



A CHRISTIAN UNIVERSITY

# **BSW STUDENT MANUAL**

*A Profession of Service...Inspiring Hope, Strengthening Lives, Promoting Change*

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BACHELOR OF SOCIAL WORK PROGRAM  
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## PURPOSE OF THIS MANUAL

The purpose of this manual is to provide an overview of goals and expectations, the roles and responsibilities, and the policies and procedures for the BSW Program. The handbook contains information about the BSW Program, the curriculum, admission to and progression through the program and students' rights and responsibilities. Please refer to it whenever you have questions about the program

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## **HISTORY**

### **Mississippi College**

Mississippi College, (MC) affiliated with the Mississippi Baptist Convention, is a private, co-educational, Christian university of liberal arts and sciences. Founded in 1826, Mississippi College is the oldest college in Mississippi and the second oldest Baptist College in the United States. The university is governed by a Board of Trustees elected by the Southern Baptist Convention. Historic Baptist traditions permeate the intellectual environment of the College: individualism, freedom of thought and expression within the Judeo-Christian tradition, and emphasis on the construction of personal values, and preparation for a life of useful and progressive service.

### **College of Arts and Social Sciences**

The College of Arts and Sciences was established in 1982 as one facet of institution-wide academic reorganization. Dr. Glen Eaves served as Dean until 2003 when Dr. Ronald Howard was selected to serve. In June 2003, the College of Arts and Sciences divided into three schools: the School of Christian Studies and the Arts, the School of Humanities and Social Sciences, and the School of Science and Mathematics. Twelve academic departments, including the Department of Sociology, Social Work and Family Studies, provided instruction in the Fine Arts, Humanities, Religion, Natural Science, Mathematics, and Social Sciences through the College of Arts and Sciences. At that time, Dr. Deborah Pierce became the Dean of the School of Humanities and Social Sciences of which the Department of Sociology, Social Work, and Family Studies was a part. Dr. Gary Mayfield became interim Dean for approximately a year and a half, until being appointed full-time to the position. Dr. Jonathan Randle assumed the position of Dean of the School of Humanities and Sciences in 2013.

Faculty in the Department of Sociology, Social Work and Family Studies participated in the College of Arts and Sciences Faculty Development Program that was funded by a \$150,000 permanent endowment. This fund allowed departmental faculty to enroll for graduate courses at other institutions, and finance trips to professional meetings where costs exceeded normal travel allowances, and to underwrite research. Overall, the College of Arts and Sciences grew in student credit hours 50% from the fall of 1982 through the fall of 1989. All departments in the College experienced growth during this period, including the Department of Sociology, Social Work, and Family Studies. The department experienced rapid growth in enrollment since 1989; comparing Fall 1989 student credit hours with Fall 1993 credit hours indicated that the Department of Sociology, Social Work and Family Studies increased by 60%, while the increase for the entire college was about 3%.

In January 2004, the College of Arts and Sciences went through a major reorganization of academic departments, in which the Department of Sociology, Social Work, and Family Studies existed. During the fall semester of 2007, the Department of Sociology, Social Work, and Family Studies was renamed the Department of Sociology and Social Work. This development occurred during the time in which Dr. Gary Mayfield was granted the deanship position until his retirement in 2013, in which Dr. Jonathan Randall was appointed dean.

## **Department of Sociology and Social Work**

In the post-World War II period, the Department of Sociology emerged within the academic structure of Mississippi College. The department was located in the Division of Social Sciences, where it remained until academic reorganization created the College of Arts and Sciences in 1982. From its inception through the mid-1960s, only one or two faculty members staffed the department. An undergraduate major in sociology was offered as well as a course in social welfare. By the late 1960s, the department also provided a Master of Arts program in Sociology. Dr. N. W. Carpenter served as department chair from 1971 to 1986 when Dr. Gary K. Mayfield assumed the position. In 2012, Dr. Deborah Holt returned to the department serving as department chair until 2020. Dr. Laurie Smith Lawson was appointed department chair in 2021.

During the early 1970s, a major in social work was instituted, and by 1979 twenty-two students declared a major in social work. To a considerable extent, the boundaries demarcating sociology and social work were weak until the early 1980s when Dr. Deborah Holt assumed the position of social work program director. In 1983, the Department of Sociology was renamed the Department of Sociology and Social Work. Throughout the 1980s to present, sociology and social work have become increasingly differentiated programmatically, administratively, and in terms of student identification.

The Social Work Program enjoyed autonomy within the departmental structure of the institution in general and the School of Humanities and Social Sciences, specifically. The program director determined the social work course offerings each semester, administered the academic structure of the program and enjoyed direct access to the President of the University, Vice President for Academic Affairs, and the Dean of the School of Humanities and Social Sciences, and performed the budgetary function for the Social Work Program. In 2006, Dr. Brian Anderson became program director.

In January 2012, Dr. Laurie Smith Lawson, a 1983 graduate of the Mississippi College Social Work Program, became the program director. Dr. Deborah Holt was appointed Chair of the Department of Sociology and Social Work, and Dr. Lawson was appointed chair of the department in 2021.

Since that time, the program underwent significant change to further improvements within the program, and better prepare students. The curriculum was reevaluated, and four generalist practice courses replaced the two from the former curriculum; the admissions process became more defined with more concentration on gatekeeping in order to assure the best students entered the professional program. The placement for field education became more substantial, offering varied and proficient choices to students entering field placement. Faculty members are very involved with student advisement, ensuring that the curriculum is followed properly to allow a smoother transition for students throughout the program. The program faculty is also committed to teaching and practice in order to provide students with real life examples within the classroom. The MC Social Work Program is committed to partnership opportunities for students, bridging the gap between classroom instruction and practice.



Currently, the department is staffed by Dr. Laurie Smith Lawson, Chair of the Department of Sociology and Social Work and Director of the Social Work Program, Mrs. Mary Nicholas, Director of Field Education, Mrs. Pamela Coker, Mrs. Shea Hutchins and Mr. Daniel Wilson, part-time professors. The department's faculty enjoy viable professional and personal relationships, with each expressing a vigorous professional identification with his or her area of expertise and a genuine respect for those diverse areas. The department provides programs of study leading to the B.S.W. in Social Work and a B.S. and B.A. in Sociology.

### **Bachelor of Social Work Program**

Preparation of students to work in the social work profession has been an objective at Mississippi College for more than fifty years. The university cooperated meaningfully with other institutions of higher education in Mississippi to establish the Pre-professional Conference on Social Work, which led to a network of educators and social work practitioners active in the 1940s and 1950s. Virtually, all of the member schools implemented social welfare or social work courses and/or social work programs.

In the early 1970s, Mississippi College expanded its efforts in social work education by instituting a social work emphasis, designed and offered by the Department of Sociology, to conform to standards established by the Council on Social Work Education. This program expansion was stimulated by student demands and requests from social work agencies in the Jackson metropolitan area.

During this time, the first social work program director was Joyce Dortch, ACSW, who later became staff assistant for the Mississippi Chapter of the National Association of Social Workers. Clark Dean, ACSW, was the second Program Director. By the late 1970s, a second full-time faculty member was added to the program, Donna Moore, ACSW, as Coordinator of Field Work. In 1979, twenty-two students were majoring in social work at Mississippi College. Accreditation of the Social Work Program by CSWE was explored in 1980; however, this attempt was terminated because adequate resources were not available to fully develop the social work program. Mississippi College has continued to offer a well-developed, effective program in social work, which has always embraced the philosophy and values and ethics of the social work profession. In 1982, Dr. Deborah Holt, became program director and field coordinator. Throughout the 1980s, she functioned as the only full-time faculty in social work, although several qualified professionals were utilized on an adjunct basis. Under Dr. Holt's guidance, the program expanded in terms of student enrollment, averaging forty majors from 1985 to the present. In the fall of 1996, there were approximately sixty-two majors. Social work graduates are now employed in a variety of practice settings and have successfully completed accredited MSW programs and PhD programs.

The college began to explore the feasibility of accreditation of the program in 1988 under the leadership of Dr. Deborah Holt; Dr. Gary Mayfield, Chair of the Department of Sociology and Social Work; Dr. Glen Eaves, Dean of the College of Arts and Sciences; Dr. Charles Martin, Vice President for Academic Affairs; and Dr. Lewis Nobles, President of Mississippi College. In 1989, the program was granted eligibility status by CSWE.

Dr. Pete Campbell, ACSW, joined the faculty in 1990 as Coordinator of Field Placement. Dr. Campbell came to Mississippi College from Campbell University (NC) where he guided that social work program to the candidacy phase of accreditation by CSWE. Dr. Holt continued as the social work program director. During the fall of the 1990 semester, the social work faculty implemented curricular and other program modifications to conform to CSWE guidelines. At that time, forty-two students were majoring in social work at Mississippi College.

In the fall of 1991, the program received candidacy for accreditation from CSWE after a self-study and site visit by Dr. Grafton Hull, Commissioner with the Commission on Accreditation with CSWE. In the fall of 1992, CSWE Commission on Accreditation reaffirmed the program's candidacy status after a site visit by Dr. Mary Cunningham, Commissioner. The program was granted initial accreditation in 1994. Currently, the social work faculty continue to strive and build from the program's success established since its inception. Dr. Pete Campbell followed Dr. Holt as program director. He was followed by Dr. Donors Escobar. Dr. Brian E. Anderson joined the faculty in 2006 as the program director with the continued support and diligence from Mrs. Mary Johnston Nicholas, Director of Field Placement. The department celebrated notable program accomplishments such as over 90% of the 2007 graduating class were either admitted to graduate school and/or offered employment. One of the program's graduates was granted one of the university's highest academic awards at the graduation ceremony.

In January 2012, Dr. Laurie Smith Lawson, LCSW, a 1983 graduate of the social work program, became the program director. Dr. Deborah Holt, LCSW, became chair of the Sociology and Social Work Department. The program experienced significant change to further improvements within the program in order to better prepare its students. The curriculum was reevaluated, and four Generalist Practice classes replaced the two from the former curriculum; the admissions process became more defined with a concentration on gatekeeping in order to assure the best students entered the professional program. The placement for field education became more substantial, offering more varied and proficient choices to students entering field. Faculty members are very involved with student advisement, ensuring that the curriculum is followed properly to allow a smoother transition for students throughout the program. The program faculty is also committed to teaching and practice, to provide students with real life examples within the classroom. The social work program is committed to partnership opportunities for students, bridging the gap between classroom instruction and practice.

The department's faculty enjoy viable professional and personal relationships, with each expressing a vigorous professional identification with his or her area of expertise and a genuine respect for knowledge in that area of expertise. The department provides programs of study leading to the B.S.W. in Social Work and a B.S. and B.A. in Sociology and the CAST certificate. The department strives to enhance students' exploration of self, the social environment and the interaction between individual and community, through examination and appreciation of the diversity of culture, social organization and human personality. A central thrust of the department is the analysis of social and personal dysfunction, their reciprocal influence, and the development of effective change strategies at both the micro and macro-levels of analysis. Realization of these goals is attained through a broad liberal arts curriculum, and innovative classroom instruction synthesized with "real-world experience" in practicum

placements. Additionally, the department endeavors to provide expertise to the community as educators, consultants, clinicians, and researchers.

Recognizing the universality of truth, the department believes the allied, yet distinct, disciplines of sociology and social work are valuable vehicles for discovery. The department assumes and nurtures the dignity of all individuals, is committed to the principles of equality, justice, and freedom; and seeks to stimulate a vital interaction among faith, learning, and practice.

The Mississippi College Social Work Program continues to seek opportunities in order to offer its students the best educational and practice opportunities possible. With the commitment to scholarship, and service, the program adopted as its motto: *“A profession of service that inspires hope, strengthens lives and promotes positive change.”*

### **Mission of Mississippi College**

Mississippi College, governed by a Board of Trustees elected by the Mississippi Baptist Convention, is a private, co-educational, comprehensive university of liberal arts and sciences and professional studies dedicated to the pursuit of academic excellence. Founded in 1826, Mississippi College is the oldest institution of higher learning and the largest private university in the state of Mississippi. As a Christian institution, Mississippi College values the integration of faith and learning throughout the educational process.

Consistent with its Baptist heritage and relationship to the Convention, Mississippi College provides a quality Christian education for its student population. Students select the university because of the quality of its academic programs, Christian environment, and location. The university strives to recruit students who demonstrate excellence in scholarship, leadership, and church/community involvement. The majority of students come from Mississippi and other southeastern states.

Mississippi College stimulates the intellectual development of its students through the liberal arts and sciences and concentrated study in specialized fields, including preprofessional and professional programs. Furthermore, the university environment promotes the spiritual, social, emotional, and physical development of its students and encourages them to utilize their skills, talents, and abilities as they pursue meaningful careers, life-long learning, and service to God and others. The university emphasizes those undergraduate, graduate, and professional programs which offer opportunities for service. Additionally, the university reflects its responsibility of service to the community through a variety of learning opportunities and numerous cultural enrichment experiences.

Mississippi College is committed to excellence and innovation in teaching and learning. The university seeks to employ and retain faculty who are dedicated to teaching/learning and advising students, who support and engage in scholarship and creative activities that advance knowledge, and who seek to continue their own professional development. The university also seeks to employ and retain staff and administrators who are equally dedicated to supporting these efforts. Furthermore, the university selects employees who reflect Christian values and a

commitment to service. Mississippi College is an equal opportunity employer in accordance with Title VII and applicable exemptions.

***Vision:***

Mississippi College seeks to be known as a university recognized for academic excellence and commitment to the cause of Christ.

***Values:***

By embracing the Mission and Vision of Mississippi College the members of the university community are striving to practice and promote:

***Fidelity:*** We commit ourselves to the life and teachings of Christ Jesus.

***Integrity:*** We strive daily to exhibit Christ-like character.

***Inquiry and Knowledge:*** We pursue knowledge and truth.

***Service:*** We use our gifts, talents, and abilities to advance the genuine well-being of our community and promote Christian values.

***Respect:*** We commit to building a community that challenges, inspires, liberates, and ultimately transforms.

***Excellence:*** We utilize our God-given gifts to the best of our abilities in order to produce the highest quality of work.

***Stewardship:*** We carefully shepherd our resources.

### **Mission of the Social Work Program**

*The Mississippi College Bachelor of Social Work program prepares students for entry level generalist social work practice with systems on all levels, as well as for continued study at the graduate level. In a context of Christian higher education, the program inspires students to commit to enter a profession of service that inspires hope, strengthens lives and promotes change.*

The program provides a foundation of knowledge, guiding and engaging students in critical analysis, as well as acquiring skills to apply to social work practice, with the emphasis on advocating for populations at-risk, promoting social justice, and social change. The program emphasizes the incorporation of social work values and ethics, as well as encourages the enhancement of the student's sense of self-knowledge and awareness necessary for effective practice. The program is accredited by the Council on Social Work Education (CSWE).

### **Social Work Program Goals**

The MS College Social Work Program's goals are derived from its mission base and are linked to the purpose of the CSWE Educational Policy, 1.0. The Bachelor of Social Work Program provides an integrative foundation of social work knowledge, skills, and values and ethics, guiding and engaging students in critical analysis and exploring best practices, building on client strengths and resiliency in helping to improve client systems. The program promotes advocacy for populations at-risk, social, and economic justice, and respect for human diversity. Exploration of self-awareness among each student is part of the program's strategies,

further promoting effective, professional social work practice. The program's professional curriculum incorporates the nine core competencies of the Council on Social Work Education Educational Policy and Accreditation Standards. In a context of Christian higher education, the program encourages students to commit to enter a profession of service to others that inspires hope, strengthens lives and promotes positive change.

The goals of the Mississippi College Social Work Program are to prepare students:

1. for entry-level generalist social work practice with diverse populations of individuals' families, groups, organizations, and communities in a changing global social environment.
2. to advocate for human well-being recognizing the strengths and resiliency of client systems.
3. to understand social problems, formulate, influence, and/or improve social policies and services in diverse political contexts.
4. to utilize critical thinking in understanding and applying appropriate research methodologies, and best practices for implementing and evaluating program services;
5. for professional, empathetic social work practice, guided by the CSWE Educational Policy and Accreditation core competencies and the Social Work Code of Ethics;
6. for graduate education.

#### **Definition of Generalist Social Work Practice**

*Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.*

*The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (Council on Social Work Education – Education Policy 2015, B2.0)*

#### **ACCREDITATION STATEMENT**

The Council on Social Work Education (CSWE), a national professional social work education standard setting body, sets guidelines and policies which all accredited BSW and MSW programs must follow to attain their status as accredited institutions. The BSW program has been continuously accredited by CSWE since 1994. The nine social work competencies, dimensions

and practice behaviors are reviewed with students as they matriculate through the program. The CSWE Policies may be found at <http://www.cswe.org>.

## **STUDENTS RIGHTS AND PRIVILEGES**

All students entering the Social Work Program at Mississippi College have the right:

- to be treated with dignity and respect;
- to fair and impartial treatment relative to issues of admission, continuance, and termination in the Social Work Program;
- to inclusion in the decision-making process related to curricular and program issues through the faculty/student liaison of the Association of Student Social Workers;
- to participate in the social work student organization.

### **Non-Discrimination Statement**

Within the university's structure as a faith-based university, the social work program and faculty make continuous efforts to promote, demonstrate professional behavior and maintain a strong value base with regard to diversity, equality, and social justice. Students are admitted to MC and the Social Work program without regard to race, ethnicity, gender, age, creed, physically challenging conditions, political philosophy, or sexual orientation. The social work program embraces the University's policies on non-discrimination as exemplified in the online 2022-2023 Mississippi College Undergraduate Catalog:

Mississippi College is a Christian University affiliated with the Mississippi Baptist Convention. The Mississippi Baptist Convention elects all members of the Board of Trustees of the University. In accordance with applicable federal and state laws, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act, and the Americans with Disabilities Act and ADA Amendments, the University does not unlawfully discriminate on the basis of race, color, national or ethnic origin, sex, age, genetic information, veteran status, or disability in its education policies, programs, and activities, in its admissions policies and in employment policies and practices. As a religiously affiliated university, Mississippi College is exempt from provisions of certain nondiscrimination laws and regulations. Visit <http://catalog.mc.edu>.

### **Statement of Disability Accommodation**

Student Counseling Services is located in Alumni Hall Room, or they may be contacted via email at [christia@mc.edu](mailto:christia@mc.edu) or [rward@mc.edu](mailto:rward@mc.edu). You may also reach them by phone at **601-925-7790** or on the website at <https://www.mc.edu/offices/counseling/>. Further instructions and explanations regarding disability services can be accessed through the [Disability Handbook](#).

### **Statement of Compliance - FERPA**

Safeguarding of Records Under the Family Educational Rights and Privacy Act (FERPA) of 1974, university students have the right to inspect and review and all records, files and data

directly related to them. The University will not ordinarily release a student's record to any outside agency without consent of the student. For more information, visit: [FERPA Policy](#). The Authorization to Release Information form is available in the Office of the Registrar or on the Registrar's Office Web site under [Applications & Forms](#).

### **Sexual Harassment; Sexual Violence**

Mississippi College does not discriminate on the basis of sex in its educational programs and activities. It is the policy of the university that no member of its community shall engage in sexually harassing or sexually violent behavior toward another. For more information, visit <https://www.mc.edu/title-ix/sexual-harassment>.

### **Alcohol and Drug Policy**

Mississippi College is dedicated to providing a safe and healthy environment for its students, faculty, and staff. It is a drug and alcohol-free campus. Please read the full policy at [Alcohol and Drug Policy](#).

## **ADMISSIONS TO THE SOCIAL WORK PROGRAM**

The social work program faculty, both as individual social workers and as representatives of the Mississippi College Social Work Program, embrace, support, and uphold the *Code of Ethics of the National Association of Social Workers* which describes mandated behaviors of professional social workers. The purpose of establishing admission criteria for the social work program is to ensure that only those students with personal values, ethics and goals compatible with those described in the *NASW Code of Ethics* be admitted to the program. (See Appendix I.) Students choosing to major in social work begin the admission process by attending an informational meeting with faculty on *Professional Standards for Students* which is scheduled each fall semester. This includes an overview of admission requirements and expectations for admittance to and remaining into the social work program.

### **Program Progression Requirements**

Just as admission to Mississippi College does not guarantee admission to the social work program, admission to the social work program does not insure continuance and progression in the program. Decisions regarding continuance in the social work program are made at the end of each semester once a student is admitted into the program. Students may be terminated from the program for academic and/or non-academic reasons.

Students admitted to the social work major must maintain a cumulative grade point average of 2.5 on a 4.0 scale. If an admitted student's grade point average falls below a 2.5, the student is withdrawn from the major. Students may take additional courses but are not allowed to take required social work practice courses after being withdrawn from the major. Students may reapply to the social work major when grades return to the required level.

In addition to GPA requirements, evaluation of the student's progression toward professional practice will be on-going. That is, issues such as student behaviors consistent with social work

values and ethics as described in the *NASW Code of Ethics*, personality traits or behaviors indicating that the student is unable to enter the helping relationship, life circumstances rendering the student ill-equipped for professional education, or others will be assessed by social work faculty throughout the matriculation period. Should the faculty determine that it is not in the best interest of the student or the social work community for the student to continue in the program, the student may be terminated from the program.

Minimum requirements for admission to the social work program include the following:

1. completion of 75% of the core curriculum (36 hours);
2. a cumulative grade point average of 2.5 or higher;
3. successful completion of SWK 225, *Introduction to Social Work and Social Welfare*, and SWK 331, *Generalist Social Work Practice I* with a grade of “C” or higher;
4. grade of “C” or higher in all required social work program courses;
5. completed application to the social work program, including a professional resume and personal statement;

Personal statement suggested outline:

- 1.1 Family of origin – communication styles and patterns, conflict resolution, interactions as a family, family structure, and any additional pertinent information.
  - 1.2 Childhood and young adulthood – experiences during your lifetime that impacted in the formation of who you are today.
  - 1.3 Outside Sources – people and issues that influenced your life.
  - 1.4 Spirituality – the awareness of your spiritual journey.
  - 1.5 Career choices – reasons for choosing or exploring career choices such as social work.
6. three letters of reference;
  7. admissions conference with the admissions committee.

Applications are due no later than November 1<sup>st</sup> each year. When the 1<sup>st</sup> falls on a Saturday or Sunday, applications will be due the Monday immediately following November 1<sup>st</sup>. Social work program applications are located on the department’s webpage and each student’s personal statement is submitted to the social work program director in the Department of Sociology and Social Work via a digital platform. A professional resume of professional experiences and extracurricular involvement is required.

The personal statement requires self-examination and self-assessment in terms of the student's motivation for majoring in social work. Following the initial review of all applications, an admissions interview with each applicant and the social work faculty and advisory board members (when applicable) serving on the admissions committee is scheduled.

Three letters of reference are required for admission to the social work program. It is preferred that letters come from former teachers, employers, supervisors, or other non-relatives who know the student well and can offer an objective evaluation of him/her.

Applications and personal statement should be submitted to the social work program Director via email. Three letters of recommendation are required and should be forwarded by the reference directly to the Director of the Social Work Program through the online reference form located on



the department webpage. See Social Work Program faculty members for further information or clarification.

During the interview, the professional curriculum, the nature of professional education and the demands of the social work program are reviewed with the student. The student's motivation, personal character, and integrity are also assessed in terms of compatibility with the demands and values of the social work profession. The student's ability to relate to people and to endorse and uphold the *National Association of Social Workers Code of Ethics* is also explicitly addressed during the interview.

At the end of the fall semester, all applications to the major are considered once grades are completed for the semester and grade point averages are computed. Upon receiving the student's cumulative institutional grade point average, applicants are notified through an official letter from the program director of their admittance status.

Those who meet all admissions criteria are allowed to matriculate further in the program. Students denied admission to the social work program are counseled concerning other academic major choices and assisted in exploring other options. Students are informed of grievance and appeal procedures as outlined in the *Social Work Student Handbook*. Students may defer the admission process during a specific time in which efforts are made to resolve problems with admission.

### **Denial of Social Work Program Admission**

Students denied admission to the social work program are counseled concerning other academic major choices and assisted in exploring other options. Negative admission decisions may be due to a cumulative GPA of less than 2.50, student values and ethics not consistent with social work values and ethics as described in the *NASW Code of Ethics*, personality traits which may deem the student unsuited to enter a helping relationship, life circumstances which render the student ill-equipped for the demands of professional education, or others.

Students are advised in writing of the admission decisions and are informed of grievance and appeal procedures. Students may defer the admission process during a specific time in which efforts are made to resolve problems.

### **Readmission to the Social Work Program**

Students wanting to return to the social work program after attending another institution or changing to another major must reapply to the program. Re-admission is not guaranteed solely due to previous admission. (This does not apply in the instance of students attending summer school at another institution.)

### **Transfer Credits**

Transfer credit for courses in the social work professional curriculum, will be considered only if taken from a CSWE accredited social work program. In other cases, transfer courses will be evaluated by the social work faculty. (Programs in Candidacy may be considered at the

discretion of the program director. Students requesting transfer credit must submit to the social work faculty information describing the content of the course (course syllabi, catalogue descriptions, etc.). If the course design adequately fits the curriculum design of the program, the student may receive credit for the course. Due to design differences in various social work programs, Mississippi College Social Work Program does not guarantee that courses will be accepted from other accredited programs if they do not provide the content prescribed by the program's professional curriculum. The student is informed of the decision. If in the affirmative, steps are taken to inform the Registrar's Office to add the course to the student's record.

### **Advisement**

Advisement is regarded very seriously at Mississippi College and is considered an important part of work responsibilities of each faculty member. Advisement for freshmen and non-declared majors is addressed in the *General Bulletin* of Mississippi College. Advisement in the Department of Sociology and Social Work within the social work program is intended to be a supplement to the general advisement and not inconsistent with that which is explicated in the *General Bulletin*.

During the initial advising conference, the professional curriculum design is explained in detail to the student. This includes a discussion of the Curriculum Policy Statement, the sequence of social work courses, and the field placement component. Goals, values, and ideology of the profession are also discussed as well as student goals, motivations, and career plans. The process for admission to the major is detailed for the student, along with program requirements, and the course sequencing Sheet. Students are instructed in the use of the Banner system, which allows them online access to their degree evaluation. Advisors encourage each student to access and monitor the degree evaluation each semester. Students are closely monitored as they progress through the social work program. Continual emphasis is placed on the fit of the individual and the profession in terms of values, ethics, and commitment.

Advisement of social work majors is carried out by the social work program faculty. Mrs. Mary Nicholas advises students whose last name begins in A-K, and Dr. Laurie Smith Lawson advises students whose last name begins with L-Z. Students are not required to be formally admitted to the social work program but may begin the advising process by expressing an interest in a career in social work. Although not yet formally admitted to the major, the social work faculty confers with students interested in social work and monitors his or her progress toward admittance to the major.

One-on-one advisement within the social work program occurs formally each semester. Many students attend one or both sessions of summer school and they are formally advised again. Students are encouraged to make an appointment with their faculty advisor when assistance is needed with an academic concern or with their academic program. Personal problems or concerns of students should primarily be resolved through the College Counseling Center (phone 601.925.3354) in Alumni Hall on the main campus. The Center's services are confidential, and no fee is charged for the professional services. The counseling center can also make other appropriate referrals as the student's need and situation warrant. Social work faculty advisors

may act as a first line resource to the student with a personal concern that may eventually be better served outside the Department of Sociology and Social Work.

The Quality Enhancement Plan (QEP) is an integral component of Mississippi College's reaffirmation of accreditation process and is derived from an ongoing comprehensive planning and evaluation process. It reflects and affirms the commitment to enhance overall institutional quality and effectiveness by focusing on an issue that MC considers important to improving undergraduate student learning outcomes and student success.

Mississippi College's QEP is *Advising ReImagined for Student Excellence*. This theme was chosen by the QEP Development Committee based on submissions to the committee and feedback from Mississippi College students, faculty, and staff.

Criteria for evaluating student academic performance is developed by each individual faculty member, related to the objectives outlined in each course. Students must earn a grade of "C" or better in all required social work program courses and must maintain a minimum and cumulative 2.5 grade point average. In addition to the criteria evaluating academic performance, students are evaluated in an on-going process throughout the matriculation period in areas such as behaviors consistent with the NASW Code of Ethics, behaviors indicating appropriate interpersonal communication skills, behaviors indicating the ability to enter the helping relationship, and others. This is carried out with the student's faculty advisor, at the meeting for professional standards for social work majors, review the *Social Work Student Handbook*, the admission's interview, and the overview of criteria for evaluation of students entering the field experience, and the *Field Placement Evaluation Form*, which includes a broad-based look at behaviors indicating the integration of professional knowledge, values, and skills of entry level generalist practice.

## **CURRICULUM DESIGN**

The goals of the social work program are accomplished by a curriculum strongly based in the liberal arts, grounded in professional curriculum content, and capped by experiential learning. The following courses and sequential rationale and support are provided:

### **Liberal Arts Base**

Students are required to take the following 36 hours of course work comprising the liberal arts base:

- English - 9 hrs.
- History - 6 hrs.
- Biological Science - 4 hrs.
- Bible - 6 hrs.
- Fine Arts - 3 hrs.
- Mathematics - 3 hrs.
- Social Science - 3 hrs.
- Physical Education - 2 hrs.

## **Professional Curriculum**

Professional foundation content includes the following: Human Behavior in the Social Environment I & II, Human Diversity and Social Justice, Social Welfare Policy and Programs, Generalist Practice I, II, III, and IV, and Social Work and Mental Health. Thirty hours of coursework are required in the professional foundation:

Introduction to Social Work and Social Welfare - 3 hrs.  
Human Behavior and Social Environment - 6 hrs.  
Human Diversity and Social Justice – 3 hrs.  
Social Welfare Policy and Programs - 3 hrs.  
Generalist Practice - 12 hrs.  
Social Work and Mental Health - 3 hrs.

The experiential learning component or field experience is met by the following 12 hours of coursework:

Senior Seminar - 3 hrs.  
Social Work Practicum - 9 hrs.  
Social Work Licensure Exam – No Credit

Students must complete thirty hours elective credit, of which 9 hours must be social work electives. The professional foundation courses offer students an introduction into the ideology of professional social work and prepare students for beginning entry level generalist practice. The foundation courses represent 42 hours of coursework.

## **Human Behavior and the Social Environment Curriculum**

The Human Behavior and Social Environment curriculum is composed of the following courses:

BIO 103 - Human Biology  
BIO 104 - Human Biology  
PSY 201 - Introduction to Psychology  
PSY 423 - Abnormal Psychology  
SOC 205 - Sociology: An Introduction in Global Context  
SWK 333 -Human Behavior and Social Environment I  
SWK 334 -Human Behavior and Social Environment II  
SWK 422- Human Diversity and Social Justice  
SWK 445 -Social Work and Mental Health

## **Social Work Research Curriculum**

The Research curriculum is composed of the following courses:

MAT 101 - College Algebra or MAT 105 – Contemporary Mathematics  
PSY 301 – Psychological Statistics or MAT 207 Elementary Statistics

SWK 312 - Social Work Research Methods

### **Social Work Policy Curriculum**

The Policy curriculum is composed of the following courses.

PLS 201-American National Government or PLS 202 State & Local  
Government  
SWK 225 - Introduction to Social Work and Social Welfare  
SWK 426 - Social Welfare Policy and Programs

### **Social Work Practice Curriculum**

The Social Work Practice curriculum is composed of the following courses:

SWK 225 - Introduction to Social Work and Social Welfare  
SWK 331 - Generalist Practice I  
SWK 332 - Generalist Practice II  
SWK 433 - Generalist Practice III  
SWK 434 - Generalist Practice IV

***NOTE: Practice courses (except Introduction to Social Work and Generalist Practice I) are open only to social work majors who have been accepted into the Social Work Program.***

### **Social Work Field Curriculum**

The Field Practicum curriculum is composed of the following courses:

SWK 225 - Introduction to Social Work and Social Welfare  
SWK 448 - Senior Seminar  
SWK 450 - Social Work Practicum  
SWK 099 – Social Work Licensure Exam

***NOTE: Senior Seminar and the Social Work Practicum experience are open ONLY to social work majors who have been accepted into the social work program and completed all required social work courses.***

Each social work course is built on foundation courses that provide content necessary to maximize the learning process. The sequence in which courses are taken is critical, and to facilitate the order, a guideline for course completion is provided for successful matriculation through the program. The complete curriculum sheet that further supports the rationale is also demonstrated.

## COURSE SEQUENCING REQUIREMENTS

SWK 225 Introduction to Social Work and Social Welfare  
SOC 205

SWK 333 Human Behavior and the Social Environment I  
BIO 101      BIO 103      SOC 205      PSY 201

SWK 334 Human Behavior and the Social Environment II  
SWK 333      PSY 423

SWK 331 Generalist Practice I  
SWK 225      SWK 333

SWK 422: Human Diversity and Social Justice  
SWK 225      SWK 333

SWK 426 Social Welfare Policy and Programs  
SWK 225      PLS 201 or 202

SWK 332 Generalist Practice II  
SWK 225      SWK 331      SWK 333

SWK 433 Generalist Practice III  
SWK 331      SWK 332      SWK 333      SWK 334

SWK 434 Generalist Practice IV  
SWK 331      SWK 332      SWK 333      SWK 334

SWK 445 Social Work and Mental Health  
SWK 333      PSY 423      SWK 334

SWK 448 Senior Seminar  
Completion of all required Social Work courses

SWK 450 Field Practicum  
Completion of all required Social Work courses

SWK 099 Licensure Exam  
Completion of all required Social Work courses

Students are required to follow part of the core curriculum and specific social work courses in sequence to properly fulfill the requirements of the program (see **Figure B2:2**).

**Figure B2.2**  
**SAMPLE SOCIAL WORK CURRICULUM PLAN SCHEDULE**

**FRESHMAN YEAR**

<b>Fall</b>	<b>Spring</b>
English Comp I	English Comp II
World or American History I	World or American History II
Old Testament	New Testament
Fine Arts	Human Biology/w lab – 4 hours
General Elective	Math
General Elective	Physical Education (2 hours)

**SOPHOMORE YEAR**

<b>Fall</b>	<b>Spring</b>
English Literature	State and Local Government
Sociology: An Introduction in Global Context	Intro to Psychology
General Elective	Intro to Social Work & Soc Welfare
General Elective	General Elective
General Elective	General Elective

**JUNIOR YEAR**

<b>Fall</b>	<b>Spring</b>
Human Behavior & the Social Environment I	Human Behavior II
Statistics (Math or Psychology)	Social Work Research Methods
Abnormal Psychology	Human Diversity and Social Justice
Generalist Practice I	Generalist Practice II
Social Work Elective	Social Work Elective
General Elective	General Elective

**SENIOR YEAR**

<b>Fall</b>	<b>Spring</b>
Generalist Practice III	Senior Seminar
Generalist Practice IV	Field Practicum (9 hours)
Social Welfare Policy and Programs	Licensure Exam Seminar
Social Work and Mental Health	(credit/no credit)
Social Work Elective	

**130 Total Hours Required for Graduation**

**Note: Courses are three semester hours unless noted otherwise.**

**No Credit for Life Experience**

It is the practice of the social work program that credit is not *granted* in the social work program for life experiences or previous work experience. Applicants are informed of this policy through the *Professional Standards for Social Work Students* document, the *Social Work Student Handbook*, and the Program Application for Admission.

## Course Descriptions – Social Work Courses

**SOCIAL WORK ELECTIVES:** Social work majors are required to complete nine hours social work electives from the social work curriculum. Electives provide students with flexibility to explore their individual areas of interest. Most social work electives are rotated bi-annually so that students are provided a variety of subject areas from which to choose.

**SWK 099:** Social Work Licensure Exam is a graduation requirement for social work majors who have completed all required social work courses, and who are currently enrolled in SWK 448 and SWK 450. Social Work majors must take the Social Work Licensing Examination as a requirement for graduation. The exam is intended to help determine the students' level of competency in entry-level social work practice and is administered by the Mississippi Board of Examiners (MBOE) for Social Workers and Marriage and Family Therapists. Examination fees are established by the state licensing board. No credit is given for SWK 099.

**SWK 225:** Introduction to Social Work and Social Welfare is an introduction to the social work profession and to the philosophy, concepts and major methods of social work practice. Historical development of the profession is discussed, as well as the relationship to the development of social welfare. Also included in course content is an overview of current fields of practice. The course provides students with an opportunity to achieve competence in understanding the profession of social work and social welfare by stimulating their intellectual, spiritual, social and emotional development thus preparing them to perform successfully in professional enterprises, and to utilize their skills, talents and abilities in service to others. Students complete a field component comprising a minimum of 40 hours of volunteer experience in a human service agency.

**SWK 312:** This course provides students with instruction in the concepts and methods used in the conduct of ethical social work research. The course is based on an understanding that the research process is critical to professional practice, and directly mirrors the problem-solving process. The course will provide instruction in various types of problem formulation, research design, sampling, measurement, data collection, ethical issues and applications to social work practice settings. Students will also learn to evaluate one's own practice and will learn to be competent consumers of social work research studies. Includes oral presentation by student. Prerequisite courses include SOC 205 and PSY 301 or MAT 207.

**SWK 331:** Generalist Practice I, is the first in a four-course practice sequence Social Work majors must complete. As the introductory course in the sequence, Practice I, introduces generalist social work practice, with an emphasis on the skills, knowledge, and values of the profession which can be applied with systems of all sizes. Students will learn the stages of the generalist model of social work practice. Additionally, skills in interviewing and working with others will be examined. This includes an emphasis on learning how to develop a relationship with clients and increasing knowledge of the helping skills needed in the process. The class will involve a combination of lectures, group discussions/activities, skill building exercises, and videotaping interviews. This course is required for social work majors. Upon successful completion of the course, students are eligible to apply for admission to the Social Work Program.



**SWK 332:** Generalist Practice II is the second in a four-course practice sequence Social Work majors complete. Practice II provides a specific focus on social work theory and knowledge related to working with individuals and families. This course is designed to provide the opportunity for students to become more knowledgeable and skillful in professional helping relationships with families by expanding the theoretical foundation and practice methodology for social work. The course presents family theory, models and strategies for intervention, practice skills, and ethics necessary for beginning, culturally competent, practice in social service agencies.

In order to be of service to others as a social worker generalist practitioner, one must be able to engage clients in a helping relationship, gather data regarding problems of concern and pertinent bio-psychosocial history, make assessments for planning interventions, and evaluate interventions for future planning and/or termination of service with families.

Prerequisites for Practice II include SWK 225, SWK 331, and SWK 333, Introduction to Social Work and Social Welfare, Generalist Practice I, and Human Behavior and the Social Environment I.

**SWK 333:** Human Behavior and the Social Environment I, presents the development of the individual through the life cycle, initially focusing on biological, cultural, psychological, and social systems as they affect and are affected by the individual person in their environment. Theoretical perspectives on the human condition and application to basic facets of human development encourages students to use conceptual lenses to inform their practice with individuals at different stages of life. Particular emphases are made on the ways in which poverty and diversity affect human development and behavior.

The social work profession requires engaging clients in a helping relationship, including gathering data regarding problems of concern and pertinent bio-psychosocial history, making assessments for planning interventions, and evaluating interventions for future planning and or termination of services with individuals, groups, organizations, and communities. Having the foundation of theoretical perspectives to explain human behavior is imperative for the social work practitioner. Corequisites for this course include SWK 225, and PSY 423, Introduction to Social Work and Social Welfare and Abnormal Psychology.

**SWK 334:** Human Behavior and the Social Environment presents the development of the individual from conception to later adulthood, focusing on the biological, cultural, psychological, and social systems as they affect and are affected by the individual person in their environment. In a continuing effort as a sequence of Human Behavior I, this course continues the emphasis on the sensitivity to human diversity, including materials on race, ethnicity, gender, sexual minorities, physical challenges, spirituality, and socioeconomic factors as they affect human behavior and development. The course supports the value of diversity in society and social justice.

The social work profession requires engaging clients in a helping relationship, including gathering data regarding problems of concern and pertinent bio-psychosocial history, making assessments for planning interventions, and evaluating interventions for future planning and or termination of services with individuals, families, groups, organizations, and communities. Having knowledge of the life span and developmental process of clients in their environment

enhances the helping process for the social work practitioner. A prerequisite for this course is SWK 333, Human Behavior and the Social Environment I.

**SWK 422:** Human Behavior and Social Justice focuses on people from diverse backgrounds. It emphasizes populations that are at risk of discrimination and oppression, including the dynamics of these risks and strategies to promote social, economic and political justice.

Generalist social workers work with people from a variety of backgrounds, and therefore need knowledge of a wide range of population groups in order to be effective in the practice of social work with diverse client systems. Because social workers often work with people who are vulnerable to oppression and discrimination, they also need an understanding of the dynamics of oppression and discrimination as well as strategies that promote political, economic and social justice. Prerequisites include SWK 209, SWK 225, SWK 334, and SWK 333, Social Problems, Introduction to Social Work and Social Welfare, Generalist Practice I, and Human Behavior and the Social Environment.

**SWK 426:** Social Welfare Policy and Programs examines the current social policy system of the United States. Emphasis is placed on various models of social policy analysis, the political and economic processes affecting policy development and program implementation, and implications for social work practice.

The course introduces students to the underlying values, assumptions and theoretical perspectives as well as the social, economic and political factors that have influenced the development of this country's social welfare system, including its goals, policies and programs and their implications for social work practice. Social welfare policy describes and analyzes the policies and services rendered by local, state, regional, national, and international agencies as well as the policy implications for social work practice. This course will enhance the student's knowledge in preparing to advocate for social policy changes designed to improve social conditions, promote social and economic justice, and to empower vulnerable populations. Prerequisite includes SWK 225, Introduction to Social Work and Social Welfare.

**SWK 433:** Generalist Practice III is the third of the four courses in practice sequence of the social work curriculum. It builds on the previous practice courses, (SWK 331, SWK 332) with a specific emphasis on generalist practice social work with groups. An emphasis on theory and knowledge of group dynamics is foundational to this course. It provides experiential learning opportunities to integrate knowledge, values, and skills as both a group leader and group member. The effects of diversity on group interaction are stressed.

This course is designed to enhance student ability to practice in settings with various groups by learning to transfer and apply knowledge of group work and the formation of groups in society, especially in areas appropriate to the course units. The theme of cultural diversity will be discussed as it relates to each course unit. Specific approaches related to group intervention will be explored throughout the course. Prerequisites include SWK 331 and SWK 332, Human Behavior and the Social Environment I and II, and corequisite SWK 434, Generalist Practice IV.

**SWK 434:** Generalist Practice IV is the final course in a four-course practice sequence of the social work curriculum. It builds on the previous practice courses, (SWK 331, SWK 332) with a specific emphasis on social work generalist practice with communities and organizations. The

history, theories, concepts, and practice skills needed in social work practice with organizations and communities will be part of the learning experience. Emphasizing the strengths perspective, the course integrates concepts related to social work values and ethics, human diversity, promotion of social and economic justice, and empowerment of populations-at-risk in local, national, and global societies.

The needs addressed by the social work profession occur at many levels in our society – the individual, families, groups, organizations, communities – as well as national and globally. This course is designed to enhance student ability to practice in situations that call for intervention at organizational and community levels, with an introduction to social work practice with national and global societies as it results in social justice. Prerequisites include SWK 331 and SWK 332, Generalist Practice I and II, and corequisite SWK 433, Generalist Practice III.

**SWK 445** - Social Work and Mental Health provides an overview of mental health and mental illness in children, youth and families. Students will learn approaches of assessment to evaluate human behavior and functioning throughout the life course. Particular attention will be directed to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) as the major assessment tool utilized in human services and for insurance reimbursement. Prerequisite - PSY 423.

**SWK 448:** Senior Seminar is an extension of the field instructional process and is dependent upon the field instructional learning experiences for considerable teaching content. This seminar serves as the bridge between the educational process and entry- level professional social work practice.

The course is designed to facilitate the integration of knowledge from previous courses with the practicum experience. Additionally, the course will address current social work issues such as ethical dilemmas, integrating personal faith with professional practice, current practice trends, and specialized case study reviews, and the use of appropriate research methods to evaluate practice in the practicum placement. This course provides information for students who wish to pursue graduate professional education. It provides a forum for the discussion of practice-related issues and the integration of social work knowledge, skills, and values and ethics. The seminar also emphasizes the importance of the evaluation of one's own practice and the use of research skills in program evaluation.

The seminar serves as an avenue through which students share their field experiences for discussion and analysis. This discussion bridges the connections between classroom-based and field learning and extends student understanding of the wide range of settings in which generalist social workers practice. In the process, students gain further understanding of the integration and application of social work knowledge, skills, and values and ethics in work with diverse client systems. The course reinforces the ways in which generalist social work practice enhances human wellbeing and promotes justice while exploring social work issues and trends in a global context. The seminar also emphasizes the importance of the evaluation of one's own practice and the use of research skills in program evaluation. Prerequisites include completion of the social work sequence. Corequisites include SWK 099 and SW 450, Social Work Licensure Exam and the Social Work Practicum.

**SWK 450:** Social Work Practicum provides the student with the “final” opportunity to demonstrate commitment to social work values and ethics and competence in beginning generalist practice skills. Students are assigned to a social service agency four days (32 hours) each week. While in the agency, the student will be exposed to a diverse populations and experiences with systems of all sizes. The student will participate in discussion and processing this experience with his/her peers in group meetings facilitated by the Director of Field (or other Program faculty) in SWK 448, Senior Seminar, therefore both courses are required to be taken concurrently.

Within the placement agency, students focus on implementing knowledge from previous courses with practice skills, as well as learning the structure, function, and policies of the placement agency. This course demonstrates the culmination of all competencies, including the dimensions, knowledge, skills, values, cognitive affective processes, and behaviors.

### **Evaluation Criteria for Academic and Field Performance**

Criteria for evaluating student academic performance is developed by each individual faculty member, related to the objectives outlined in each course. Students must earn a grade of “C” or better in all required social work program courses and must maintain a minimum and cumulative 2.5 grade point average. In addition to the criteria evaluating academic performance, students are evaluated in an on-going process throughout the matriculation period in areas such as behaviors consistent with the NASW Code of Ethics, behaviors indicating appropriate interpersonal communication skills, behaviors indicating the ability to enter the helping relationship, and others. Criteria for evaluation of students in the field experience are described on the Field Placement Evaluation Form. This evaluation includes a broad-based look at behaviors indicating the integration of professional knowledge, values, and skills of entry level generalist practice.

### **Unrequired Experiential Learning**

The *Guardian ad Litem Project* pairs Mississippi College social work majors with Mississippi College law students. Each pair is assigned a case for which they serve as the guardian ad litem. This form of experiential learning allows students the opportunity to accompany their assigned “law partner” to court hearings and on home visits to the family members in the case. Participation in the project also requires attendance in periodic informational seminars.

The *Public Defender’s Project* - Mississippi College social work majors have entered a unique partnership with the Hinds County Public Defender’s Office. Managed by the Director of the Office of Training in the State Public Defenders Office, the project pairs a team of two social work students with a public defender for real-world, hands-on participation in the criminal justice system. Students serve as investigators for current cases being handled by the Hinds County Public Defender’s office. This advocacy project makes social justice issues real for students and allow them to see first-hand the impact of poverty on those involved with the justice system.

*Child Advocacy Studies Training Certificate:* The Child Advocacy Studies Training (CAST) curriculum focuses on interdisciplinary, ethical, trauma informed, realistic, and culturally

proficient content that provides professionals a foundation for responding to child maltreatment. Students learn about the various disciplinary responses to child maltreatment and will develop a multidisciplinary understanding of most efficient responses. Students completing the courses in the program will be better equipped to accomplish the work of related agencies (social work, criminal justice, education, psychology, nursing, paralegal, pre-law, pre-med or other areas where knowledge of child maltreatment and advocating *for* children will be necessary) as they advocate on behalf of child victims and survivors of child maltreatment. Experiential learning through coursework is emphasized. The certificate is approved and offered by Zero Abuse Project Protection Training Center, a 501(c)(3) organization committed to transforming institutions in order to effectively prevent, recognize, and respond to child maltreatment. More than 20 Mississippi Institutions of Higher Learning offer either a certificate and/or minor in CAST.

**CAST 400/5400: Perspectives on Child Maltreatment and Child Advocacy**

Course Description: This course covers the history, comparative perspectives, the legal framework, responses to child maltreatment, the skills necessary to do the work, and other pertinent issues pertaining to child maltreatment, child advocacy, and the future.

**CAST 401/5401: Professional and System Responses to Child maltreatment**

Course Description: This course focuses on the responses of professionals to allegations of child maltreatment. The purpose of this course is to expand the student's knowledge and skills in identifying, investigating and prosecuting child maltreatment.

**CAST 402/5402: Responding to the Survivor of Child Abuse and Survivor Responses**

Course Description: This course prepares students to recognize the effects of child maltreatment and apply intervention strategies for children and their families. Multidisciplinary approaches to prevention, advocacy and treatment of child maltreatment survivors will be presented and discussed. There will be an experiential lab for this course.

### **Academic Regulations and Policies**

#### **Course Withdrawal and Incomplete Grades**

The official drop date for class in either semester may be found in the current year's *Mississippi College Undergraduate Catalog* at [mc catalog](#). All MC credit hours are included in the Satisfactory Academic Progress calculations. Grades of "I" are not counted as hours completed, but they are counted as hours attempted. Incomplete courses are graded hours but count as failed hours until a different grade is submitted. If the course is never completed, the grade will be changed to "F". Students may find information on incomplete grades by following the link, [Incomplete Grades](#).

#### **Change of Major**

Any student desiring to change their major from social work will follow instructions by visiting the link, [Change of Major](#).

## **Tape/Digital Recording**

Audio, video, or other forms of taping/digital recording of class sessions generally are not allowed. A student may request to be given special permission by the instructor to record class sessions. If permission is granted, care must be taken to safeguard confidential information. The above policy does not apply to students who have a documented disability, and the Office of Disability Accommodations at Mississippi College has such accommodations on record.

## **Appeal Academic Integrity and Student Conduct**

Mississippi College Faculty expects all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty will not be tolerated in any form. Information on appealing academic integrity may be found at [Student Code of Conduct](#). Grievances may be of an academic or non-academic nature. The academic procedures are described in the *Mississippi College General Bulletin* and are applicable to social work students. Non-academic grievances regarding situations involving violations of college policy, rules, regulations, and standards are subject to the student judiciary processes, and are administered through the Women's Affairs Board, the Men's Affairs Board, and the Student Judicial Council as detailed in the Mississippi College Student Handbook.

If a student has a grievance of an academic nature within the social work program, they shall first try to resolve the issue with the faculty member directly. If the issue is not satisfactorily resolved, the student should make a formal appeal to the social work program director in writing. If the grievance is with the program director, the student shall follow the same procedures as with another faculty member. The next appeal level would be to the Chair of the Sociology and Social Work Department in writing. The Dean of the School of Humanities and Social Sciences and finally the Vice President for Academic Affairs are the next two avenues of appeal respectively. Each appeal must be written.

Internship academic concerns and/or appeals shall be made in writing to the Director of Social Work Field Education if the concern is not resolved with the agency field instructor. The Director of the Social Work Program, Chair of the Sociology and Social Work Department, Dean of the School of Humanities and Social Sciences, and the Vice President for Academic Affairs describes the line of progression in the appeals process if the grievance is not resolved with the field instructor. Each progression shall be in writing.

Grievances concerning admission, continuance and progression in or termination from the social work program are submitted in writing by the student to the Social Work Program Admissions Committee (when applicable). The next level of appeal is to the Dean of the School of Humanities and Social Sciences in writing. Finally, the Vice President for Academic Affairs shall be consulted if the concerns are not resolved to the student's satisfaction. The decision of the Vice President for Academic Affairs is final. Students are strongly encouraged to follow all procedures.

## Electronic Devices

Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes emailing, texting, social networking, and use of the internet. The use of cell phones is prohibited and should be set on silent before class begins. Failure to meet these expectations may result in a loss of points on grades or the student may be asked to leave the class.

## Criminal Background Check

Conviction of past criminal activity or conduct **may** prohibit admission into the Social Work Program. Students are advised that past or future criminal activity or conduct may limit or inhibit the student from completing the BSW program requirements (e. g. field practicum). Serious past criminal convictions **will** impact the likelihood of obtaining a license to practice social work in Mississippi due to requirements of the program to sit for the exam and requirements of the MS Board of Examiners for Social Workers. For more information, see the field handbook and the state licensure board website ( [www.swmft.ms.gov](http://www.swmft.ms.gov) ).

## Confidentiality and Mandated Reporting

As social workers and educators, your instructors are bound by law to uphold your rights to confidentiality under FERPA law. In certain circumstances we are also ethically, if not legally, obligated to report suspected abuse and threats of harm to self or others. Free and confidential counseling is available to all students on the main campus at the Student Counseling Services in Alumni Hall Room #4 or they may be contacted via email at [christia@mc.edu](mailto:christia@mc.edu) or [rward@mc.edu](mailto:rward@mc.edu). You may also reach them by phone at **601-925-7790**, or on the website, [MS College Counseling Center](#). Further instructions and explanations regarding disability services can be accessed through the [Disability Handbook](#).

## Attendance Policy

Class attendance/participation is an essential part of university education, and students are expected to attend/participate regularly and punctually all classes and laboratories for which they are registered. Cumulative absences/nonparticipation may result in a lowered grade or loss of credit for the course. **Tardiness** is also subject to penalty, as is any failure to complete required class work on time. A student will receive a grade of F in a course immediately upon accumulating a certain number of absences based on the time frequency of the class meeting. Please refer the current year's *Mississippi College Undergraduate Catalog* at [mc catalog](#) for further attendance policy.

## Policy Exemption Requests

Unforeseen circumstances may warrant a student's exemption from a policy of the University and/or Social Work Program School such as the policy on class attendance and grading. A student requesting an exception should provide a written request, including rationale to Program director, who will present the request with input from the faculty to the University administration for discussion, vote and inform the student of the decision.

## **Ethical and Professional Behavior**

### **Termination Enrollment in the Social Work Program**

Once a student is admitted to the social work program, termination of enrollment in the program may occur due to: violation of the policy of academic honesty of Mississippi College (as outlined in the *General Bulletin of the College*, and the *Tomahawk*); failure to uphold the *NASW Code of Ethics* (as outlined in the *Social Work Student Handbook*); failure to maintain the academic standards established for the social work program (as outlined in the *Social Work Student Professional Standards*, and the *Social Work Student Handbook*); and/or determination of the program faculty that, due to the behaviors, emotional stability, ethical stance, or other reasons, the student is inappropriate for the social work profession.

If a faculty member makes a complaint concerning a student in one of the aforementioned issues, a meeting is convened with the student, the student's faculty advisor, and other members of the Social Work faculty. Issues relevant to termination procedures are discussed, including input from the student. Faculty members meet and a vote is cast concerning the termination of the student. A unanimous vote is required for termination of a student from the social work program.

If a student is terminated from the social work program, there is an opportunity to meet with the faculty advisor to negotiate a contract in which an attempt is made to address the issues leading to termination within a specified period of time. A copy of the contract is provided to the student, faculty advisor, and placed in the student's permanent file. If at the end of the contract period, issues leading to termination have not been adequately addressed in the professional judgment of the program faculty, termination is implemented. The student may appeal this decision through the department, following the grievance and appeals procedure outlined in the *Social Work Program Student Handbook*. Assistance is also offered to the student in considering other career options. Re-admission procedures may be implemented in one year, if changes in the student's situation occur. The social work program faculty reserves the right to prohibit readmission possibilities during original termination procedures in some instances. Students wanting to return to the social work program after attending another institution or changing to another major must reapply to the social work program. Re-admission is not guaranteed solely due to previous admission. (This does not apply in the instance of students attending summer school at another institution.)

### **Academic Integrity and Honesty**

Mississippi College Faculty expects all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty will not be tolerated in any form.

Students who make application to the Social Work Program and students accepted into the program are required to read and sign indicating that they reviewed the *Student Handbook*. These standards describe the physical, cognitive, emotional, and behavioral requirements of social work students. They are designed to provide an overview of non-academic criteria required for students to fully participate in all aspects of coursework and the field practicum experiences.



Any behavior that may be considered unethical or is violation of these Social Work Professional Standards and Expectations may be cause for dismissal from the program. Both in the classroom and in their field placements, students are expected to demonstrate the highest levels of academic integrity in all that they do. These may include (but are not limited to) Abetting, cheating, plagiarism, fabrication, and misrepresentation. Please refer to the current year's *Mississippi College Undergraduate Catalog* at [mc catalog](#).

- Abetting is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.
- Cheating is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.
- Plagiarism means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sourced or copying another person's ideas.
- Fabrication means presenting falsified data, citations, or quotations as genuine.
- Misrepresentation is falsification, alteration, or the misstatement of the contents of work substantially done for one class as work done for another without receiving prior approval from the instructor.

### **Faculty Concerns**

If a faculty member has a concern about a student's behavior or academic performance which is not resolved through one-on-one interaction,

- ☐ The faculty member will communicate with the Program Director about the concern.
- ☐ The Program Director will then contact the student and the academic advisor and discuss the concerns of the faculty member.
- ☐ If deemed necessary, the Program Director will call a meeting with the student and the faculty member.
- ☐ The Program Director will create a written plan of action, reviewed with the student, the academic advisor and the faculty member. If revisions are needed, they will be agreed upon by the student and others involved, then signed by the student and placed in the student's file; and,
- ☐ If the student does not adhere to the plan, the student will be referred to the Office of Student Success and/or Dean for further intervention.

### **Communication**

Being accessible to students is of the utmost importance to the Social Work Program faculty and staff. There are various ways students may contact social work faculty and staff. Each professor will share their preference of communicating in each individual class. Telephone and electronic mail are the easiest ways to contact faculty when a face-to-face meeting is not feasible.

**Email:** For privacy and security reasons, faculty and staff can only correspond with students via email using their MC email address, and not their personal email address.

**Texting:** The school may ask for your cell phone number and carrier as a means of communicating with you to keep you informed about the school's events and activities. Students may text instructors **if** the professor grants permission as a means of communication.

**Facebook/social media:** The Program has a Facebook and Instagram page for the latest updates on Program and club activities.

**Letters of Reference:** A student may request that one or more faculty members provide a letter of reference for graduate school and/or potential employers. Students may make requests for letters of reference via email with a list of activities or resume attached to assist with providing proper information in the letter.

## **Student Recognition**

### **Senior Social Work Award**

Each year a graduating senior majoring in social work is selected by the social work faculty to be the recipient of the Mississippi College Senior Social Work Award. The student is recognized and receives an inscribed plaque before the Mississippi College student body during Honor's Day ceremonies each April. Criteria for selection of the Award recipients include:

1. the student who best models the ideals and values of the social work profession;
2. the student who demonstrates the ability to perform in an excellent manner in their field work;
3. the student who demonstrates good performance in classroom courses; and
4. the student who seems to demonstrate the overall greatest potential and commitment to becoming a competent professional social worker with the requisite knowledge, values, and skills of the profession.

## **Graduation**

### **When to Apply for Graduation**

To obtain information on applying to graduation, visit the following link:  
<https://www.mc.edu/commencement/graduation-information-students>

## **Professional Licensure**

Students graduating from the Social Work Program are required to take the ASWB Licensure Exam. A state licensure exam must be passed in order to obtain a permanent license. Graduates who are leaving the state should inquire about licensure in the state where they will be practicing. Students are enrolled in SWK 099 – *Social Work Licensure Seminar*, during the final semester in the Program. Students apply to take the licensure exam while in field placement and

senior seminar. Information about the national licensure exam can be found at [www.aswb.org](http://www.aswb.org) Information about the state licensure process can be obtained from: Mississippi Board of Examiners for Social Workers and Marriage & Family Therapists PO Box 12948 Jackson, MS 39236-2948 Phone (601)987-6806 [www.swmft.ms.gov](http://www.swmft.ms.gov).

## **Student Organizations and Professional Affiliations**

### **National Association of Social Workers (NASW)**

Students are encouraged to join the National Association of Social Workers (NASW). NASW is the national organization through which social workers stay connected to ideas, information, resources and people who help them reach their full potential as professional social workers. For information see [www.socialworkers.org](http://www.socialworkers.org) The Mississippi Chapter of NASW holds an annual conference in March of each year. Students are encouraged to attend this state conference.

### **Association of Student Social Workers**

Students are encouraged to join and actively participate in campus-wide groups and the department's student organization, the Association of Student Social Workers. This is a voluntary pre-professional organization sanctioned by the social work program and is open to all social work majors and others interested in the social work profession.

The stated purpose of the organization in its charter is "to provide a focal point for the energies of the social work students and other interested students and to identify and address the collective interests, needs, and concerns of this group." Officers are elected by their peers in the spring semester to serve the following fall and spring semesters. Officers include a president, vice president, secretary/treasurer, and student representative. The student representative attends departmental faculty meetings and represents the concerns of the social work majors and acts as an official liaison for student input and feedback to and from the social work program faculty. Past typical activities of the organization include having guest speakers at regular meetings, socials, group service projects, volunteer experiences, attendance at social work conferences, and field trips.

### **Phi Alpha Honor Society**

The Epsilon Psi Chapter of the Phi Alpha Honor Society, the national honor society in social work, was chartered at Mississippi College in April 1996. Students meeting the following criteria are invited to join each spring: social work majors must have completed nine semester hours of required social work courses, must have a 3.0 GPA or better, and a 3.25 in required social work courses. Officers elected by Phi Alpha members include president, vice-president, and secretary/treasurer.

## UNIVERSITY SERVICES AND ACADEMIC SUPPORT PROGRAMS

The following are a list of student services, for more detailed information, visit

<https://www.mc.edu/success/students/support-services>

Library

Bookstore

Writing Center

Student Counseling

Student Early Alert (SEA)

Student Counseling and Disability Services

Tutoring

Career Services

Dyslexia Center

### **Mental Well-Being - Individual Counseling**

The MC counseling center educates and counsels students by providing various services and programs. Services include short-term individual counseling, group counseling, couples counseling, crisis intervention, referral services, and outreach programs.

All counseling services are confidential and free of charge for Mississippi College students. The counseling center is staffed by licensed professional counselors, provisional licensed professional counselors, and psychology and counselor interns. We provide brief or short-term therapy for a variety of presenting problems. Concerns that require long-term treatment may be best served by referral to an outside community provider.

Our primary goal is to provide students with the services, support, and skills needed to grow, develop, learn, and thrive at Mississippi College. Please call 601.925.7790, email [scds@mc.edu](mailto:scds@mc.edu), or stop by our office on the 4th floor of Alumni Hall during regular business hours to set up an appointment.

### **Diversity and Inclusion**

The MC counseling center is dedicated to providing culturally sensitive services to the MC community and developing the multicultural competence of our staff. We endeavor to provide inclusive services and advocate for all of our students while providing a safe space to be accepted. We welcome students of all ethnicities, religions, sexual orientations, gender identities, ages, political beliefs, nationalities, abilities, and socioeconomic classes.

MC counseling center provides a wide range of therapeutic interventions for MC students. When a student's needs require a more intensive level of care, the MC counseling center partners with the student to transition to resources within the community.

The staff adheres to the ethical principles and codes of conduct of the American Psychological Association and the Mississippi State Board of Examiners of Professional Counselors. For more information, visit <https://www.mc.edu/offices/mental-health-services/personal-and-career-counseling>.

### **Financial Aid**

For questions regarding financial aid and scholarships please contact the financial aid office AT (601) 925-3212 or visit <https://www.mc.edu/offices/financial-aid/>.

### **Emergency Procedures**

In case of emergency situations, call campus public safety at (601) 925-3911, or visit <https://www.mc.edu/offices/safety/procedures>.

## Appendix A:

### Generalist Social Work Practice Competencies and Behaviors

The CSWE 2015 Education Policy was developed by the Council on Social Work Education Commission on Educational Policy and the CSWE Commission on Accreditation was approved by the CSWE Board of Directors on March 20, 2015, and the Accreditation Standards were approved by the CSWE Commission on Accreditation on June 11, 2015. The Education Policy and Accreditation Standards (EPAS) continues to be a competency-based education framework as in related health and human service professions, the policy continues to focus on student learning outcomes, an improvement of the 2008 EPAS. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy

Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. These competencies and outcomes are available on the CSWE's website at [2015 EPAS](#).

#### Social Work Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

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

## **Social Work Competency 2: Engage Diversity and Difference in Practice**

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

Social workers:

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

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

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

Social workers:

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

## **Social Work Competency 4: Engage in Practice-informed Research and Research-informed Practice**

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

Social workers:

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

### **Social Work Competency 5: Engage in Policy Practice**

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

Social workers:

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

### **Social Work Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

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

Social workers:

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



and constituencies.

### **Social Work Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

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

Social workers:

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

### **Social Work Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

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

Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

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

### **Social Work Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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

Social workers:

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

**APPENDIX B**  
**Mississippi College Social Work Program Requirements**

Name \_\_\_\_\_ MC#: \_\_\_\_\_

<u>Core Curriculum (36 hours)</u>	<u>Grade</u>
<b>English (9 hours) **</b>	
_____ ENG 101 English Composition (3 hours)	_____
_____ ENG 102 English Composition (3 hours)	_____
_____ ENG 211 World Masterpieces (3 hours)	_____
_____ ENG 212 Survey of British Literature (3 hours)	_____
_____ ENG 213 Survey of American Literature (3 hours)	_____
_____ ENG 099 Writing Proficiency Exam (WPE) (0 hours)	_____
Students who fail the WPE may enroll in English 299 & must earn a "C" or better	
**Students may select any (1) of the following: ENG 211, ENG 212, or ENG 213	
<b>History (6 hours)</b>	
_____ HIS 101 History of Western Civilization (3 hours)	_____
_____ HIS 102 History of Western Civilization (3 hours) or	_____
_____ HIS 103 World Civilization I (3 hours)	_____
_____ HIS 104 World Civilization II (3 hours) or	_____
_____ HIS 211 History of the United States (3 hours)	_____
_____ HIS 212 History of the United States (3 hours)	_____
<b>Bible (6 hours)</b>	
_____ BIB 110 Introduction to the Old Testament (3 hours) and	_____
_____ BIB 120 Introduction to the New Testament (3 hours)	_____
<b>Social Sciences (3 hours)</b>	
_____ SOC 205 Sociology: An Introduction in Global Context (3 hours)	_____
<b>Fine Arts (3 hours)</b>	
_____ ART 125 Art Appreciation (3 hours) or	_____
_____ MUS 125 Music Appreciation (3 hours) or	_____
_____ THE 125 Introduction to Theatre (3 hours)	_____
<b>Science (4 hours) **</b>	
_____ BIO 103 Human Biology (3 hours) and	_____
_____ BIO 104 Human Biology Lab (1 hour) or	_____
_____ BIO 203 Human Anatomy and Physiology I and	_____
_____ BIO 203 Human Anatomy and Physiology I Lab (1 hour)	_____
**One of the above science courses must accompany a lab course	
<b>Mathematics (3 hours)</b>	
_____ MAT 101 College Algebra (3 hours) or	_____
_____ MAT 105 Contemporary Mathematics (3 hours) or	_____
_____ MAT _____ (Higher Level)	_____
<b>Physical Education Activity Courses (2 hours)</b>	
_____ KIN 123 Fitness for Life (2 hours) and/or	_____
_____ KIN 124 Nutrition for Well-Being (1 hour) or	_____
_____ PED _____	_____
_____ PED _____	_____

Chapel (as specified)	Sem.	Sem.	Sem.	Sem.
_____ Freshmen-(0-23 hrs.) ..... (4 semesters)	_____	_____	_____	_____
_____ Sophomore-(24-53 hrs.) ..... (3 semesters)	_____	_____	_____	_____
_____ Junior-(54-83 hrs.) ..... (2 semesters)	_____	_____	_____	_____
_____ Senior (84 hrs. or more) ..... (1 semester)	_____	_____	_____	_____

**Social Work Concentration (57 hours)**

**GRADE**

**Interdisciplinary Required Courses (12 hours)**

_____ PLS 201 Amer. National Govt. or PLS 202 State & Local Government (3 hours) **	_____
_____ PSY 201 Introduction to Psychology (3 hours) and	_____
_____ PSY 301 Psychological Statistics or MAT 207 Elementary Statistics (3hrs)	_____
_____ PSY 423 Abnormal Psychology (3 hours) ***	_____

\*\*PLS 201 or PLS 202 must be taken prior to taking SWK 426; \*\*\* PSY 423 Must be taken prior to taking SWK 334

**Social Work Required Courses (45 hours) \*\***

_____ SWK 099 Social Work Licensure Exam Seminar	_____
_____ SWK 225 Introduction to Social Work and Social Welfare (3 hours)	_____
_____ SWK 312 Social Science Research Methods (3 hours)	_____
_____ SWK 331 Generalist Practice I (3 hours)	_____
_____ SWK 332 Generalist Practice II (3 hours)	_____
_____ SWK 333 Human Behavior and Social Environment I (3 hours)	_____
_____ SWK 334 Human Behavior and Social Environment II (3 hours)	_____
_____ SWK 422 Human Diversity and Social Justice (3 hours)	_____
_____ SWK 426 Social Welfare Policy and Programs (3 hours)	_____
_____ SWK 433 Generalist Practice III (3 hours)	_____
_____ SWK 434 Generalist Practice IV (3 hours)	_____
_____ SWK 445 Social Work and Mental Health (3) hours)	_____
_____ SWK 448 Senior Seminar (3 hours)	_____
_____ SWK 450 Social Work Practicum (9 hours)	_____

\*\*SWK majors must earn a "C" or above in all required SWK courses prior to entering field placement.

**Electives (37 hours) – (9) hours MUST be SWK electives)**

<u>PREFIX</u>	<u>NO.</u>	<u>COURSE</u>	<u>HRS</u>	<u>PREFIX</u>	<u>NO.</u>	<u>COURSE</u>	<u>HRS</u>
<u>SWK</u>	_____	_____	_____	_____	_____	_____	_____
<u>SWK</u>	_____	_____	_____	_____	_____	_____	_____
<u>SWK</u>	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

SWK majors must earn a "C" or above in all **Required** SWK courses, which require four sequenced semesters

<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
PSY 301 or MAT 207	SWK 312	SWK 426	SWK 099
PSY 423	SWK 332	SWK 433	SWK 448
SWK 225	SWK 334	SWK 434	SWK 450
SWK 331	SWK 422	SWK 445	
SWK 333	SWK Elective	SWK Elective	

APPLY TO SOCIAL WORK PROGRAM

Revised: June 2020

**Appendix C**

**MSSISSIPPI COLLEGE SOCIAL WORK PROGRAM**

**APPLICATION FOR ADMISSION (Submitted Electronically)**

**I. PERSONAL DATA**

Name \_\_\_\_\_ Date \_\_\_\_\_

Local Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Permanent Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_

Emergency Contact:

Name \_\_\_\_\_

Relationship \_\_\_\_\_ Phone \_\_\_\_\_

**II. ACADEMIC DATA**

\_\_\_\_\_ Completed or currently completing SWK 225-Introduction to Social Work and Social Welfare

\_\_\_\_\_ Completed or currently completing SWK 331 – Generalist Social Work Practice I

Current G.P.A. \_\_\_\_\_ (PLEASE LEAVE BLANK)

**III. PERSONAL HISTORY DATA**

Have you ever been convicted of a felony? \_\_\_\_\_ Yes \_\_\_\_\_ No

If you checked yes, please explain in detail on an attached sheet of paper

#### IV. AGREEMENT

I agree to the following conditions in applying to the Social Work Program at Mississippi College:

1. I have read and will adhere to and abide by the NASW *Code of Ethics*. I realize that failure to do so may result in disciplinary action by the social work program, up to and including dismissal from the program.
2. I understand that I am required to maintain a minimum 2.5 overall G.P.A. and to complete each required social work program course with a grade of “C” or better. I understand that my grades will be monitored each semester, and I will be reviewed by the social work faculty for possible action should my grades fall below the minimum level.
3. I understand that my individual progress as a social work student will be monitored by the social work program faculty; therefore, I agree to demonstrate a commitment to professional conduct, including practicing within the scope of social work, respecting others, being punctual and dependable, completing assignments (role plays, interviewing, oral presentations, and type-written documents) and reports on time, and prioritizing responsibilities. I will also be willing to recognize the signs of stress and emotional problems and seek advice from my faculty advisor regarding appropriate maintenance of my academic, physical, or psychological health.
4. I agree to allow appropriate information concerning my academic and nonacademic progress to be shared with representatives within the social work program. Program representatives will include social work faculty and field placement supervisors.
5. I understand that according to Section B of the Mississippi State Board of Examiners for Social Workers and Marriage & Family Therapists, an applicant for social work licensure
  - Is at least twenty-one (21) years of age
  - Is of good moral character, as defined in these Rules and Regulations
  - Has on file a fingerprint criminal history information record check acceptable to the Board
  - Has on file a Mississippi Sex Offender Registry check acceptable to the Board
  - Holds United States citizenship or status as a legal resident alien
  - Is free of conviction of a felony related to the practice of social work within the last ten (10) years
  - Is mentally competent with no decree of mental incompetence still standing in any court
  - Is currently free from dependency on alcohol or drugs, other substances or any other type of addiction
  - Has no pending disciplinary action
  - Has an acceptable social work degree for level of licensure requested.
6. I agree to observe and abide by all policies and procedures of the Mississippi College Social Work Program as explained in the *Student Handbook*.

**I hereby affirm that I agree to the conditions set forth above and understand that any falsification of information is grounds for dismissal from the program.**

---

Student Signature

---

Date

---

Social Work Faculty Representative

**Appendix D**

**MISSISSIPPI SOCIAL WORK PROGRAM  
STUDENT REFERENCE FORM (Submitted Electronically)**

Student's Name _____
Student's Address _____
I do _____ I do not _____ waive my right to see this reference.
Student's Signature _____

*The student listed above has applied for admission to the Social Work Program at Mississippi College. The information you provide as a reference will be helpful to the Social Work Program Admissions Committee in evaluating student applicants to the Program.*

**Reference Information:**

Name \_\_\_\_\_

Address \_\_\_\_\_

In what capacity have you known this student? (Employer, teacher, etc.) \_\_\_\_\_

How long have you known this student? \_\_\_\_\_

**Circle the response which accurately describes the student in each of the following areas:**

- |   |        |         |        |       |                  |
|---|--------|---------|--------|-------|------------------|
| Exhibits non-blaming attitude                               | Always | Usually | Seldom | Never | Unable to Assess |
| Is dependable   | Always | Usually | Seldom | Never | Unable to Assess |
| Demonstrates concern for others                             | Always | Usually | Seldom | Never | Unable to Assess |
| Interacts well with others                                  | Always | Usually | Seldom | Never | Unable to Assess |
| Is strongly motivated for professional Social Work practice | Always | Usually | Seldom | Never | Unable to Assess |
| Communicates clearly  | Always | Usually | Seldom | Never | Unable to Assess |
| Refrains from imposing values on others                     | Always | Usually | Seldom | Never | Unable to Assess |

What strengths would you say this student brings to the social work profession?

What challenges would you say this student needs to address before entering the social work profession?

If you would like to make additional comments, please do so below.

Which of the following accurately reflects your recommendation of this student to the social work program at Mississippi College? (Check one)

\_\_\_\_\_ Strongly recommend without reservation

\_\_\_\_\_ Recommend without reservation

\_\_\_\_\_ Recommend with reservation

\_\_\_\_\_ Do not recommend

Signature \_\_\_\_\_ Date \_\_\_\_\_



## **Appendix E**

### **CURE Statement**

#### **MISSION STATEMENT**

Christians Understanding Race and Equity (CURE) is committed to helping the Mississippi College community pursue a kingdom-oriented vision where all of God's children have equal value, dignity, and worth as made in God's image. We seek to acknowledge the past to improve our present and our future as we pursue a radical Christlike-ness in loving our neighbor as ourselves in a beloved community.

#### **VISION STATEMENT**

We are Christians at Mississippi College who recognize the ways in which our brothers and sisters of color have been marginalized from Christian institutions. We hope to be informed about how this happened, we want to connect the legacy of this history with modern events, and we seek to bring racial reconciliation and healing through Christ, unity, and moving forward as an enduring beloved community. We believe the Mississippi College community will be stronger because we have attempted to deal honestly with the past and will pursue real, actionable change in the present and future.

The six pillars which will help us rise (Ezekiel 10:4) are the following:

1. Being Rooted in Christ's Example and Shaped by Scripture
2. Being Informed by the Past to Shape How We Engage the Present
3. Promoting Real Discussion, Dialogue and Lament
4. Seeking Repentance, Healing, Reconciliation, and Unity
5. Building Community Based in Love, Forgiveness and Understanding
6. Being Committed to Real Action

While acknowledging ethnicities (Rev. 5:9-10), the Bible teaches that there is just one race (Acts 17:26). Adam and Eve are the parents of all people: Genesis 1-2; Romans 5:12-21; 1 Corinthians 15:21-22; SEE also genealogies (Gen. 5; 1 Chr. 1:1; Luke 3:23-38). We believe that race is a man-made social construct that is a result of sin, which was intended to create division, oppression and separation. We believe, as Christians, that Christ has destroyed these "dividing walls of hostility" and that Christians have an important role to play in issues relating to racial division, injustice and breaking down "walls of hostility" in our own society through embodying a radical and countercultural Christlikeness.

"The term "equity" refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from

the same place and must acknowledge and make adjustments to imbalances. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures.” <https://www.naceweb.org/about-us/equity-definition/> .

All people have value, dignity and worth and are made in God’s image. Genesis 1:26-30; 2:7; Psalm 8:3-6; John 3:16; Galatians 3:28; Colossians 3:9-11. *2000 Baptist Faith and Message: III.* Man “The sacredness of human personality is evident in that God created man in His own image, and in that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love.” Relevant Scriptures Cited Genesis 1:26-30; 2:7, 18-22; 9:6; Psalm 8:3-6; Acts 17:26-31 <https://bfm.sbc.net/bfm2000/#iii-man>.

The Bible commands us to love our neighbor as ourselves, one of the “Great Commandments.” Leviticus 19:18; Matthew 22:34-40; Mark 12:28-34; Luke 10:25-37; Romans 13:8-10; Galatians 5:14.

“Our goal is to create a beloved community, and this will require a qualitative change in our souls as well as a quantitative change in our lives.” Dr. Martin Luther King Jr. <https://www.wearethebelovedcommunity.org/bcquotes.html>

Southern Baptist Convention *Resolution on Racial Reconciliation* (June 1, 1995) <https://www.sbc.net/resource-library/resolutions/resolution-on-racial-reconciliation-on-the-150th-anniversary-of-the-southern-baptist-convention/>, *The Southern Baptist Theological Seminary Report on Slavery and Racism In the History of Southern Baptist Theological Seminary* (December 12, 2018) <https://sbts-wordpress-uploads.s3.amazonaws.com/sbts/uploads/2018/12/Racism-and-the-Legacy-of-Slavery-Report-v4.pdf> .

“Arise, for it is your task, and we are with you; be strong and do it.”

Addressing lament, the Bible encourages seasons of lament over sin and brokenness. Psalm 130, Psalm 6, Psalm 38 and Psalm 10.

Addressing offenders, the Bible mandates confession and reconciliation. Matthew 5:23-24; James 5:16a.

Addressing victims, the Bible mandates forgiveness and reconciliation. Matthew 6:12; 18:21-35; Luke 17:4; Ephesians 5:32.

In addition to the University’s stance on CURE, the Social Work Program recognizes that every faulty member or student does not share the same religious belief as does the statements found in CURE. The Program also adopted the NASW Diversity Equity and Inclusion and the Profession of Social Work statement:

*The Social Work profession has historically prided itself on helping community members reach their full potential, by addressing the inequities of poverty and social upheaval while helping individuals connect to resources. Social work education reinforced this narrative but glided over*

*the complex and controversial aspects of the profession. Like many disciplines, social work is not without its own problematic narrative when it comes to issues of oppression and racism.*

## Appendix F

### Social Work Student Professional Standards and Expectations

Social work students have the following responsibilities:

- to uphold the NASW Code of Ethics, which mandates ethical obligations to clients, colleagues, agencies, broader society, and obligations as a professional;
- to be knowledgeable regarding curriculum and program requirements;
- to be knowledgeable of the Educational Policy of the Council on Social Work Education, which appears as (Appendix B) in the *Social Work Student Handbook*;
- to act with academic honesty as described in the *General Bulletin* and the *Mississippi College Student Handbook*;
- to be an active participant in the learning process, and in the development of the professional self, which includes values, attitudes, self-awareness, and professional skills;
- to develop the basic knowledge, values, and skills of entry level generalist social work practice;
- to adhere to the standards of professional behavior, which include the following:
  - the student is respectful of classmates and faculty members, and demonstrates
  - the ability to communicate appropriately both within and outside of class;
  - the student is accepting of differences;
  - the student relates well to others interpersonally;
  - the student's performance in class reflects a commitment to the social work profession, and an understanding of personal and professional responsibility (attends class, is on time, turns in assignments when due, is an active participant in the class).
- the student's behavior is consistent with the NASW Code of Ethics;
- the student is committed to academic integrity;

## Appendix G

### NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

#### 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.

## **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

### **1. Social Workers' Ethical Responsibilities to Clients**

#### **1.01 Commitment to Clients**

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

#### **1.02 Self-Determination**

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

### **1.03 Informed Consent**

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

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

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

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

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

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

### **1.04 Competence**

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

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

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including

appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

### **1.05 Cultural Competence and Social Diversity**

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

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

### **1.06 Conflicts of Interest**

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in whom there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

## **1.07 Privacy and Confidentiality**

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

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

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

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

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

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

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

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

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

## **1.08 Access to Records**

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

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

## **1.09 Sexual Relationships**

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

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

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

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

## **1.10 Physical Contact**

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are

responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

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

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

### **1.14 Clients Who Lack Decision-Making Capacity**

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

## **1.15 Interruption of Services**

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

## **1.16 Termination of Services**

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

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

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

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

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

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

## **2. Social Workers' Ethical Responsibilities to Colleagues**

### **2.01 Respect**

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

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



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

## **2.02 Confidentiality**

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

## **2.03 Interdisciplinary Collaboration**

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

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

## **2.04 Disputes Involving Colleagues**

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

## **2.05 Consultation**

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

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

## **2.06 Referral for Services**

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

## **2.07 Sexual Relationships**

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

## **2.08 Sexual Harassment**

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

## **2.09 Impairment of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## **2.10 Incompetence of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## **2.11 Unethical Conduct of Colleagues**

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

(d) When necessary, social workers that believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

## **3. Social Workers' Ethical Responsibilities in Practice Settings**

### **3.01 Supervision and Consultation**

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

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

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

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

### **3.02 Education and Training**

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

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

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

### **3.03 Performance Evaluation**

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

### **3.04 Client Records**

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

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

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

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

### **3.05 Billing**

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

### **3.06 Client Transfer**

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

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

### **3.07 Administration**

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

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

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

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

### **3.08 Continuing Education and Staff Development**

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

### **3.09 Commitments to Employers**

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### **3.10 Labor-Management Disputes**

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

## **4. Social Workers' Ethical Responsibilities as Professionals**

### **4.01 Competence**

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep

current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

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

#### **4.02 Discrimination**

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

#### **4.03 Private Conduct**

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

#### **4.04 Dishonesty, Fraud, and Deception**

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

#### **4.05 Impairment**

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

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

#### **4.06 Misrepresentation**

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

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

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

#### **4.07 Solicitations**

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

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

#### **4.08 Acknowledging Credit**

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

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

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

#### **5.01 Integrity of the Profession**

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

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

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

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



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

## **5.02 Evaluation and Research**

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

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

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

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

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

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

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

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

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. Social Workers' Ethical Responsibilities to the Broader Society**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

#### **6.04 Social and Political Action**

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

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

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

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

\*Taken from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>, June 2021

## **Appendix H**

### **Child Advocacy Studies Training Certificate**

The Child Advocacy Studies Training (CAST) curriculum focuses on interdisciplinary, ethical, trauma informed, realistic, and culturally proficient content that provides professionals a foundation for responding to child maltreatment. Students learn about the various disciplinary responses to child maltreatment and will develop a multidisciplinary understanding of most efficient responses. Students completing the courses in the program will be better equipped to accomplish the work of related agencies (social work, criminal justice, education, psychology, nursing, paralegal, pre-law, pre-med or other areas where knowledge of child maltreatment and advocating *for* children will be necessary) as they advocate on behalf of child victims and survivors of child maltreatment. Experiential learning through coursework is emphasized. The certificate is approved and offered by Zero Abuse Project Protection Training Center, a 501(c)(3) organization committed to transforming institutions in order to effectively prevent, recognize, and respond to child maltreatment. More than 20 Mississippi Institutions of Higher Learning offer either a certificate and/or minor in CAST.

**CAST 400/5400: Perspectives on Child Maltreatment and Child Advocacy**

Course Description: This course covers the history, comparative perspectives, the legal framework, responses to child maltreatment, the skills necessary to do the work, and other pertinent issues pertaining to child maltreatment, child advocacy, and the future.

**CAST 401/5401: Professional and System Responses to Child maltreatment**

Course Description: This course focuses on the responses of professionals to allegations of child maltreatment. The purpose of this course is to expand the student's knowledge and skills in identifying, investigating and prosecuting child maltreatment.

**CAST 402/5402: Responding to the Survivor of Child Abuse and Survivor Responses**

Course Description: This course prepares students to recognize the effects of child maltreatment and apply intervention strategies for children and their families. Multidisciplinary approaches to

prevention, advocacy and treatment of child maltreatment survivors will be presented and discussed. There will be an experiential lab for this course.

**AGREEMENT:**

**I agree to observe and abide by all policies and procedures of the Mississippi College Social Work Program as explained in the *Student Handbook*.**

**I hereby affirm that I agree to adhere to the expectations and standards of the social work program, and the student's rights and responsibilities, as well as other conditions set forth above and understand that any actions contrary to those expectations may be grounds for non-acceptance to or dismissal from the program.**

\_\_\_\_\_  
**Student's Name Printed**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**