS GUIDELINES FOR WRITING ABOUT PEOPLE

GENERAL GUIDELINES
The following guidelines apply to many populations.

Seek and use the preference of the people you write about.
Ask people you are working with how they prefer to be described and use the terms they give you. If, as often happens, people within a group disagree on preference, report the different terms and try to use the one most often used within the group. The NASW Press does not object to using alternate terms, such as black and African American, within one article or chapter as long as the content is clearly written so that readers are not confused. Be sensitive to real preferences and do not adopt descriptions that may have been imposed on people.

Be as specific as possible.
Whenever possible, use specific racial or ethnic identities instead of collecting different groups under a general heading. If you have studied work experiences among Cuban Americans, Mexican Americans, and Puerto Ricans, report on those three groups; do not lump them together as Hispanics.

Describe people in positive terms.
Describe what people are rather than what they are not. For example, do not use the terms nonwhite or nonparticipant.

Remember that you are writing about people.
Help the reader see that you are writing about people, not subjects or objects. Use the terms sample or subject for statistics and describe the participants as respondents, participants, workers, and so forth. Keep in mind that a group of 100 people who share certain characteristics also have many traits unique to them, even though those individual traits are not included in your report. Imagine you are a member of the group about whom you are writing and see how you would react to the terms you have used to describe them.

Avoid using terms that label people.
When adjectives that describe a person's condition or status are used as nouns, they become labels that often connote a derogatory intent (even if there is no such actual intent). For example, people who do not earn enough money to provide their needs are often referred to collectively as the poor; use poor people if you are referring to them in the aggregate. People who have lived a long time become the elderly or the aged; if you cannot use specific ages or age ranges, use terms such as elderly people or older people. Do not refer to people with disabilities as the disabled or the handicapped. Note that the use of the article "the" in front of a noun is a good warning sign that you may be using a label.
GUIDELINES FOR SPECIFIC POPULATIONS

Age
Use boy and girl only for children and adolescents, although even for high school students, young man and young woman may be preferable. Do not use terms such as senior citizen or oldster or graybeard for people who are older than 65. Use specific age ranges whenever possible. Use aging and elderly as adjectives, not nouns.

Class
Classism often creeps into our language. Instead of assigning class to people, you should describe their situations. This does not mean that you should pretend all people have the same socioeconomic advantages, but that you should describe the advantages or lack of advantages, rather than assigning attributes to the people.

<table>
<thead>
<tr>
<th>POOR USAGE</th>
<th>BETTER USAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>lower class</td>
<td>people who are poor</td>
</tr>
<tr>
<td>underclass</td>
<td>with low incomes</td>
</tr>
<tr>
<td>poverty class</td>
<td>living under poverty conditions</td>
</tr>
<tr>
<td>upper class</td>
<td>with high incomes</td>
</tr>
<tr>
<td>the disadvantaged</td>
<td>with socio-economic disadvantages</td>
</tr>
</tbody>
</table>

Classism often is combined with bias toward people in terms of race or ethnicity as well; consequently, it is doubly important to take care with language that might perpetrate discrimination.

Disability
Remember that people have disabilities, they are not the disabilities; in addition, the disabilities may be barriers, such as stairs or curbs, that handicap people.

<table>
<thead>
<tr>
<th>POOR USAGE</th>
<th>BETTER USAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>the handicapped</td>
<td>people with disabilities</td>
</tr>
<tr>
<td>schizophrenics</td>
<td>people diagnosed with schizophrenia</td>
</tr>
<tr>
<td>challenged</td>
<td>person who has ____________________</td>
</tr>
<tr>
<td>wheelchair-bound</td>
<td>uses a wheelchair</td>
</tr>
<tr>
<td>the blind</td>
<td>people who are blind</td>
</tr>
</tbody>
</table>

HIV/AIDS
Say people with AIDS, not AIDS victims or innocent victims of AIDS. Avoid language that may imply a moral judgment on behavior or lifestyles. Instead of high-risk groups, which suggest that demographic traits may be responsible for AIDS exposure, use high-risk behavior.
Race and Ethnicity

Ascertain what the population group prefers and use that term. Whenever possible, be specific, and describe individual population groups rather than collecting many different groups under one term.

- Avoid using “minority” and “nonwhite”. Many people described in this way view the terms as pejorative and discriminatory. Assuming white people are the predominant population group is an inaccurate portrayal of most countries in the world, as well as many areas in the United States.
- Many people prefer to use “people of color,” but this is not a precise term. Not all people who might be included in the group under such a heading would describe themselves in this way.
- “Black” and “white” are adjectives that should be used (in lowercase only, unless they begin a sentence) to modify nouns, as in “black Americans”, “white men,” or “black women.”
- “African Americans,” “Asian Americans,” and “Hispanic Americans” are all proper nouns that should be capitalized; hyphens should never be inserted in multiword names, even when the names are modifiers. Some individuals prefer to use “Hispanic” or “Latino” as the descriptive terms for people who have a Spanish background, and some use the two together.
- “Native American” or “American Indian”: There has been considerable discussion over which of these terms is preferable. Many people prefer the former because it is a more precise description.
- The U.S. government combines “Asian and Pacific Islander,” but most Pacific Islanders prefer that they be separated.
- Like other racial and ethnic groups, many people who are white prefer not to be described by a collective term. If it is possible to be more specific using “Italian American” or “Eastern European”, for example, do so.
- Take care with modifiers when describing racial and ethnic groups, ensuring that you are not suggesting or assuming they are in different socioeconomic groups. For example, “We compared the reactions of African American and Hispanic men with those of middle-class white men” suggests that the first two groups are in a different status. Given historical stereotyping, the assumption would likely be that they were in a lower status.

<table>
<thead>
<tr>
<th>POOR USAGE</th>
<th>BETTER USAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>minorities</td>
<td>specific population or “racial and ethnic groups”</td>
</tr>
<tr>
<td>tribes</td>
<td>people or nations</td>
</tr>
<tr>
<td>blacks</td>
<td>black people</td>
</tr>
<tr>
<td>nonwhites</td>
<td>specific populations</td>
</tr>
</tbody>
</table>
Gender
Recast writing that uses male pronouns to include all people. Use plurals when possible to avoid gender preference. Be sure that terms for groups of men and women are parallel. (In other words, do not use “women doctors” with “male doctors” use “female doctors” instead.) Change terms that give the impression that only people of one sex perform certain duties or work in certain professions. For example, use “police officer” instead of “policeman”.) In case examples, use both masculine and feminine names for clients, social workers, doctors, patients and others.

- Use plural forms when possible; or, if writing a how-to article, address the reader directly, using “I,” “you,” and “we”. You can often substitute “we” for “he” and “our” or “the” for “his”.

<table>
<thead>
<tr>
<th>POOR USAGE</th>
<th>BETTER USAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>the social worker will find that he</td>
<td>social workers will find that they</td>
</tr>
<tr>
<td>every employee should select his best option.</td>
<td>employees should select the best for them.</td>
</tr>
<tr>
<td>He calls his children “kids.”</td>
<td>We call our children “kids.”</td>
</tr>
<tr>
<td>The teacher should encourage his/her Student</td>
<td>Teachers should encourage their students</td>
</tr>
<tr>
<td>She should be careful….</td>
<td>You should be careful….</td>
</tr>
</tbody>
</table>

- Avoid words that suggest judgment, that describe women in patronizing terms (for example, “the little lady”), suggest second-class status (for example, “authoress”) demean a woman’s ability (for example, “lady lawyer”), or are rarely used to describe men (for example, “co-ed”)
- Do not suggest that women are possessions of men or that they cannot carry out a role or perform a job that men do.
- Do not construct feminine versions of words that carry a masculine connotation. “Chair” or “representative” should be used instead of “chairman,” “spokesman,” “chairwoman” or “spokeswoman.” Never use “chairman” to refer to a woman.
- Do not specify gender unless it is a variable or is essential to the discussion. Be sure to use parallel construction: “men and women” not “men and females” or “girls and men.” “Men” and “women” are nouns, whereas “female” and “male” should only be used as adjectives.
### POOR USAGE  |  BETTER USAGE
--- | ---
doctors often neglect their wives | doctors often neglect their families
policemen | police officers
man a project | staff a project
chairman | chair
pioneers and their wives and children | pioneer families
mankind | humans, human beings

### Sexual Orientation
- Orientation is a state of being, whereas preference is a choice. You should not use the latter to refer to heterosexuality or homosexuality.
- “Homosexual” should only be used only as an adjective. You should use lesbians, gay men, or bisexual men or bisexual women to refer to people whose orientation is not exclusively heterosexual.
- Distinguish between sexual orientation and sexual behavior. You should write, “the client reported same-gender sexual fantasies,” instead of reported homosexual fantasies.” When describing sexual activity the appropriate terms are: female-female, male-male, male-female and same-gender.

### Accurate Historical Reporting
When quoting any document, you must quote it exactly as the words were written or said. If describing a historical situation, you will likely want to use the words that were used in that context. You should, however, make that context clear. If you find the language too egregious, you may want to add a footnote saying this is not your language but the language of the time in which it was written.

### Unbiased Writing
NASW is committed to the fair and equal treatment of all individuals and groups. The material published by the NASW Press should not promote stereotypic or discriminatory attitudes and assumptions about people.

**Language that might imply sexual, ethnic, or other kinds of biases, discriminations, or stereotyping may not be used.** Language can reinforce either inequality or balanced, accurate, and fair treatment of individuals.