

MSW PROGRAM

STUDENT HANDBOOK

2009-2010

Preface

The St. Cloud State University (SCSU) Master of Social Work Program updates and publishes the Student Handbook each year. This handbook is also available to students online on the Social Work Department's webpage (<http://www.stcloudstate.edu/socialwork/>). This handbook outlines the curriculum requirements and policies for students during the year that they are admitted. The student handbook is a supplement for the SCSU Graduate Catalog. This handbook is regularly reviewed and updated.

Message from the MSW Program Director

The Mission of the MSW Program highlights key aspects of the social work profession to enhance human well-being (this involves using strengths) and work towards a just society while recognizing our diversity. We do this work in the context of individuals, families, groups, organizations, and policy. The Mission establishes the direction for academic study as well as professionalism. Students enter academic study as a joint venture.

This handbook introduces you to the MSW Program, the guidelines for students, admissions information, description of curriculum, student rights and responsibilities, academic standards including field placements, and resource information. Familiarity with the contents of this handbook will ease students' progress through the Program.

The Department of Social Work faculty and staff want students to be successful in their academic accomplishments. We encourage you to seek advice and clarification, ask questions, and raise concerns as it regarding your educational plan and goals.

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Social Work at SCSU

History of the Social Work Department

The Social Work program at St. Cloud State University (SCSU) has been preparing students for entry-level social work practice since the early 1960s when a select number of social work courses were developed within the University's Sociology major. In 1981 the Bachelor of Social Work program was granted initial accreditation by the Council on Social Work Education. Reaffirmation occurred in 1988, 1997, and 2006. In 1987 the Social Work program became a separate Department within the University's College of Social Sciences (COSS). From this early development to the present, the faculty have worked together to develop, evaluate, and modify the program's mission, goals, and objectives, with the intention of providing students an education that enables them to be effective practitioners, sensitive to diversity and committed to justice in a changing environmental context.

In 2005, the faculty moved to establish a Master of Social Work program at SCSU. This was in response to social work practitioners in the field who recognized the need for graduate education, observed changes in Minnesota communities, and the growing complexity of the global social environment. With the support of the University, the faculty has been committed to the development of the new MSW program. The academic years of 2005-2006 and 2006-2007 have been devoted to the establishment, development, accreditation of the MSW program.

Accreditation

The Master of Social Work program is in the process of accreditation with the Council on Social Work Education (CSWE). The program is in candidacy and in good standing with CSWE. Accreditation by CSWE cannot occur until after the first class of MSW students have graduated. The program is on track to be considered for accreditation at the February 2011 board meeting of the CSWE Commission on Accreditation (COA). Accreditation is guaranteed to be retroactive to the first graduated class of the SCSU MSW program.

Process of Accreditation

All Master of Social Work programs are accredited by the Council on Social Work Education. Its authority extends over Social Work programs in the United States and Canada. CSWE accreditation is awarded only after programs meet CSWE Standards by extensively documenting their goals, objectives, curriculum, methods of evaluating the program, and have at least one graduated class. After the initial accreditation, a reaffirmation of accreditation occurs four years later and every eight years thereafter.

In Minnesota social workers seeking to become licensed must show proof that they have graduated from a CSWE accredited program. The Minnesota legislature has authorized the Minnesota Board of Social Work to allow graduates from MSW programs in candidacy with

CSWE to take the licensure exam and issue a provisional license for one year. This covers the time that it will take for the programs to sit for the accreditation visit. The *provisional license* automatically is converted to a *license* once the Minnesota Board of Social Work is notified.

The accreditation of an MSW program is a process that occurs over time. The first step in the accreditation process is for a University to submit a letter of intent to CSWE who authorizes the establishment of a program. A consultant with CSWE is appointed to work with the program as it prepares and submits the self-study which is a document that describes the program from the mission statement to the forms of evaluating the successful education of students. The self-study document is written in three phases and over a period of three years. These phases are known as Benchmark I, Benchmark II, Benchmark III/Draft Self-study and the Self-study. The benchmark I document prepares the program for candidacy. Once the benchmark I documents have been submitted a visit by a commissioner from the Commission on Accreditation occurs. The Commissioner reviews the documents, meets with the students, field instructors, faculty, and others, and makes a recommendation to the COA regarding the candidacy. Once approval from the COA is obtained the program may proceed to the next step. Benchmark II is submitted the following year and a second visit from COA occurs. The Commissioner evaluates program is making progress and if satisfactory makes recommendation to the COA. Approval from the COA is obtained allowing the program to proceed to completion of Benchmark III also called the Draft Self Study. Submission of this document is followed by a third visit from COA. Following this visit the COA provides permission to proceed toward accreditation. The Self Study for accreditation is completed followed by a site visit comprised of three commissioners. This team of commissioners reviews the program, interviews faculty, students, graduates, and others, and makes a recommendation to COA regarding full accreditation. Once the program is accredited, ***accreditation is retroactive*** to the first graduated class of MSW students.

The MSW Program

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, ethics and skills. Social work education enables students to integrate the knowledge, values, ethics and skills of the social work profession for competent practice.

What is the advanced generalist degree?

The advanced generalist social worker possesses a broad and multi-faceted theoretical understanding of client systems with a focus on the person-situation-environment. Social workers with an advanced generalist degree grasp the social context of practice including the psychological, sociocultural, and political environments that impact approaches, methods, and means to enhance human well-being and to achieve social justice. Interventions may occur at the micro, mezzo, or macro level. To that end, advanced generalist social workers develop a wide range of skills that enable them to work comprehensively particularly in rural settings and to serve in positions of leadership.

Explanation of the MSW Program

The MSW Program is a full-time program of study. Students who have completed a BSW within the last seven years are able to enter the program in an Advanced Standing status. Students who enter as Advanced Standing complete one year of study or 30 credit hours. Advanced Standing students complete only the concentration year requirements seen in the MSW Plan of Study below. Students who have completed a Bachelor's degree with the appropriate prerequisites (see Admissions Section) complete two years of study for 56 credit hours. All students complete academic coursework and field placement. Please see the MSW Plan of Study below.

The first field education experience for students in the two year program occurs in the spring semester. Students are required to complete 300 hours of field education as an intern in an approved field placement during this first year. During the concentration year, students are required to complete 600 hours of field education as an intern. Students register for field education in the fall and spring semesters, as an intern at an approved field site.* All students will work with the MSW Field Education Director to arrange for and finalize their field education placements. Advanced Standing students are expected to arrange their field placement prior to the start of the fall semester of their admission.

* (For more information about the MSW Social Work courses, consult the SCSU Bulletin, Appendix A of the Student Handbook, or the list of Social Work courses from the wall rack outside the main Department office.)

Master of Social Work Program Mission, Goals, and Program Objectives

Social work education in graduation education begins with the articulation of the Program's Mission, Goals, and Objectives. These provide the groundwork for all studies and activities for students entering the MSW Program. Students that become familiar with the mission, goals, and objectives will have a better understanding of what will be expected and what they can expect of the program.

Mission of the MSW Program

Our mission is to engage students in an educational program that prepares them to think critically and evaluate practice and programs and contribute to the body of social work knowledge through active research. Students will be prepared to work effectively and collaboratively as professional social workers to enhance human well-being and promote economic, political and social justice in a diverse and global society. Using justice centered and community based practice approaches, the MSW program will prepare social work professionals at the advanced generalist level who can practice across a variety of social service settings.

Goals of the MSW Program

1. To educate advanced generalist social workers who are grounded in the liberal arts and in the values and ethics, theories and practice interventions of the social work profession.
2. To prepare highly skilled and culturally competent advanced generalist social workers who actively seek to create change, promote social justice and human well-being at all system levels.
3. To educate advanced generalist social workers to think critically, conduct research, and to analyze social welfare policies, practice, and research, in order to advocate for social justice at all levels.
4. Prepare advanced generalist social workers to assume leadership positions in public and private sectors to effect social change and influence public policy.

Foundation Objectives:

Students completing the Foundation Year will be able 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 a social work perspective to 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.

Concentration Objectives:

Students completing the Concentration/Advanced Standing Year will be able to:

1. Use multiple theories for advanced generalist practice with populations and systems of all sizes, especially with vulnerable individuals and families in changing communities.
2. Integrate knowledge of social work values and ethics into advanced generalist practice with vulnerable individuals and families.
3. Conceptualize and implement collaborative partnerships with relevant community, state and federal organizations.
4. Conduct multi-dimensional assessments of complex issues that involve individuals and families, with an understanding of issues of diversity, discrimination, social and economic injustice, culture, spirituality, economics, and social relationships of all types.
5. Use a range of theoretical paradigms to evaluate the effectiveness of practice interventions with vulnerable individuals and families.
6. Apply analytical frameworks to policy development to improve services and expand programs for individuals and families in communities with scarce resources.
7. Demonstrate effective leadership skills in human service organizations including application of leadership theories and ethics, cultural sensitivity, and interpersonal problem solving skills.

MSW Plan of Study

The Council on Social Work Education requires that MSW programs provide a plan of study that allows students to complete the MSW degree within a time frame of two years. SCSU offers only a full time program for MSW students. The following is the two year schedule of courses. Students must take the following classes in the order in which they are presented. Students move through the program as a cohort. Students may refer to the SCSU Bulletin for more information about social work courses or Appendix A for course descriptions.

Foundation

Fall Semester	Foundation Year	Credits
611	Generalist Social Work Practice I	3
614	Human Behavior and the Social Environment	3
622	Research I	3
613	Social Work with Marginalized Populations	3
	Total Credits	12
Spring Semester	Foundation Year	
612	Generalist Social Work Practice II	3
620	Integrated Social Work Practice Seminar	4
621	Social Welfare Policy	3
625	Field Placement I (300 Hours)	4
	Total Credits	14

Advanced Standing/Concentration SW Program:

Fall Semester	Concentration Year	
630	Advanced Generalist Practice in Changing Communities	3
641	Advanced Generalist Practice with Organizations	3
633	Integrated Practice Seminar II	2
635	Field Placement II (300 hours)	4
699	Thesis (fall)	3
	Total Credits	15

Spring Semester	Concentration Year	
631	Advanced Generalist Practice with Vulnerable Individuals and Families	3
642	Advanced Policy Practice	3
643	Integrative Practice Seminar III	2
645	Field Placement III (300 hours)	4
699	Thesis (spring)	3
	Total Credits	15

Students will note three Field Placements during the two year course of study. The purpose of the field experiences for MSW students is to provide students with supervised practical experience with the application and implementation of values, ethics, knowledge, skills, and competencies relevant to the social work profession that have been learned in the classroom setting. Students are encouraged to review the Field Placement Information in Appendix B and are referred to the MSW Field Manual for a full description of the field placement expectations, responsibilities, and procedures.

The Foundation Field Placement in the spring semester involves 300 hours or approximately 20 hours per week in a single field site. The Concentration Field Placements involves 600 hours or approximately 20 hours per week in a single field site over the course of the fall and spring semesters.

Admission to the Master of Social Work Program

All applications are submitted and reviewed by the Graduate School (<http://www.stcloudstate.edu/gradadmissions/default.asp>) before being forwarded to the Department of Social Work. Students who are accepted into the MSW program must first meet the admissions standards established by St. Cloud State University. New students are admitted to the MSW program beginning in the fall semester only.

Students who are admitted to the MSW program must also meet the admission standards for the graduate school which include Graduate School application form, application fee of \$35 and completion of the GRE.

Admission Requirements Specific to the MSW Program

Students are admitted to the MSW program as *foundation students* or as *advanced standing students* according to the following criteria:

1. An undergraduate degree from an accredited college or university.
 - a. For **advanced standing** applicants, the degree must be from a program accredited by the Council on Social Work Education and earned within the past seven years. The social work degree must be granted prior to the first day of class. Official transcripts must be submitted with the application.
 - b. For applicants **NOT** holding a BSW degree from St. Cloud State University, evidence of completion of the following pre-requisites is required: Human Biology, Social Statistics, Human Life Cycle Development and three (3) additional courses in social/behavioral sciences. This includes courses in the disciplines of anthropology, sociology, economics, political science, psychology, history, and human relations. The courses may be taken at any accredited college or university. A transcript documenting completion of the courses is due at admission.
2. Students must have a minimum of a 3.0 grade point average on a 4.0 scale in the last two years of undergraduate education. Advanced standing students must have at least a 3.0 grade point average in their social work courses.
3. Students must have one year of experience in human services, volunteer or social change activities.
4. A current resume including the following: education, paid work experience, volunteer experience and community involvement.
5. A written response to the following essay question: Having read the mission of the social Work Program please respond to the following:
 - How are your career goals consistent with the mission?
 - Describe a social justice issue that is of interest to you and describe the contribution you plan to make toward the resolution of the problem.Your response should be three to five typed double spaced pages (12 font).
6. Three letters of recommendation.

Students must complete an application for admission to the Graduate School of St. Cloud State University.

*** Please note: the program does not give academic credit for life experiences and/or previous work experiences.**

Procedures for Acceptance into the MSW Program:

Students' applications are first reviewed by the Graduate School and then forwarded to the MSW Program. Students who have met all the criteria for the Graduate School and the MSW Program will have their files reviewed by two faculty in the MSW Program. Each faculty member will review the student's file and make an objective recommendation for acceptance. The MSW Program Director then reviews the file with faculty recommendations prior to final acceptance. Recommendations from the MSW Program are forwarded to the Graduate School for final decision. The Graduate School notifies students of admission status. The MSW Program operates under "rolling admissions" meaning applications may be submitted and considered at any time up until the last day of the spring semester.

The Department of Social Work

In the University academic structure, the MSW Program is located within the Department of Social Work and the College of Social Sciences. The Dean of the College of Social Sciences has oversight of all Departments within the College. The Department has 12 full-time faculty with offices near the Department's main office. The administration of the Department formally rests with this faculty who collaborate in the design, implementation, and evaluation of curriculum and administrative policies and procedures. The Department is organized collectively with all decisions made by this faculty as a whole. Every three years faculty nominates a Chair from among them who coordinates many of the Department activities and acts as a facilitator for decision-making. The MSW Program Director and the Department Chair work with the Dean of the College to assure quality education as it relates resources within the Department.

Contact information:

Department of Social Work Main Office

Hours: 8:00 a.m. to 4:00 p.m. Monday through Friday (regular academic year)

Abbreviated hours available during the summer sessions.

Stewart Hall 226

320-308-3139

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Committees for the MSW Program:

Two primary committees connected with the Department of Social Work are directly involved with the MSW Program.

The MSW Program Committee is made of six faculty with principal assignment to the MSW Program. The primary responsibilities of this committee are to address program development and needs, curriculum, and student support. The MSW Program Committee works within the structure of the whole Department of Social Work. This Committee meets biweekly during the academic year. Additional committees may develop from the Program Committee for completion of tasks or other focused activities.

The MSW Advisory Committee is comprised of social work practitioners most with an MSW degree from the greater Central Minnesota community. Because the Central Minnesota area is a changing community that includes a diverse group of citizens and immigrants, an attempt has been made to obtain insight from other ethnic groups. Therefore there may be members on the committee who do not hold an MSW degree but are practicing in the field of social services.

The role of the Advisory Committee is to advise the faculty of issues that arise in the field that impact students and agency staff, changes in the field regarding working knowledge needed for

client interaction, changes in the communities, and the need for master degreed social workers. Advisory committee members also review the field manual and field syllabi and make recommendations for change. They recommend agencies for potential field sites. They participate in the recruitment of students for the program by distributing recruitment material to persons in their agency. As they network in their own communities they recommend the SCSU MSW program to their constituents. They recommend conferences and other opportunities for the SCSU faculty to exhibit information about the program. Advisory committee members attend at least one committee meeting a year.

Currently there are 12 members of the MSW Advisory Committee. They are as follows:

- Sunny Sinh Chanthanouvong, Director Lao Assistance Center
- Claire Garcia, Clinical Director, VA Medical Center
- Jeremiah Hawkins, Bridge for Runaway Youth
- Tim Jeffrey, Stearns County Human Services
- Craig Martin, Central Minnesota Sexual Assault Center
- Dennis McGuinness, Memory Disorders Clinic
- Sarah Meisinger, VA Medical Center
- Mike Rivard, Chair of the Department of Social Work St. Cloud School District
- Frank Sandelin, Todd County Social Services
- Marissa Sharbono, Stearns County Human Services Children's Mental Health Unit
- April Stadtler, Paynesville Area Health Care System
- James Turner, Elk River Public Schools
- Gretchen Welch, P.A.T.H.

Affirmative Action Statement

St. Cloud State University is committed to providing equal education and employment opportunities to all persons regardless of race, color, creed, sex, age, religion, marital status, sexual orientation/affectional preference, national origin, mental or physical disability, status with regard to public assistance or physical disability or any other group or class against which discrimination is prohibited by State or Federal law. Further, the University will not tolerate acts of sexual harassment/assault within its area of jurisdiction. St. Cloud State University will continue to remain in full compliance with: Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the 1992 Crime Bill.

Inquiries or complaints concerning the application of affirmative action, equal opportunity or Title IX at St. Cloud State University should be referred to the affirmative action officer, 320.308.5123. Inquiries about services offered under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 should be referred to the director of student disabilities services, 320.308.3117.

Student Participation, Involvement, Rights & Responsibilities

Student Participation in Department Policy and Program Evaluations

The Social Work faculty is responsible for setting and implementing Department policies. These policies include the content of the curriculum, the process for admission into the program, the time and frequency of course offerings, and many other decisions that directly affect students. Students are able and encouraged to have input in the Program in several ways.

- Any individual or group of students may discuss an idea or concern with a faculty member and ask that faculty member to bring it to a Department faculty meeting. It is strongly suggested that students put their ideas or concerns in writing so that the faculty member accurately represents them.
- Any individual or group of students may request the Program Director to schedule time at a Department faculty meeting during which the student or group can present their own ideas or concerns. A request for this should be made with the realization that the student presentation cannot necessarily be scheduled to occur at the very next faculty meeting.
- The MSW program director may hold open meetings each semester to listen to student ideas and concerns. Any student is welcome to directly voice or propose new ideas or share concerns.
- Faculty periodically bring questions to students in the classroom and survey student responses so the Department has more information with which to make decisions about such matters as scheduling courses. Faculty also conduct demographic surveys of students and alumni surveys to gain information to help assess the educational process offered within the Department.

Program Evaluation / Assessment

The Council on Social Work Education requires the MSW program to evaluate the attainment of the program goals and objectives. Students are asked to cooperate with these evaluations through the completion of surveys and students' evaluation of course learning objectives at the end of each semester. Students' names are not required on the forms. Students' responses will have no impact on the earned grade.

MSW Student Organization

MSW Students may link with the Social Work Student Association which is available to both BSW and MSW students. At this time a formal MSW student association has not been formed. Students interested in forming an MSW student association may speak with any faculty member of the MSW Program and request assistance. The faculty member will inform the MSW Program Director and bring it to the MSW Program Committee to be aware of this activity and identify a faculty liaison with the Student Organization.

Policies for All Department of Social Work Courses

Students of any Department of Social Work should be aware of the following expectations, rights and responsibilities related to Social Work coursework.

1. As a student in any Social Work course you have a right to be treated with dignity and respect by the professor and by the other students in the room.
2. As a student in any social work course you have the right and responsibility to grow as a critical thinker. That is, to apply the critical reasoning skills to reflect on possible bias and conflicts with social work ethics and values in your thinking, to critically evaluate the sources of information that you make use of, and to value feedback from others to enhance your critical thinking skills.
3. As a student in any Social Work course you have the right to have your academic efforts supported by other students and by your professor and a responsibility to support the academic efforts of others. At times, support will mean being challenged.
4. As a student with a disability you have the right to accommodation to enable you to satisfy course objectives in this class. Express your needs privately to the faculty person and / or to Student Disability Services in Centennial Hall, Room 202.
5. As a student in any course you must abide by the University's Code of Conduct. This is available in the University Student Handbook and on line at <http://www.stcloudstate.edu/studenthandbook/code/conduct.asp>.
6. As a student in any course you must not intentionally or knowingly participate in academic dishonesty in the form of cheating, plagiarism or fabrication of work. This is described more fully as the first example of Prohibited Conduct in the University Student Handbook. Engaging in academic dishonesty will have negative consequences on the grade earned.
7. If you need to communicate with the professor, try all of these alternatives: visit the professor during the office hours; email a message to the address on page one of the syllabus; phone or FAX the professor at the numbers listed on page one of this syllabus.
8. If you are dissatisfied with your final grade in this class, consult the University Student Handbook for the Grade Appeals Process.
9. If you have other concerns about this class, please communicate them to the professor in person. You also should consult the University Student Handbook for the Student Complaint Process. The Department Office has forms on which you can document a concern to begin a resolution process.
10. Social Work professors expect assignments to be completed on time; this is consistent with professional responsibility. Your assignments will be graded down for lateness.
11. Social Work professors expect you to be pro-active in informing them beforehand if some unusual circumstance will cause you to be absent, miss an exam, or delay turning in an assignment. Any changes must be negotiated with the professor. Failure to do so will likely prevent you from being able to make up the work.
12. Social work professors also expect that you will not be absent from class. Social work is an interactive profession that is mirrored in the academic environment through conversations about the assignment reading material, lectures, class activities, guest speakers, etc. Therefore an attendance policy has been implemented that allows for only one absence without affecting the final grade.

Student Rights and Responsibilities

Student Rights

1. To be treated with dignity and respect by the professor and by the other students in the room.
2. To grow as a critical thinker. As a graduate student critical thinking is expected in the integration and application of the NASW Code of Ethics.
3. To have your academic efforts supported by other students and by your professor and have a responsibility to support the academic efforts of others. At times, support will mean being challenged.
4. To be informed about the social work program including its mission, goals, objectives, policies and procedures.
5. To know the purpose of each social work class in which you are enrolled and how each class fits into the overall social work curriculum.
6. To know the expectations of the class and methods used in assigning a grade. This right means that course syllabi should specify the relationship of course activity to the program objectives, the connection of the course to the rest of the curriculum, the assignments and methods of grading and evaluation. It does not mean that assignments and methods of grading and evaluation cannot be revised somewhat by the professor.
7. To receive faculty support for their ideas and actions that promotes social justice.
8. To receive support from your academic advisor who will meet with you to help you understand the social work program and make informed choices about your education and career.
9. To have social work faculty who uphold the values and ethics of the profession and act as professional role models.
10. To participate in the ongoing development of the social work program and participate in the development of Department policies and procedures. This right is limited to the right to give input. All final decisions rest with the faculty, who by contract, are responsible parties for setting departmental policy and procedure.
11. To appeal all decisions made by the Department that directly affect you as an individual student. This includes decisions about admissions, eligibility to enroll in specific classes, and possible termination from the program.
12. To learn in an environment that supports diversity and is free from discrimination or harassment based on age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex or sexual orientation.

Students' Responsibilities

Social work students are expected to treat faculty, staff and peers with dignity and respect. In addition, all students have the following responsibilities:

1. To learn about and work for social, economic, and political justice.
2. To uphold the values and ethics of the profession.
3. To abide by the SCSU Student Code of Conduct that includes among other responsibilities: academic honesty and other behaviors that support rather than intimidate members of the University community.
4. To attend classes, participate, and contribute to the learning in the classroom and to submit assignments when due.
5. To pursue education with openness to learning about new ideas, about human diversity, and about yourself in relationship to others.
6. To inform the Department about barriers that may interfere with the ability to effectively practice social work.

7. To pursue Social Work education in an active manner taking primary responsibility for your own learning. This requires progressive movement toward self-directed learning and where faculty are viewed as guides, facilitators and collaborators in the learning process.

* Additional rights and responsibilities can be found on the SCSU Graduate website <http://bulletin.stcloudstate.edu/gb/policies/rights.asp>.

Graduate Academic Policies

Academic and Professional Responsibilities for Behavior:

Students are expected to learn, practice, and model the skills inherent in professional behavior. However, critical thinking and clear, respectful communication also are basic to success in your academic education overall and to participation as a citizen in this democracy. Civil behavior is expected in the classroom, and in all of your interactions with faculty and your social work colleagues. Civil conduct is not limited to but does include the following:

- Attend all scheduled classes unless you are too ill to attend
- Prepare before class so as to think critically and speak clearly about assignments
- Participate verbally so others can learn from your insights
- Ask questions for clarification
- Show respect for peers, guests, and professors by responding to their ideas
- Participate non-verbally by practicing professional listening
- Carry yourself as a professional
- Learn from, rather than resent, feedback
- Collaborate fairly by sharing responsibility in teams projects
- Offer input and leadership in small and large group exercises and discussions
- Identify your own strengths and use them
- Identify areas needing to be strengthened and work on them
- Identify how the NASW Code of Ethics applies to your behavior as a student

Students will assess themselves and be assessed by the professor in each course regarding their academic and professional behavior.

Assignment Completion: Social work professors expect assignments to be completed on time. This is consistent with professional responsibility. Student assignments may be graded down for lateness. Students should read each faculty member's syllabus for specific policies concerning assignment completion.

Academic Advising:

The Social Work Department faculty value academic advisement and are available to meet the advising needs of potential and admitted graduate social work students. Faculty members post their office hours outside of their office doors and on their course syllabi. The office manager has a copy of faculty office hours in the Social Work Office. Contact information is also available on course syllabi such as email addresses, phone numbers and fax numbers.

The Director of the MSW program is the assigned academic advisor for entering graduate students. Students may be assigned another faculty advisor at the beginning of their program or by completing a change of advisor form from the Social Work office. During the concentration year, when the student has identified a chair person for the thesis project, the student should complete a change of advisor form to reflect the thesis chair as the academic advisor.

Students should make an appointment with their advisor to discuss academic goals **during each semester**. Students are strongly encouraged to become familiar with the requirements of the MSW Program and to review their plan of study before meeting with their advisor. While the faculty advisor participates actively in the student's academic planning and monitors his/her progress, final responsibility for recognizing and fulfilling graduation requirements rests with the student.

Attendance Policy:

Social Work is an interactive field of study and much of the learning takes place in the classroom. *Students should attend all classes*. More than one absence could result in a reduced grade.

Cheating and Plagiarism Policy:

Academic integrity is expected. The Social Work Department adheres to the SCSU policy on cheating and plagiarism which is located in the University student handbook. Student in any course must not intentionally or knowingly participate in academic dishonesty in the form of cheating, plagiarism or fabrication of work. This is described more fully as the first example of prohibited conduct in the University Student handbook. Engaging in academic dishonesty will have negative consequences for your grade in the course. It is expected that SCSU students are familiar with and utilize proper citing of sources to avoid issues of plagiarism. Students may view the SCSU code of conduct at

http://www.stcloudstate.edu/studenthandbook/code_of_conduct.pdf.

Class Cancellation Policy:

University policy for school closure can be found on the SCSU website. Radio station KVSC (88.1) announces when University classes have been cancelled due to dangerous weather or conditions necessitating school closure. Students may also receive notification of school closings through the Star Alert system. Classes will be held and faculty will be on campus until the University closes.

Communication with Faculty:

If you need to communicate with the professor, try all of these alternatives: visit the professor during office hours; e-mail a message to the address on page one of the syllabus; phone or FAX the professor at the numbers listed on page one of this syllabus and schedule an appointment at a mutually agreeable time. Students may also find the email address and phone number for faculty on the social work webpage <http://www.stcloudstate.edu/socialwork/faculty.asp>.

Communication Technologies:

Students turn off or silence cell phones before the class begins. Leaving class to answer a call disrupts the class and distracts from everyone's classroom participation as does sending or receiving text messages.

- *Students may use laptop computers for note taking and as an additional class resource but accessing the Internet in any fashion for recreational purposes should be reserved for outside of class.*

Degree Completion:

Completion of the MSW Program is expected within two academic years for Foundation students and one year for Advanced Standing students. Students existing the Program prior to completion of all course work may need to apply for readmission to the Program unless other arrangements have been made with the MSW Program through its Director (please see Readmission Policy).

Desire2Learn:

Students may access information, such as the syllabus, grades, assignments, additional readings, using the Desire 2Learn (D2L) classroom management program. To access D2L, students may go to www.stcloudstate.edu, click on current student and then on Desire2Learn. Students will need their username and password to be able to access this program. Additional information may be posted on D2L during the course of the semester. It is up the discretion of the faculty if they want to use D2L. See the faculty if you have additional questions.

Email Policy: The Husky-Net email system is the official form of communication with students at SCSU. All email communications between students and faculty will occur via the SCSU email system. Students are responsible for checking their SCSU email in a timely manner.

Field Placements: Students need to make an appointment with the Field Coordinator to discuss field interests and to begin making plans for first field placement. Foundation students will make these arrangements during the fall semester. Advanced Standing students will make these arrangements in the summer prior to the start of the fall semester so that the field placement might begin at the start of the semester. For complete information on Field Placements, students are referred to the MSW Field Education Manual found on the Department of Social Work website (<http://www.stcloudstate.edu/socialwork/>).

Grade Appeals:

According to University policy, students have the right to appeal a grade if dissatisfied with the final grade in any class. Students are expected to contact the faculty member that issued the grade to resolve the matter. If the matter is not resolved, the following grading appeals process applies:

1. A student who considers a grade to have been determined improperly may, within two weeks, of the beginning of the next semester (not including summer terms), confer with the instructor that issued the grade.
2. If step one does not produce mutually satisfactory results, the student should contact the department chair to obtain a grade appeals form which will be presented to the departmental faculty committee, with a copy to the instructor. This will take place within two weeks of the conference with the instructor (within four weeks of the beginning of the next semester, not including summer terms). The department chair then will refer the student to a standing departmental faculty committee and notify the faculty member of the grade appeal.
3. If the instructor in question is a member of the departmental faculty committee, the remaining members will choose another member to replace the instructor for the hearing of

the appeal. The committee should resolve the appeal in the same semester the appeal is made, excluding summer sessions. If the contested grade is "F," the committee may let it stand or change it to "W," "U," or "S." If the contested grade is a passing grade, the committee may let it stand or change it to "S," meaning that the course would be counted toward graduation requirements but not be computed in the student's grade point average.

4. The student may request a review of the faculty committee's decision within two weeks of that decision only for the following reasons:
 1. a procedural error which substantially affected the hearing's outcome;
 2. failure of the faculty committee to hear the appeal or to render a decision;
 3. new or newly discovered information of a character which may have substantially affected the outcome.

The student will submit a written request for such a review to the Vice President for Academic Affairs indicating the basis for the review. If such circumstances are found by the Vice President for Academic Affairs or his/her representative to exist, the Faculty Association Grade Review Committee, a six-member panel composed of one member from each unit, will conduct the review within the semester or subsequent semester or during the semester in which the request for a review is made. The Faculty Association Grade Review Committee will be composed of two members from each unit, but only one member from each unit participating in any single panel of review, with each unit represented on each panel but its representatives alternating. The Vice President for Academic Affairs or his/her representative shall convene and chair the committee as a non-voting ex-officio member. Coordination, notification, and reports of the committee shall be handled through the Office for Academic Affairs. The affected student, the affected faculty member and other parties to the dispute have a right to appear at the Faculty Association Grade Review Committee meeting and to present oral and written information. If the contested grade is "F," the committee may let it stand or change it to "W," "U," or "S." If the contested grade is a passing grade, the committee may let it stand or change it to "S" meaning that the course would be counted toward graduation requirements but not computed in the student's grade point average. The decision to the Faculty Association Grade Review Committee is final, and is not appealable. Only the faculty member who assigned the grade, the departmental faculty committee, or the Faculty Association Grade Review Committee has the authority to change a grade using this process.

5. If the departmental committee and/or the Faculty Association Grade Review Committee fails to hear the grade appeal or the administration finds it necessary to change a grade directly, a written justification for such an action will be given to the faculty member and the Faculty Association Grade Review Committee.
6. If the faculty involved feels that any grade appeal decision is arbitrary, capricious or improper, he/she may appeal to the Faculty Association Ethics Committee.

This information may also be viewed at <http://bulletin.stcloudstate.edu/gb/policies/atoz.asp>. Additional information about grading appeals may be viewed on the SCSU website at http://www.stcloudstate.edu/studenthandbook/academic_policies/grading.asp.

Grievance:

Students have the right to appeal academic and disciplinary grievances or other alleged improper or unfair actions by faculty or other college personnel.

Students who have concerns about a class, should first communicate to the professor in person. It is good social work practice to go to the person with whom you have a problem and attempt to come to a reasonable resolution. If you still have a problem with the professor after attempting to come to a resolution students should consult the University Student Handbook for the Student Complaint Process at <http://www.stcloudstate.edu/studenthandbook/code/handling.asp>. The Department Office has forms on which you can document a concern to begin a resolution.

According to the University Student Handbook a complaint must be initiated during the semester or summer term when the concern arises or within two weeks of the first day of instruction of the next regular semester, regardless of the student's enrollment status. Time may be extended only by mutual agreement.

Step 1. Consultation with the faculty member.

When students have a concern, they are responsible for arranging a meeting with the faculty member to discuss it. Students should explain the nature of the concern. The faculty member may elect to respond at the meeting or at a later time, but within 10 duty days.

If a meeting cannot be arranged or if the faculty member's response is either not satisfactory to the student(s) or is not made within the required time, the student(s) may elect to proceed to Step 2.

Step 2. Mediation within the department.

If the matter is not resolved at Step 1, student(s) may request informal mediation assistance within the department by filing a complaint form (download the student complaint form in PDF format found at <http://www.stcloudstate.edu/studenthandbook/code/handling.asp> or obtain one from the Office of Academic Affairs, Deans' offices or departmental offices). The department will notify the faculty member through the department chair or another faculty member designated by the department that the complaint has moved to Step 2. If the student agrees, a copy of the complaint form will be given to the faculty member. Otherwise, the department chair or designated faculty member will summarize for the faculty member the general nature of the complaint prior to any mediation. This is neither a hearing nor a process within which a judgment as to error or wrongdoing is made. Its purpose is to utilize one or more third parties to reach understanding. The department may designate a mediator to handle all such complaints, or it may identify several mediators from which one or more individual(s) is(are) selected for a particular complaint. The department procedure must be in writing, simple and timely. A copy will be placed on file in the office of the Dean of the College.

If the department determines that this step is not appropriate in a particular case, it may refer the complaint to Step 3.

If an effort to mediate the complaint has not occurred within three weeks after receipt of the student complaint form by the department (exclusive of holidays, examination periods and time between semesters), the college dean must be notified and an explanation provided by the faculty member designated as responsible by the department. The dean will then determine whether the matter should continue at Step 2 or be taken to Step 3.

When student(s) or faculty members meet with department mediators, any individual of their choosing may accompany them. The participation of such persons shall be consistent with the process of informal mediation.

There will be no written or electronic record of the mediation effort except the student complaint form which is to be completed by the student(s) at the initiation of this step. Faculty who serve as mediators will not be called upon in any subsequent steps of this process or in related actions, except as agreed to by the parties and the faculty mediator.

If resolution is reached, a notation to that effect is made on the form and it is returned to the student. If mediation occurs but the matter is not resolved, the complaint form is to be returned to the student with a notation that mediation was not successful.

(NOTE: Departments will maintain a record of the number of complaints (without names of either party) received at Step 2, and whether complaints are resolved at that step. This information is solely to facilitate evaluation of the process.)

Step 3. Review by dean or designee

Students not satisfied with the outcome of Step 2 may request further review by delivering the student complaint form to the dean of the appropriate college within five working days of return of the form. Upon receiving the form, the dean (designee) will arrange to meet separately with the student(s) and the faculty member. Each may be accompanied by a person of her/his choosing. During these meetings, the dean will describe how the matter is to be reviewed and ask questions. The dean then may gather additional information, conduct other interviews, and may arrange for a joint meeting with the student(s) and the faculty member. Following this fact-finding process the dean will issue a written report. Both student(s) and the faculty member will be provided with a copy. The dean will complete this process within 30 days or will notify the parties as to the need for additional time.

If the dean determines that the complaint is without merit, the only record will be a copy of the student complaint form upon which such a notation has been made. The form will be placed on file with the student's permanent record for as long as may be necessary to permit response to potential legal actions. If the dean determines that the complaint is justified, an oral reprimand and/or other appropriate disciplinary action will be initiated, and the report will be placed in the official personnel file. The report will not by itself constitute discipline. Any disciplinary action arising out of a student complaint will be addressed in accordance with Article 24 of the agreement between the Inter-Faculty Organization (IFO) and the MnSCU board (or successor provisions regarding discipline).

Questions regarding this policy and related procedures should be directed to the Office of Academic Affairs. It is the intent of university administration that this policy and procedure be reviewed approximately every two years. Notwithstanding this intention, consideration will be given to suggestions for modification at any time.

For additional information, please see the University website which addresses student grievances <http://www.stcloudstate.edu/studenthandbook/code/handling.asp>.

Incompletes:

The Graduate School Policy on incompletes is as follows: when a student who is otherwise doing satisfactory work in a course is unable, for reasons beyond the student's control, to complete all course requirements during the term, a grade of I (incomplete) is recorded. Such incompletes must be removed by the student within one semester. The only exception is an incomplete given in spring semester must be removed by the end of the following fall semester. If it is not removed within the time limit, the I (incomplete) is changed to F. This information can be viewed online at <http://bulletin.stcloudstate.edu/gb/policies/atoz.asp>.

In Progress (IP) Grades:

The Graduate School policy on the In Progress Grades is as follows: the mark of IP (in progress) is used when the completion of theses, creative works, field studies, some independent study projects, and certain special courses is not normally anticipated during the semester in which the credit is registered. Where the work is projected to extend over two or more semesters, the grade will be recorded as IP (in progress), until such time as the work is completed. If the student has not met all of the requirements of a master's thesis, creative work, or a specialist degree field study by the end of the semester in which it was registered, the research is reported as IP (in progress). If the IP grade is not removed before one year has elapsed the grade will change to an F. If the student has graduated with an IP still on their transcript, the IP will be changed to W (withdrawn).

When the student has completed all of the requirements for a master's thesis, creative work, or a specialist degree field study, the adviser submits a mark of S (satisfactory) to replace the IP. Additional information can be viewed online at <http://bulletin.stcloudstate.edu/gb/policies/atoz.asp>.

Quality of Work Standards:

A	96-100
A-	91-95
B+	87-90
B	84-86 Standard
B-	80-83
C+	77-79
C	74-76
C-	70-73

“A” An "A" reflects excellent work. It incorporates and evaluates original sources, ideas, examples beyond those available from the text or class. It analyzes issues beyond merely summarizing them or reporting. These expectations are in addition to those outlined at the B level. Such work cannot be achieved by waiting until the night before an assignment is due.

“B” A “B” reflects very good work and is the standard for graduate level work. It includes full creative development of each aspect of an assignment. It demonstrates an investment of time and original thinking. Writing is clearly organized with examples to clarify central ideas. It covers all aspects of the assignment and reflects an understanding of social work values and ethics. All writing is proofread to remove grammatical and spelling errors, to avoid slang, cliché’s and colloquialisms, is turned in at the assigned time and looks professional. Pages are numbered and in order.

Readmission Policy:

The MSW Program will consider a one year leave of absence for students experiencing a documented emergency. Students who need to be absent for longer than one semester will need to reapply for readmission to the program. Any student considering a leave of absence should meet with their academic advisor. A letter of documentation must be submitted to the MSW Program Director in a timely fashion. The Director will forward the letter to the MSW Program Committee for review. A one semester leave of absence for students will be granted on a case by case basis.

Upon returning, students should immediately contact their academic advisor to review changes in curriculum, licensure requirements, and departmental updates. Your graduate plan will need to be updated and may need new approval. This may result in additional required courses credits.

Special Needs:

Students with documented disabilities may obtain reasonable accommodations in order to meet academic requirements. Assistance for accommodations is handled through the Office of Student Disability Services (SDS). SDS provides services such as note takers, alternative testing, sign language and oral interpreting, support services, and taped textbooks. Students are encouraged to contact SDS directly at 308-4080 located in Centennial Hall 202. Students may obtain more information or contact SDS at <http://www.stcloudstate.edu/sds>. Students may discuss their needs with their faculty or advisor for assistance and referral.

Student Files:

MSW graduate students have a file in the Department’s main office. The student file primarily consists of application information including: a copy of the application, GRE scores, transcripts, letters of recommendation, and the 3-5 page essay required by the department for admission, the letter of admission to the program, other letters to the student regarding their admission and/or status in the program, and contact information. Field evaluations are also placed in the students’ academic files.

The confidentiality of student files is important. Student files are kept in a locked cabinet. Students have the right to review their own file. A student who would like to review their file

should contact their advisor who will retrieve the file for the student. When the student is finished with the file, it is returned to the faculty member who returns the file to the cabinet.

After graduation students may choose to remove materials for their own use. Files are retained by the Department for a period of three year after graduation before being routinely destroyed by the University. The Social Work Department adheres to the Family Educational Rights and Privacy Act (FERPA), a federal law that protects the privacy rights of students 18 years or older.

Students Right to Organize:

Social Work students have the right to organize in their own interests in matters related to academic and student affairs and campus life. Students may also apply the right to organize to the Social Work Program.

Termination from the Program:

Students are expected to adhere to the Student Code of Conduct of SCSU. Violations of this Code are handled by the Office of Student Affairs. Failure to abide by the SCSU Student Code of Conduct can result in various disciplinary actions up to and including expulsion from the University. Violations of the SCSU Code of Conduct or the Code of Ethics may result in students being terminated from the MSW Program. These violations include placing individuals at risk due acts of omission or commission or academic dishonesty. Procedures for addressing violations will be handled according to University Policy as found in the Student and Faculty Handbooks of St. Cloud State University.

A student may be terminated from a graduate program and the School of Graduate Studies “for cause” based on the recommendations of the advisor/graduate committee, the department chairperson, and the graduate dean. “For cause” includes professional judgment of the department and the graduate dean that the student does not meet the academic or professional standards required for a student earning a graduate degree. Academic performance and professional behavior are two areas that can be considered. These are addressed in the following paragraphs.

Graduate students must maintain a cumulative GPA of 3.0. Students who fall below the 3.0 standard for graduate course work will have two semesters to obtain a cumulative GPA of 3.0. If the student is not able to bring the cumulative GPA to 3.0 within two semesters, she or he will be dismissed from the program.

Students are expected to become familiar with and adhere to the Code of Ethics as outlined by the National Association of Social Workers (this Code, in part, can be found in Appendix C and in entirety at <http://www.socialworkers.org>). MSW students are required to adhere to the NASW Code of Ethics that defines the ethical principles of the profession and delineates the values and ethical standards relevant to the professional activities of all social work practitioners. Termination from the MSW program can be recommended if a student is considered to have violated the Code of Ethics.

Any faculty member who is concerned about a student’s continuation in the program for any of the above stated reasons will file a form for recommended termination with the Chair of the Social Work Department. This will specify the cause for concern in as much detail as possible, clearly identifying the behaviors that justify a possible termination of a student from the major.

The Chair of the Department of Social Work will notify the faculty that a student has been recommended for termination. The situation, allowing for student anonymity, would be discussed at the next faculty meeting. If the faculty agree on the need to explore the issue further a faculty committee composed of three faculty members. Any faculty member except the faculty member raising the concern is eligible to be on this committee. The student will be notified by the Chair that a committee has been assigned. The committee is responsible to gather pertinent information, review the information, submit a written report with recommendation to the faculty at the next faculty meeting. The student is encouraged to cooperate with faculty committee requests to complete the review. This may include an interview with the student to give the student an opportunity to discuss the circumstances that were the cause of concern. The committee will then make a. The faculty may decide to:

- Drop the concern for termination
- Recommend the student meet specific conditions to continue the program
- Terminate the student from the program

The student may appeal the decision of the Department to the Dean of the Graduate School. The decision of the Dean of the Graduate School may be appealed to the Provost of the University.

Thesis:

Students in the MSW Program are expected to complete a Thesis. A thesis is a written document based upon an area of research or study completed by the student. Students have two designated Thesis courses to guide them through this process. Students may obtain more information regarding SCSU standards and thesis preparation at <http://www.stcloudstate.edu/graduatestudies/current/project.asp>.

Transfer of Credits:

On a rare occasion a student transfers from another MSW program. The program director handles the transfer of credits with the approval of the MSW program committee. The decision to accept the transfer of credits is dealt with on a case by case basis and is at the discretion of Department of Social Work. The Department may choose to accept appropriate equivalencies from another accredited program with the exception of credit for practice classes and field placements. Students who request the transfer of credit must provide the MSW program director with a syllabus of the course taken, evidence of a passing grade of a B or better, and a completed transfer of credit form.¹

Students should consider carefully a decision to transfer from one MSW program to another. Courses in graduate social work programs are developed specifically for the program's educational track and in support of foundation courses. Not every course will transfer and transfer students may be required to take additional courses in the SCSU program in order to have content required for the Advanced Generalist track.

University Code of Conduct:

¹ **The Transfer of Credit** form can be obtained from the Department of Social Work office.

Students in any course must abide by the University's Code of Conduct. This is available in the University Student Handbook and online at <http://www.stcloudstate.edu/studenthandbook/code/conduct.asp>.

Withdrawal:

Withdrawal from courses dates are listed each semester in the course information on the University Web site and in the summer class schedule.

Written Work:

Student work must follow the standards set by the American Psychological Association (APA) at <http://apastyle.apa.org/>. Citations and bibliographies in written texts must comply with these standards. An APA manual can be purchased at the University Book Store or online at www.apastyle.org (Publication Manual of the American Psychological Association, Sixth Edition, 2009). The library has APA standards online to assist students and has a program called "Ref works" that is very helpful when writing and developing bibliographies. However, this is not the definitive source for APA standards. This information may be found at <http://lrts.stcloudstate.edu/library/research/refworksHelp.asp>.

The Write Place located in Building 51 Room 117, 320-308-2031, is open daily to help you improve your writing skills (<http://www.stcloudstate.edu/writeplace/>). The Write Place maintains writing assistant that can be accessed on-line in "real time" for short answers. To make the most of this service, students are encouraged to schedule an appointment to seek advice well in advance of assignment due dates. Grammatical advice and the APA citation style can also be found on their websites <http://leo.stcloudstate.edu/#commas>. As an ongoing reference for writing is *Writing with Style: APA Style for Social Work* (2007). This book is available in the University book store.

Students should review all of the writing standards in the APA manual including how to submit papers, font size, page numbers, and use of gender inclusive language.

Additional Graduate Policies:

The Graduate School has additional policies, such as repeating a course, time-limits, and etc. which are important to students. These policies may be viewed online at <http://bulletin.stcloudstate.edu/gb/policies/atoz.asp>.

Appendix A

Course Descriptions

Foundation Curriculum:

The following descriptions are required foundations courses for MSW students.

SW 611: Generalist Social Work Practice I

This course focuses on working with individuals, families, and small groups. It introduces the student to the theoretical and practice knowledge base of the profession and the integration of the knowledge base when working within the environment. Relevant theories on human development are integrated throughout in order to illuminate person-in-environment at all systemic levels. Students will develop social work practice skills including those used when interviewing, assessing and planning interventions and facilitating change. The course emphasizes the importance of ethics when practicing and the value base of the profession.

SW 612: Generalist Social Work Practice II

This course focuses on the knowledge base and skills necessary for social work practice with larger systems. Students develop assessment and intervention skills for addressing organizational and community problems using a problem solving model and drawing from ecological theory and strengths perspective. Students learn the skills necessary to be effective practitioners in organizations, including the different roles social workers must assume. The theoretical knowledge base illuminated includes the application of the strengths perspective, empowerment theory and an emphasis on ecological theory and problem solving with larger social systems.

SW 613: Social Work with Marginalized Populations

The purpose of this course is to critically examine social work practice with a variety of diverse populations. Illuminated are issues of cultural competence, discrimination, oppression and social justice, including systemic oppression and strategies for decreasing oppression of vulnerable individuals, families, and groups. The class will enhance students' knowledge base regarding the issues facing vulnerable persons and groups in society. It will examine the ethical responsibilities of social workers in the field and strengthen the knowledge for practice and planned intervention and change. Integrated throughout are concepts consistent with human behavior in the social environment and the local and global impact on individual, family, communities, and the larger society.

SW614: Human Behavior in the Social Environment

This course on Human Behavior in the Social Environment is theoretically grounded in the social work theories. The central focus of study is the person-in-environment and includes the family-in-environment, community-in-environment, organization-in-environment, and group-in-

environment. An emphasis will be placed on using multiple perspectives and theories to examine social systems of all sizes. Learning will include an examination of the life-span, attachment theories, and relevant developmental theories. Other theories include critical theory, systems theory, psychodynamic theory, role theory, and others. Discussions will include issues of diversity related to the status of persons of color, lesbians and gay men, people with disabilities, women, the controversy surrounding IQ, and information on race, ethnicity, and gender. The concepts of racism, sexism, homophobia, ableism, and class oppression will be examined from the various theoretical perspectives.

SW 620: Integrated Social Work Practice Seminar I

This course is paired with SW 625 Field Placement I. The purpose of this course is to provide the student with a forum for the integration of academic learning with a community-based field placement. Using real cases as a foundation for discussion, students examine the integration of theory and the knowledge base for practice. Students will use cases to examine the process of change, and the role of social work in planned change. Students will develop critical thinking and collaboration skills and learn to observe/evaluate their own practice through a critical lens. Issues of social justice will be explored through a practice lens and using cases from students' field placements.

SW 621: Social Welfare Policy

The purpose of this course is to build and develop the students' knowledge of the historical and current issues of social policy and its development. Students will learn theoretical approaches for the analysis of social policy. They will select a theoretical lens to examine the impact of poverty and values on the development of social policies. Students will examine the role of economics, societal values and the government on the development and implementation of social policy. They will use a critical lens for the development and implementation of social policy. They will use a critical lens to examine the impact of policy on vulnerable individuals and families, and social service organizations, communities, society, and the global context. And finally, students will examine the person-in-environment and consider the long-term effects on society.

SW 622: Research I

This course, the first in a series of three semesters of research study, provides Foundation students with basic knowledge about social science research methodology as it applies to social work. A primary focus of this course is to broaden students' knowledge and ability to use research in social work practice and learn methods to demonstrate effective social work practice. The ultimate goals of such research are to enhance human well-being, alleviate poverty and oppression, and promote social and economic justice. Explicit links are made between sound research and effective practice. A primary goal is to prepare the social work student to become beginning producers and critical consumers of social work research. Students will increase their competencies in the following areas: 1. Understanding quantitative and qualitative research designs, and the strengths and weaknesses of these methodologies. 2. Understanding program evaluation and its utilization in the field. 3. Understanding how to read research reports and how research is used to enhance practice, inform policy, and support the need for funding programs. Students will also increase their knowledge of the elements of culturally competent research and its application with diverse communities. Procedures for assuring the ethical conduct of research are emphasized, demonstrated and critiqued throughout the course..

SW 625: Field Placement I (see Appendix B of this document & the Field Manual for more information regarding the Field Placement)

This is paired with SW 620 Integrated Social Work Practice I. The purpose of the foundation field placement is to provide students with practical experience in supervised direct practice activities across all client systems, including micro practice with individuals and families, group practice, and work with organizations and communities at the macro practice level. This initial field experience gives Foundation students the opportunity to apply generalist knowledge and skills learned in the classroom while developing a critical, self-reflective professional identity and apply social work values and ethics. A student in the Foundation Practicum will learn how to critically assess, implement and evaluate agency policies and practices.

Advanced Standing/Concentration Curriculum:

SW 630: Advanced Generalist Practice in Changing Communities

This course focuses on social work practice in changing communities and understands that diverse populations exist in communities that require social action. The course emphasizes the social work methods, strategies and interventions used to address the issues that emerge in changing communities. This course will help students develop the social work knowledge, values, and skills to become effective change agents in diverse communities. This course provides students with a framework to analyze complex problems and communities, to identify strengths and weaknesses, access resources, and to develop and implement a planned change process. Students will develop an understanding for community development, community theory, community organizing, and grant writing. Change in communities will be examined through the strength and empowerment perspective as well as through a framework of cultural competency.

SW 631: Advanced Generalist Practice with Vulnerable Individuals and Families

This course builds on SW 611 Generalist Practice I and SW613 Social Work with Marginalized Populations. The course is designed to provide the student with knowledge that will bridge the gap between theory and practice in working with individuals and families. It is designed to teach the student to understand how theories, perspectives, and practice models can be used to strengthen assessment, interventions and practice with vulnerable individuals and families in multiple and diverse settings. Students will develop a theoretical knowledge base and focus on the application of theory in practice. Class lectures and discussions will focus on practice and how a theoretical lens can change the depth and breadth of practice, interventions, and outcomes.

SW 633: Integrated Practice Seminar II

This course is paired with SW 635 Field Placement II. The focus of this seminar is leadership and macro social work practice. This course provides students with a framework to discuss their experiences in the field and how social work education impacts decisions and changes the lens through which vulnerable individuals and families are viewed. The course material focuses on leadership, theory and practice. Discussions will include the interface between culture, women, and leadership and examines obstacles such as ethnocentrism, prejudice and the glass ceiling.

The course will provide students with an opportunity for self-examination of leadership qualities and skills and potential areas for change and growth.

SW 635: Field Placement (see Appendix B of this document & the Field Manual for more information regarding the Field Placement)

The purpose of the field placement in the concentration year is to continue the practical application of practice values, ethics, knowledge and skills, and competency relevant to social justice-centered advanced generalist practice. In the concentration year field placement, students have the opportunity to select a field site that supports the students' preferred area of interest and to apply the principles of integrated practice. Students will learn how to work with client systems to improve their level of functioning in the social environment. They will also learn how to evaluate and improve practice and policies that will enhance the well-being of client systems, that will create social change, and that will lead to improved social and economic justice.

SW641: Advanced Generalist Practice with Organizations

This course is based on the premise that because most social work practice takes place within organizations and that there are a variety of organizations who deliver health and human services, effective social work practice requires an understanding of organizations and a strong working knowledge of intervention strategies at the organizational level. Social benefits continue to be mediated between society and individuals and communities through organizational structures. This course builds on the "person-in-environment" perspective by considering the organizations and the community as a focus for practice. This course will prepare students to work more effectively and responsively within organizational settings through, not only a better understanding of these organizations, but with a critical consciousness of how they influence social workers, our clients and communities, the social problems we are trying to alleviate, and finally, how they are both impacted by and influence social policy. Emphasis will be placed on the ways that race, age, gender, sexual orientation, class, culture and disability affect management practices.

SW 642: Advanced Policy Practice

The course builds on the knowledge gained in SW 621: Social Welfare Policy and BSW degree curriculum. A primary emphasis of this course is to consider through a political advocacy lens, the multiple skills involved in the assessment, development and implementation of policy. With advocacy as a primary skill, the course provides the social work student with knowledge on how to use analytic skills in the analysis of social policy, and addresses the development of political skills, value clarifying skills, and the development of communication/organization skills. It presents social policy as a means of intervention that allow social workers to become change agents in specific settings that cover the range of the micro, mezzo, and macro systems.

SW643: Integrative Practice Seminar III

This is the final Integrated Practice Seminar and paired with SW 645. The purpose of the seminar is to provide the student with a forum for a collegial discussion and processing of practice in the field. The material will facilitate the integration of social work theory and practice at the micro level. It will also further the students' understanding of the ethical foundation of the field by studying ethical dilemmas experienced by practitioners. The course is designed to help

students develop an understanding of the integration of practice values, knowledge, skills, and competency relevant to the advanced generalist social worker.

SW 645: Field Placement III (see Appendix B of this document & the Field Manual for more information regarding the Field Placement)

The purpose of the field placement in the concentration year is to continue the practical application of practice values, ethics, knowledge and skills, and competency relevant to social justice-centered advanced generalist practice. In the concentration year field placement, students have the opportunity to select a field site that supports the students' preferred area of interest and to apply the principles of integrated practice. Students will learn how to work with client systems to improve their level of functioning in the social environment. They will also learn how to evaluate and improve practice and policies that will enhance the well-being of client systems, that will create social change, and that will lead to improved social and economic justice.

SW 699: Thesis (Fall)

This is the first of two courses and builds on the knowledge base of Social Work 622: Research I or BSW education. It is designed to prepare the student for the writing of the required thesis project. The major goals are to educate the student on the development of formal research proposals, the identification of a research question, complete a review of the literature and begin thinking about a method/design for the collection of data. At the end of the semester students will be prepared to conduct a research thesis of original research on a social issue or conduct a research project involving the effectiveness of an existing social service program (program evaluation).

SW 699: Thesis (Spring)

This is the second of a two-semester thesis class that builds on Social Work 699 (fall semester) and SW 622 Research I. The purpose of this class is for the student to complete the thesis project. The focus of this semester will be on the development of the methodology, data collection, and analysis. At the end of the semester a student colloquium will be conducted where each student will make a public presentation of his/her findings. The Colloquium is sponsored by the University Office of Sponsored Programs.

Appendix B

Field Placement Information

Purpose of the Field Experience for MSW Students:

The purpose of the foundation field placement is to provide students with practical experience in supervised direct practice activities across all client systems, including micro practice with individuals and families to macro practice with larger systems. This initial field experience gives Foundation students the opportunity to apply generalist knowledge and skills learned in the classroom while developing a critical, self-reflective professional identity and apply social work values and ethics. A student in the Foundation Practicum will learn how to critically assess, implement and evaluate agency policies and practices. The Foundation Practicum requires 300 hours in the spring semester which is approximately 20 hours per week in one field site, per CSWE standards.

The purpose of the field placement in the concentration year is to continue the practical application of practice values, ethics, knowledge and skills, and competency relevant to social justice-centered advanced generalist practice. In the concentration year field placement, students have the opportunity to select a field site that supports the students' preferred area of interest and to apply the principles of integrated practice. Students will learn how to work with client systems to improve their level of functioning in the social environment. They will also learn how to evaluate and improve practice and policies that will enhance the well-being of client systems, that will create social change, and that will lead to improved social and economic justice. The Concentration Practicum requires 300 hours each semester for a total of 600 hours within one field site, which is approximately 20 hours per week, per CSWE standards.

Field placements sites The Department of Social Work has developed a number of field placement sites to meet the learning needs and interests of individual MSW students. These agencies and organizations have agreed to interview students for possible field placement. Field placement sites are available in St. Cloud and greater Minnesota as well as in the Twin Cities metropolitan area. The next sections outline the policies, procedures and protocols in selecting and making the most from a field placement experience including criteria for a student to develop their own (new) field placement site.

Field placement policies The following section outlines the policies that inform and guide field placements. If you have a question about a policy that is not contained in this section, please contact the MSW Field Coordinator.

Selection of field placement sites Field sites are an integral part of the MSW student's graduate education. The criteria listed below are consistent with guidelines from the Council on Social Work Education and with the mission of the St. Cloud State University Department of Social Work. The MSW Program seeks formal affiliations with public and private non-profit agencies whose policies and programs are consistent with the mission of the Social Work Department. In addition, community agencies and organizations are selected based on their ability to provide learning opportunities in which students can gain practice experience through guided instruction

and supervision in activities and settings that reflect the learning needs of either Foundation or Advanced Standing students. The following criteria are used to assess an organization's capacity to provide appropriate field placements:

1. Commitment to actively participate as a community partner with St. Cloud State University Department of Social Work in providing an advanced generalist learning experience in which students have opportunities to gain practice experience with individuals, families, groups, communities, other organizations, and policy making bodies.
2. The agency's mission, purpose and practices are compatible with the NASW Code of Ethics.
3. The agency adheres to a non-discrimination policy with respect to race, age, color, religion, national origin, gender, disability, sexual orientation, veteran status or disability.
4. Willingness to assign activities to students that meet the educational objectives and goals of the St. Cloud State University MSW Program and the Field Practicum course.
5. The agency, or the department within the agency in which a student is assigned, has a social work focus.
6. Provides an on-site MSW Field Instructor with a minimum of two years of post MSW experience in a social work position and has expertise in the areas of practice in which the student requires in order to develop competence. There may be exceptional situations in which an on-site MSW Field Instructor is not available, but unique learning opportunities are available within an agency. In those situations, the SCSU MSW Field Coordinator will work with an agency to locate an off-site supervisor, preferably affiliated with the agency in some way, who can provide the necessary MSW supervision. These decisions will be made on a case-by-case basis.
7. Foundation (two year) students must complete at least one field placement with an on-site approved MSW Field Instructor.
8. The agency allows time for the Field Instructor to provide a minimum of one hour per week individual supervision, to read and evaluate student progress, and to participate in SCSU sponsored orientation and trainings. Participation in any orientation and training activities sponsored by the MSW field program is required.
9. The field agency completes and renews the necessary paperwork and documentation required of all field agencies.
10. Willingness and time to devote to students.
11. Ability to serve in a teaching, mentoring and modeling role with students and organize learning tasks.

12. As available, provides opportunities for students to learn about and practice with persons from marginalized populations including persons of color, people with disabilities, GLBT persons, and persons living in poverty.

13. Provides the necessary structure and supports to enhance student learning such as administrative support help, a desk, phone, private space to see clients, etc.

14. Be free of any NASW sanctions.

Field student role and responsibilities in field placement

The student, as an adult learner, is the central person in the field placement experience and is expected to play an active role in planning and implementing her/his learning experiences in the field practicum. They are expected to actively seek out the types of learning experiences that will help them integrate their classroom learning and enable them to develop and expand their professional skills. The student is expected to mutually engage in this process with their Field Instructor. The following specific student responsibilities are important for creating optimal learning conditions in the field placement:

1. Familiarity with the MSW Field Manual.

2. Following the Department of Social Work's timelines in completion of all requirements of the field instruction process including, but not limited to, the following forms:

- a. **Field Placement Application** in the semester prior to beginning the field placement.
- b. **Choice of Placement Form** following interviews with potential field placement agencies.
- c. **Agreement to Place Contract** signed by the student, the field placement agency, and the MSW Field Coordinator.
- d. **Learning Contract** completed after 2 weeks for the Foundation Year and 4 weeks for the Concentration Year.
- e. **Midterm Evaluation** after 150 hours for the Foundation Year and after 300 hours for the Concentration Year.
- f. **Final Evaluation** after 300 hours for the Foundation Year and 600 hours for the Concentration Year.
- g. **Hours Completed** at the end of each semester.
- h. **Student Evaluation of Placement** at the completion of the field placement.

3. Actively participates in the field placement process by identifying her/his learning needs and preferences.

4. Scheduling interviews with potential placement sites and obtaining any additional information that will facilitate the selection process of a field agency.
5. Takes responsibility for arranging two or three in-person meetings and one conference call between the student, the agency field instructor and the faculty field liaison per placement period.
6. Conducts oneself in a manner that demonstrates respect for and accountability to the field placement agency, client systems, the community, and professional and student colleagues.
7. Abides by field agency policies and procedures.
8. Adherence to the NASW Code of Ethics including following strict confidentiality and privacy laws and guidelines related to client data and information.
9. Adherence to the attendance policies for seminars and placements as established by the program. Students are required to attend and actively participate in all seminars.
10. Develops a Learning Contract, in collaboration with the agency Field Instructor, which is submitted to the Faculty Liaison two weeks after placement begins in the foundation year and four weeks after placement in the concentration year. Specific student tasks regarding development of the learning contract are described in the *Learning Contract* section.
11. Prepares for and actively participates in weekly field instruction supervision in which self-assessment and evaluation are expected.
12. Initiates and follows through with all learning activities developed in collaboration with agency Field Instructor.
13. Completes adequate recording to document the quality and effectiveness of the student's work as well as progress toward learning objectives, and shares this documentation with the Field Instructor.
14. Meets all obligations to the field placement agency, its clients, and community members and tracks and records practice hours within the field placement agency.
15. Seeks assistance from the agency Field Instructor, the Faculty Liaison and/or the MSW Field Coordinator if any problems arise. The student is responsible for taking such action as soon as any concerns arise.
16. Completes an evaluation of the MSW Field Education Program, including the host field agency, the field instructor and/or task supervisor, the faculty liaison, and the MSW Field Coordinator, at the end of the semester. Feedback is also welcome throughout the course of the field practicum.

17. Takes responsibility to receive and respond to email at the SCSU email address.

Additional information about the field placements is addressed in the MSW field manual or students may contact the Field Director.

Appendix C

State of Minnesota Board of Social Work

The mission of the Minnesota Board of Social Work is to establish and enforce professional standards to assure that quality social work services are provided to the citizens of Minnesota. The Board is a state agency that establishes and enforces standards for licensure, conducts licensing exams throughout the year, and monitors social workers' on-going professional development so as to assure licensed social workers continuing competency. It also monitors ethical practice and provides information to the public on the purpose of the Board and how to register complaints regarding unethical practice.

There are several MSW programs in Minnesota in the process of accreditation. The Minnesota legislature has passed a resolution allowing the State Board of Social Work to issue a provisional license to graduates of programs in candidacy. The license is valid for one year. This will allow the student a license during the time the program is sitting for the initial accreditation.

The State of Minnesota Board of Social Work is located at 2829 University Ave SE, Suite 340 Minneapolis, Minnesota. Telephone: 612-617-2100 or (888) 234-1320. For hearing and speech relay, 800-627-3529, and by email: social.work@state.mn.us. The web site address is: <http://www.socialwork.state.mn.us/>.

Appendix D

RESOURCE REFERENCE LIST

	Phone	Room
• Academic Affairs	308-3143	AS209
• Academic Learning Center (Tutoring)	308-4993	CH236
• ADAPT (Alcohol/Drug Awareness Prevention)	308-4850	HiH
• Advising Center	308-6075	CH210
• Affirmative Action	308-5123	AS208
• Atwood Information	308-4636	
• Business Services	308-4003	AS122
• Bookstore	308-1489	CH
• Career Services	308-2151	CH215
• Computer Assistance		
o Help Desk (Computing & Technology)	308-2077	
• Computer Lab	308-2068	
• Counseling Center (Career/personal)	308-3171	SH103
• Escort Service	308-3333	
• Fitness Center	308-3613	HaH S102
• Financial Aid	308-2047	AS106
• Food Services	308-4206	Atwood
• Graduate School	308-2113	AS121
• Health Services	308-3191	HiH
• Lindgren Child Care Center	308-3296	ECC122
• Math Skills Center	308-3840	CH224
• Multicultural Student Services	308-3003	AMC154
• Public Safety	308-3333	
• Records & Registration	308-2111	AS118
• Sexual Violence Prevention Program	308-3995	
• Student Disability Services	308-3117	CH202
• Technology Support Line	308-8324	
• Veterans Program	308-2185	AMC129
• Volunteer Connection	308-5693	AMC139
• Women's Center	308-4958	WC
• The Write Place	308-2031	Bldg. 51 177

Appendix E

NASW Code of Ethics (Preamble, Purpose, & Ethical Principles)

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly
The entire Code of Ethics including Ethical Standards can be found at <http://www.socialworkers.org/>

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.