TARLETON STATE UNIVERSITY
BACHELOR OF SOCIAL WORK PROGRAM

STUDENT HANDBOOK

2015-2016

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Fort Worth         Stephenville (Main Campus)         Waco

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Social work is a challenging profession with a vast range of career options and opportunities for deep personal and professional satisfaction. Social workers are professionals who help people cope with complex interpersonal and social problems. Social workers also help people obtain the resources they need to live with dignity. Because of rapid changes in our society and its complex diversity, the field of social work is constantly modifying itself to adapt to these changes.

The Council on Social Work Education (CSWE) accredits the Tarleton State University (TSU) Bachelor of Social Work (BSW) Program. During the program, students will have an opportunity to join CSWE as well as the National Association of Social Work (NASW), the largest professional social work organization in the United States, and prepare for licensure as a social worker through the Texas State Board of Social Work Examiners.

The Social Work Student Handbook contains information about the mission and goals of the program, the generalist practice model, the curriculum, applying to the Social Work Program, admission requirements, the student’s academic rights and responsibilities, student support services, how to appeal, professional development and information about participating in student organizations. This handbook also gives the criteria for dismissal from the program for non-academic reasons and how to reapply if dismissed from the program. The policies for interaction between faculty and students can also be found in this book including policies for communication and policies for advising. Lastly, this handbook contains information about the field practicum including applying to the field program, the criteria for acceptance to the field program, the placement process, and policies for unsatisfactory performance in field.

The appendices of this handbook are useful forms and guidelines needed by the student to successfully complete the social work program. The application to the Social Work Program and field application are both included in this handbook and can be downloaded and completed by the student. All social workers and social work students are expected to comply with the NASW Code of Ethics, a copy of which can be found in this handbook. A copy of the Rubric for Assessing Professional Behaviors, which provides students with a list of professional behaviors expected of every student, can be found among the appendices. The Background Check and a Release of Information form are in this handbook and must be completed at the time of application to the social work major. Other useful forms and information included with the appendices are the list of student responsibilities for field placement, and Program Code of Conduct (See Appendices for a complete list of all forms and information).

This Social Work Student Handbook is supplemented by the TSU Student Handbook, which can be accessed at http://www.tarleton.edu/studentlife/documents/TarletonStudentHandbook.pdf. Students are responsible for being aware of and following all policies and procedures contained in this BSW Student Handbook, the TSU Student Handbook, and the Tarleton State University Catalog.

The TSU BSW Program offers the Baccalaureate Social Work (BSW) degree. Students who complete this degree are prepared for immediate entry into direct service professional positions. The
program has been accredited by CSWE since 1980. Tarleton State University’s BSW Program meets rigorous academic standards that ensure the professional competency of graduates. The Social Work Program does not grant social work course credit for life experience or previous work experience. CSWE accreditation also means Tarleton’s BSW graduates are eligible for Texas licensure and may be eligible for advanced placement in many graduate social work programs throughout Texas and other states. The social work profession’s focus on the “person-in-environment” uniquely prepares BSW graduates to work effectively with individuals, families, small groups, organizations, and communities. BSW graduates from Tarleton State University are prepared for careers in child and adult protective services, mental health agencies, nursing homes, hospitals, and other agencies that serve vulnerable populations.
Mission Statement

“The mission of the Tarleton State University Social Work Program is to respond to the diverse needs of multicultural communities, with an emphasis in service to Hispanic, military, and rural populations in North and Central Texas. The program prepares competent and effective generalist social work practitioners who are committed to enhancing the well-being of marginalized and oppressed populations utilizing the profession’s core values such as service, dignity and worth of the individual, social and economic justice, and recognizing the importance of human relationships.”

The mission statement is unique to the geographic area in which the TSU Social Work program is located and populations that social workers in that geographic area typically serve. Further, the mission statement reflects the core values of the social work profession and a commitment to the profession’s articulated focus. Students who complete the TSU Social Work Program will be prepared for a generalist practice career working with the populations noted in the mission statement.

Program Goals

The goals of the TSU Social Work Program were constructed to highlight the core elements of our mission that aim to achieve the development of effective generalist social work practitioners. The program goals correspond to the ten CSWE Educational Policy & Accreditation Standards (EPAS) competencies. These are policies and standards that govern all accredited social work programs.

The goals of the TSU Social Work Program are to teach students to:

1. Engage in evidence-based, generalist social work practice with individuals, families, groups, communities, and organizations within a multicultural society

2. Practice according to the core values, ethical principles, and ethical standards that guide the social work profession

3. Actively influence social policies through individual and organizational advocacy with an emphasis on alleviating poverty, oppression, and social and economic inequities affecting disadvantaged populations

4. Identify, assess, and utilize the bio-psycho-social, spiritual, and cultural needs to effectively work with target populations with an emphasis on Hispanic, military and rural populations in North and Central Texas

5. Practice from a culturally-sensitive perspective which recognizes and appreciates ones own culture as well populations representing diverse cultures
Program Goal 1 emphasizes the mission’s importance of the expectation of students within the program to have competent responses that meet the needs of target populations, but in specific to the multicultural communities of Hispanic, Military, and Rural populations within North and Central Texas. By assisting students in the process of implementing evidence based practices allows students to be adequately prepared to help disadvantaged groups in the most effective manner. This goal corresponds with the following EPAS competencies: (EP 2.1.1, EP 2.1.3, EP 2.1.6, EP 2.1.8, EP 2.1.10).

Program Goal 2 emphasizes the mission’s importance of the instructional emphasis of practicing according to the profession’s core values and how to apply the broad ethical principles and specific ethical standards to various practice situations. By assisting students in the process of applying practice allow students to be aware and able to make sound practice decisions based on these fundamental components of the profession. This goal corresponds with the following EPAS competencies: (EP 2.1.2, EP 2.1.3).

Program Goal 3 emphasizes the mission’s importance of the core value of social and economic justice as it relates to advocacy for target populations students will serve as generalist practitioners. By assisting students through awareness and education of various social policies affecting target populations allows students to advocate with informed knowledge of his/her impact at the micro, mezzo, and macro levels of practice. This goal corresponds with the following EPAS competencies: (EP 2.1.3, EP 2.1.4, EP 2.1.5, EP 2.1.6, EP 2.1.8).

Program Goal 4 emphasizes the mission’s importance of the unique preparation of students in working within multicultural communities and the essential tools of application in terms of identification, assessment, and utilization using a holistic perspective. By assisting students by emphasizing and instructing a holistic approach allows students to modify and implement effective practice strategies with target populations. This goal corresponds with the following EPAS competencies: (EP 2.1.7, EP 2.1.9).

Program Goal 5 emphasizes the mission’s importance of competency and effective practice expected by each student within the program. By emphasizing and integrating the importance of identifying one’s own culture as well others prepares and increases student’s ability to implement cultural sensitive practices to better serve target populations. This goal corresponds with the following EPAS competencies: (EP 2.1.4).

Core BSW Program Objectives

The objectives of the TSU Social Work Program mirror the core competencies of CSWE and promote the knowledge, skills, and values of the profession. The objectives prepare students to:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Engage diversity and difference in practice.
4. Apply critical thinking to inform and communicate professional judgments.
5. Advance human rights and social justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to and shape an ever-changing professional context.
10. Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities.

The Generalist Intervention Model

The TSU Social Work Program supports and instructs a generalist model of social work practice. Generalist practice implies that students are prepared to practice with individuals, families, groups, organizations, and communities. The student who completes his or her generalist practice education can use knowledge and skills obtained through the liberal arts foundation and the Social Work Program curriculum to promote positive change on behalf of the above-mentioned clientele.

The generalist intervention model is characterized by four main principles:

1. Based on a foundation of knowledge, skills, and values, which reflect the unique nature of the social work profession and incorporates evidence-based practice principles;
2. Oriented toward solving problems, which build on the strengths assessed using the ecological-systems perspective of individuals, families/groups, structural environment, culture, and history of the client;
3. Fosters an approach of analyzing the bio-psycho-social-spiritual situation at all levels of intervention involving micro, mezzo, and macro systems; and,
4. Uses a generalist approach method, which is flexible in its application.

TSU BSW students are expected to employ the Generalist Interventionist Model (GIM) in their practice of social work, including during their practicum experience. By working under the direct supervision of a professional social work practitioner, and through sharing experiences with college faculty and student peers during field seminar, the student's ability to apply the generalist model in practice will be enhanced.

Generalist Social Work Practice Behaviors

The intent of generalist social work practice is to promote practice behaviors for working at the micro, mezzo, and macro levels of practice. Practice behaviors include the behaviors cited below.

Social workers:
- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning, and use supervision and consultation;
- recognize and manage personal values in a way that allows professional values to guide practice;
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
• tolerate ambiguity in resolving ethical conflicts, and apply strategies of ethical reasoning to arrive at principled decisions;
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation, and demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities;
• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences, and view themselves as learners and engage those with whom they work as informants;
• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice, and engage in practices that advance social and economic justice;
• use practice experiences to inform scientific inquiry, and use research evidence to inform practice;
• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation, and critique and apply knowledge to understand person and environment.
• analyze, formulate, and advocate for policies that advance social well-being, and collaborate with colleagues and clients for effective policy action;
• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services, and provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services;
• substantively & affectively prepare for action with individuals, families, groups, organizations, and communities;
• use empathy and other interpersonal skills, and develop mutually agreed-upon focus of work & desired outcomes;
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-upon intervention goals & objectives, and select appropriate intervention strategies;
• initiate actions to achieve organizational goals;
• implement interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients, and facilitate transitions and endings;
• critically analyze, monitor, and evaluate interventions.
Applying to the Social Work Major at Tarleton State University

Generally, at the time you decide to apply for admission to the university, you should declare yourself a Social Work major on the University’s admission application, and complete a degree plan with a Social Work faculty advisor. If you have been previously admitted to TSU as a major within an academic discipline other than social work, ask your social work faculty advisor to complete a BSW degree plan for you; that process will automatically change your major to social work.

Once you have been admitted to Tarleton State University, declared yourself a social work major through the University and are enrolled in social work courses, you will apply for admission to the Social Work Program. For transfer students who have completed most or all core requirements and the Introduction to Social Work course, this process is usually accomplished during the first semester at TSU.

All social work students must submit a separate application for the admission to the Bachelor of Social Work Program at Tarleton State University. The necessary forms and explanations for applying for admission to the program are available in the appendices of this handbook (See Appendices B, F, & G).

The deadlines for submitting application materials to the TSU Social Work Program is November 15th of each year. In order to apply for program admission, you must:

1. Be admitted to Tarleton State University
2. Be enrolled in social work courses at TSU
3. Be a social work major at Tarleton State University
4. Have a 2.5 overall GPA and a “C” or better in all social work courses
5. Meet all Social Work Program admission requirements as outlined in the Social Work Student Handbook
6. Consult with your Social Work academic advisor
7. Complete the application packet (see Appendix B)
8. Include attachments as requested (see Appendices F & G)
9. Submit a letter of reference and an evaluation from your supervisor from a volunteer placement (see Appendix A)
10. Submit two other letters of professional reference (forms contained in the Social Work Student Handbook); a professional reference is a reference from a person who can vouch for your qualifications for a job—typically a former employer, a colleague, a vendor, or a supervisor; it is not from a family member or friend
11. Submit all materials by November 15th

Please pay close attention to the deadlines. Materials submitted after November 15th will be placed with the Fall applications in the following academic year.
Social Work Program Admission Requirements

All social work majors must apply for acceptance into the Social Work Program. No person shall be discriminated against for reasons of race, sex, national origin, ethnicity, political affiliation, sexual orientation, or disability. The Social Work Program is committed to having a diverse student population.

Process for Application and Acceptance:

1. Applications for Admission are available for students in the Social Work Program office and Appendix B of this handbook. Completed applications are due on the date specified. No late applications will be accepted. If the student misses the application deadline, the student may apply during the next application period. NOTE: Failure to meet the appropriate application deadline may delay course enrollment and expected graduation date.

2. Students will complete the application forms, which includes answering the specified essay questions. Three letters of recommendation are to be included with the completed forms. One recommendation must be from the students’ social work volunteer placement supervisor (the final evaluation of the learning contract received in SOCW 3320 is preferred). A criminal background check will also be completed at this time. An interview may be required as part of the application process.

3. A committee comprised of the Social Work Program faculty will make a decision concerning acceptance into the program. The decision of the committee is final and will be communicated to the student in writing.

4. Categories of acceptance:
   ♦ Acceptance
   ♦ Conditional Acceptance
   ♦ Denial

5. Students who are admitted under the Conditional Acceptance category will require completion of and/or ongoing satisfaction of conditions established by the committee.

6. Students who have been denied admission may reapply in a subsequent semester after corrective actions have been taken pertaining to the denial of admission.

Criteria for Acceptance:

1. Completion of SOCW 2362 – Social Welfare in America, SOCW 2361 – Introduction to Social Work, SOCW 3300 – Methods and Skills and a fourth social work course with a grade of “C” or better. If the student is enrolled in social work courses at the time of application, acceptance will be contingent upon the successful completion of the courses with a grade of “C” or better.

2. Completion of mandatory New Student Orientation to the Social Work Program.*

*New students will be notified of the time and place for the New Student Orientation.
3. Maintain a minimum “2.5” overall GPA and a grade of “C” or better in all social work courses. Students will be required to retake any social work course in which a grade of “C” or better is not achieved.

4. Stated desire to enter the social work profession.

5. Demonstrate potential for successful completion of program.

6. Fitness for the profession based on the professional judgment of the social work faculty and background check.

7. An admitted student who is unable to attend the University in the semester for which she/he is admitted must reapply for admission to the program in order to enroll in social work courses at a later time. A student, who has been admitted to and enrolls in the professional curriculum, withdraws, and then wishes to return, must apply for readmission on the basis of Social Work Program policies and procedures in effect at the time of the return.

NOTE: The applicant is considered on the basis of academic performance and commitment to and suitability for generalist social work practice. Emotional and professional readiness are prerequisites. These include demonstrated emotional maturity and self-awareness in areas such as: ability to deal with current life stressors; ability to reflect on personal strengths and limitations; and willingness to receive feedback and supervision in a positive manner throughout enrollment in the Social Work Program.

Students must also demonstrate professional behaviors such as: a goodness of fit the social work profession and the generalist framework for undergraduate social work education; upholding ethical principles as defined by the NASW Code of Ethics, Texas social work licensing criteria, the Tarleton Social Program Code of Conduct, and Tarleton State University student rights and responsibilities delineated in the Tarleton State University Student Handbook; advocating for themselves and others in a professional manner; use of proper channels for conflict resolution; demonstrating respect for the confidentiality and rights of others; demonstrating accountability in turning in assignments on time and maintaining a good attendance record in classes.

Professional behaviors are expected of students while in the TSU Social Work Program. A rubric for evaluating student professional behaviors can be found in this handbook (see Appendix I).

Academic & Professional Standards

Following admission to the Social Work Program, the student and the faculty advisor review the student’s coursework each semester. Students must maintain a minimum overall GPA of 2.5 and a social work GPA of 2.5, with a grade of at least “C” earned in all social work courses.

Should the student encounter difficulty in meeting the professional and/or academic requirements, the review process will bring the difficulty to the student’s attention and assist the student in making appropriate resolution. The student may use counseling and advising services at any time. Students will be required to retake any social work course in which a grade of “C” or better is not achieved if they wish to stay in the social work program.
Criteria for withdrawal of acceptance into the major or probationary acceptance (may be given at the time of initial application or at any time before graduation):

- Serious or repeated violation of the NASW Code of Ethics, TSU Social Work Program Code of Conduct, and Standards of Practice.
- Violation of the University’s academic honesty policy.
- A grade point average below 2.5 overall.
- Failure to maintain a grade of at least “C” in all social work courses.
- Personal problems that interfere with the conscious and professional use of self in a helping relationship.
- Felony conviction.
- Demonstrated unwillingness or inability to use supervision.
- Active abuse of drugs and/or alcohol.
- Behavior that is unacceptable for continuation in the program.
Baccalaureate of Social Work Curriculum

The following is the TSU BSW Curriculum. All TSU BSW students are expected to complete the following courses to graduate with a BSW degree which constitute a total 120 credit hours.

**General Education Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1311, 1312</td>
<td>6</td>
</tr>
<tr>
<td>MATH 1307 or higher</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1420 or 1421 and BIOL 2419 or 2420&lt;sup&gt;1&lt;/sup&gt;</td>
<td>7(8)&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts from:</td>
<td></td>
</tr>
<tr>
<td>ART, F A, MUSC, THEA</td>
<td>3</td>
</tr>
<tr>
<td>Humanities from: Literature</td>
<td>3</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences:</td>
<td></td>
</tr>
<tr>
<td>HIST 2301, 2302</td>
<td>6</td>
</tr>
<tr>
<td>GOVT 2301, 2302</td>
<td>6</td>
</tr>
<tr>
<td>SOCI 2301 or PSYC 1301</td>
<td>3</td>
</tr>
<tr>
<td>COMS 1301</td>
<td>3</td>
</tr>
<tr>
<td>FYS 1000</td>
<td>1</td>
</tr>
<tr>
<td><strong>Sub-Total:</strong></td>
<td><strong>42(43)</strong></td>
</tr>
</tbody>
</table>

**Courses Required for BSW:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 2361, 2362, 3300, 3303, 3306, 3314, 3320, 3329, 3339, 3316, 4312, 4622, 4623&lt;sup&gt;2&lt;/sup&gt;</td>
<td>45</td>
</tr>
<tr>
<td>BIOL 1420 or 1421 and 2419 or 2420&lt;sup&gt;2&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>SOCI 2301&lt;sup&gt;4&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>PSYC 1301&lt;sup&gt;4&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 1403 and 1404</td>
<td>6</td>
</tr>
<tr>
<td>Advanced SOCW electives</td>
<td>9</td>
</tr>
<tr>
<td>Electives from SOCI, SOCW, CRII, PSYC</td>
<td>6</td>
</tr>
<tr>
<td>General electives</td>
<td>8</td>
</tr>
</tbody>
</table>

1 The hour requirement for lab sciences for General Education is only 7 hours, but an additional hour is required for the SOCW Program science requirement.

2 See the TSU Catalog for SOCW course descriptions.

3 Both of these courses satisfy the lab science requirement of the general education curriculum.

4 One of either of these courses satisfy the Social & Behavioral Sciences requirement of the general education curriculum.

**Total Hours:**

120
The BSW Professional Development Sequence

The BSW curriculum is designed to integrate both the classroom and field components and prepare students with the ability to apply theory (coursework) and practice (field) upon completion of the BSW program. Students are expected to possess the abilities to apply the body of knowledge as indicated in the ten CSWE EPAS competencies. The curriculum is designed around those ten adopted core competencies of the CSWE for generalist practice. In addition, the 41 practice behaviors associated with the core competencies are assessed with the assistance of grading rubrics that have been adopted by the courses and through specific assignments.

The TSU BSW Social Work degree is organized around five sequences of coursework: 1) Liberal Arts Foundation which makes up the General Education Courses consisting of 42 credit hours, 2) Pre-Professional, 3) Social Work Foundations, 4) Social Work Practice, and 5) Field.

1) **Liberal Arts Foundation:** The Liberal Arts Foundation provides the foundation for the prospective social work student and can be exemplified in the following ways:
   
a. Students receive a historical and philosophical perspective on how to view and become aware of the cultural differences of clients (SOCl 1301 Cultural Anthropology, SOCl 3303 Race and Ethnic Relations).
   
b. Students, as social workers must possess the ability to present themselves in a professional manner both verbally and written (ENGL 1311, 1312, and communication COMS 1302 and COMS 3301).
   
c. Students must also possess the ability to inform scientific inquiry to guide practice and research (MATH).
   
d. Students obtain the foundational knowledge of human development (BIO 1406, and BIOL 2401) which integrates with the two social work courses about human behavior in the social work environment (SOCW 3329 and SOCW 3339).

The next four sequences provide the foundation of the BSW Program’s core curriculum. The goal of this level of the BSW professional development sequence is for students to develop a clear conception of the generalist social work practice perspective. Students will explore their own values and competencies in comparison to the expectations of the profession.

2) **Pre-Professional:** The goal of the Pre-Professional development sequence is for students to develop a clear conception of the generalist social work practice perspective. Students will explore their own values and competencies in comparison to the expectations of the profession. During this Pre-Professional period of development, students have opportunities for agency observation and community service projects, allowing them to assess their interest in pursuing social work as a career. The Pre-Professional sequence includes four courses. However, students can begin taking two of the four pre-professional courses as early as their sophomore year at TSU (SOCW 2361 or SOCW 2362). The Pre-Professional sequence includes the following four courses which are as follows:
   
a. SOCW 2361 Social Welfare in America provides a general introduction to human services in the United States.
   
b. SOCW 2362 Introduction to Social Work provides a focus on the profession of social work, its historical background, values and ethics, and methods of practice in a
variety of settings. The course provides opportunities for the students to assess their interest in pursuing social work as a career.

c. **SOCW 3300 Methods and Skills of Interviewing** offers students the model of generalist social work practice, including problem solving, initial client contact, attending and listening skills, empathetic responses, exploration and elaboration, questioning, gaining cooperation, self-disclosure, and closure. Issues of practice with diverse populations and persons from different cultural backgrounds as well as ethical issues of helping relationships are explored. **Prerequisite course includes completion of or concurrent enrollment in SOCW 2361 Introduction to Social Work.**

d. In **SOCW 3320 Service Learning**, each student will identify and respond to a community/neighborhood challenge through volunteer service with a non-profit community agency under direct supervision of the instructor and a community agency representative/supervisor. Emphasis is on services and programs directed at the most vulnerable populations in our society. Race, ethnicity, gender, and socioeconomic status are considered in an effort to understand the need for various human services and social welfare programs. **Prerequisite course includes completion of SOCW 2361 Introduction to Social Work or SOCW 2362 Social Welfare.**

3) **Social Work Foundation**: The goal of the Social Work Foundation sequence is to provide an in-depth coverage of values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, empirically based practice, research and program evaluation. Additionally, students begin to select a multidisciplinary sequence of electives to enhance their generalist perspective in social work. The Social Work Foundations sequence includes the following five courses which are as follows:

a. **SOCW 3303 Social Work with Diverse Populations** will familiarize the student with the cultural roots of the diverse ethnic groups that comprise American society, tracing the process of acculturation, which characterizes their American experience.

b. **SOCW 3306 Social Welfare Policy** provides study of social welfare policies as society’s response to the needs of individuals, groups, and communities; a historical review of policy development reflecting society’s changing values; policy analysis to determine impact on various systems including populations at risk; and the role of policy advocacy in promoting social justice and social change. **Prerequisite courses include:** SOCW 2362 Social Welfare and SOCW 3320 Service Learning.

c. **SOCW 3314 Methods of Social Work Research** examines the principles of the scientific method for building knowledge of and evaluation of practice. Topics include: ethical and cultural issues in research, research design and methodology; evaluation of practice; and engaging in evidence-based practice. Students complete and report on research projects. **Prerequisite course includes: Completion of OR Concurrent enrollment in SOCW 2361Introduction to Social Work.**

d. **SOCW 3329 Human Behavior and Social Environment I** and **SOCW 3339 Human Behavior and Social Environment II** integrate content from the physical, social and behavioral sciences with the social work multi-dimensional framework for understanding individual, family, group, and community functioning. These courses introduce students to the systems approach for organizing knowledge about people and their social environments. These two courses cannot be taken during the same semester and must be taken concurrently.
4) **Social Work Practice:** This group of courses provides the basis for the practice of social work. Social Work practice courses are limited in enrollment to students that satisfactorily have been advanced beyond the Pre-Professional sequence and have been accepted into the program by the Social Work Program Admission Committee. The Social Work Practice sequence includes the following two courses which are as follows:
   
a. **SOCW 3316 Practice I** is the practice course that focuses on the theories and processes of social work and the role of skills and values needed for generalist practice with individuals, families, and small groups. *Prerequisite for all practice courses is admission to the Social Work Program, completion of SOCW 3300 Methods and Skills, and completion or concurrent enrollment in SOCW 3329 HBSE I.*
   
b. **SOCW 4312 Practice II** is designed to provide theoretical knowledge and a skill base for beginning generalist social work practice with large systems, specifically communities and organizations. Course material will emphasize how these systems operate and techniques of effective change in the context of practice knowledge, values, and skills. *Prerequisite course includes completion of SOCW 3316 Practice I, SOCW 3306 Policy, and SOCW 3314 Research Methods.*

5) **Field:** The Field sequence is a fixed set of courses that must be taken in sequence, beginning in the fall term. Both field placement courses are worth 6-credit hours each. Students must apply and be accepted into field prior to starting this final preparation stage. The Social Work Foundations sequence includes the following two courses or the one Title IV-E field block for those students pursuing the Title IV-E program are as follows:
   
a. **SOCW 4622 Field Placement I** offer the students the opportunity to integrate theory and develop skills in an agency-based, educationally directed, and professionally supervised experience in a social work practice setting. All prerequisites must be completed before entry to the Field Practicum. *Prerequisites include acceptance into the field program and completion of SOCW 3316 Practice I.*
   
b. **SOCW 4623 Field Placement II** is a continuation of SOCW 422 Field Placement I with emphasis on generalist social work practice and on the interrelationships among human behavior, social policy, research, and practice. A minimum of 225 hours is required to be completed in each field course as well as participation in a three-hour-per week seminar throughout each semester.
   
c. **SOCW 4632 Field Placement Block** is the Field Practicum for Title IV-E students. Title IV-E students complete a 12 credit hour block field placement under the direction of the Title IV-E Project Director. All Title IV-E students must complete all required course work for the BSW degree prior to entering the Field Placement. For more information contact the Title IV-E Project Director.

**Social Work Field Practicum**

The purpose of the Social Work Field Practicum is the development of generalist practice skills through the integration and application of the knowledge and understanding developed in the courses of the social work curriculum. The student’s academic learning experiences help to develop the practice behaviors required by the Council on Social Work Education and necessary for effective intervention on many levels to affect ameliorative changes on behalf of the clients and client systems.
In an agency setting, the student has the opportunity to experience growth through the use of self and application of knowledge. The student will be given opportunities to become knowledgeable about the network of services in the community as well as learn about gaps in services. The student will also be given the opportunity to demonstrate the CSWE required practice behaviors necessary for graduation from an accredited program. The practicum experience is also designed to promote the student’s identification with the social work profession and gain appreciation of the profession’s contributions to the community and society as a whole. Lastly, the practicum sequence offers the student an opportunity to develop the professional self.

The educational objectives of the Field Practicum are:

<table>
<thead>
<tr>
<th>TSU Social Work Field Objectives</th>
<th>Corresponding EPAS (2008) Competencies &amp; Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will become familiar with the dynamic field placement agency structure, organization, and operation. Furthermore, the student will become familiar with evolving community resources and demonstrate the ability to make appropriate and effective referrals.</td>
<td>2.1.1a, 2.1.3b, 2.1.9a, 2.1.10(a)a, 2.1.10(c)h</td>
</tr>
<tr>
<td>The student will demonstrate an ability to identify as a professional social worker and adopt a professional role and demeanor by assuming responsibility to meet agency and class work standards, by behaving appropriately toward clients and colleagues, and by adhering to the Social Work Code of Ethics and the field placement agency code of conduct.</td>
<td>2.1.1c,d,e, 2.1.3c, 2.1.4d, 2.1.8b, 2.1.9a,b, 2.1.10(a)b, 2.1.10(c)h, 2.1.10(d)m</td>
</tr>
<tr>
<td>The student will demonstrate effective communication skills by organizing information effectively in oral and written forms to fulfill class assignments and to complete documentation required by the field placement agency.</td>
<td>2.1.1d,e, 2.1.3c, 2.1.4d, 2.1.8b, 2.1.9b, 2.1.10(a)b, 2.1.10(c)h, 2.1.10(d)m</td>
</tr>
<tr>
<td>The student is expected to develop self-awareness in terms of knowledge of their own strengths and weaknesses, their reactions to authority, conflict, and stress. The student will also demonstrate awareness and control of prejudices, biases, and stereotypes when working with people.</td>
<td>2.1.2a,b,c,d, 2.1.4a,b,c</td>
</tr>
<tr>
<td>The student will demonstrate the knowledge and ability to practice with diverse client systems in order to conduct an assessment, develop an intervention plan that identifies objectives and appropriate interventions, work toward those objectives, and evaluate outcomes. They will engage in research-informed practice within the utilizing the “best practice” information available.</td>
<td>2.1.3a, 2.1.6b, 2.1.10(a)c, 2.1.10(b)d,e,f,g, 2.1.10(c)h,i,j,k,l, 2.1.10(d)m</td>
</tr>
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</table>
The student will demonstrate a basic understanding and application of behavioral and practice theories. They will continue to apply critical thinking skills in the assessment, intervention, and evaluation of work with clients and systems. This will include an application of their knowledge of human behavior and the social environment.

<table>
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<tr>
<th>The student will understand and develop a respect for the positive value of diversity and global interconnections, with an awareness of the problems, issues, and strengths of all contexts of human diversity including but not limited to age, gender, sexual orientation, and socioeconomic status. Whenever possible, they will work to advance human rights and social and economic justice within the framework of field placement agency policy and guidelines.</th>
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<tbody>
<tr>
<td>2.1.3a</td>
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<tr>
<td>2.1.4c</td>
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<td>2.1.5a</td>
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<tr>
<td>2.1.6a,b</td>
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<tr>
<td>2.1.7a,b</td>
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<tr>
<td>2.1.10 (c)j</td>
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<tr>
<th>The student will demonstrate the commitment and ability to plan and prepare for their career and on-going professional development.</th>
</tr>
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<tbody>
<tr>
<td>2.1.1b,e,f</td>
</tr>
<tr>
<td>2.1.4d</td>
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### Admission Procedure for Field Practicum

Prior to admission to the Tarleton State University Field Program, students must:

- Be admitted to the Social Work Program
- Have completed prerequisites and all core curriculum courses
- Made written application to the Field Program
- Have attended a field orientation meeting
- Have attended a one-on-one field interview with the Coordinator of Field

The application and admission process takes place during the Spring semester prior to entering Field Placement in the Fall semester. Exceptions to these procedures will be made for those students who are in the Title IV-E Child Welfare Project as the field placement is conducted as a block and all other courses must be completed before entering the child welfare field placement course.

Students are eligible for the Field Practicum and Senior Seminar courses once they have been accepted into the Social Work Program and have completed all of the Social Work Program’s lower-division core requirements. In addition, the students must have completed SOCW 3303 (Social Work with Diverse Populations), SOCW 3316 (Practice I), SOCW 3320 (Service Learning), SOCW 3329 (Human Behavior in the Social Environment I), and SOCW 3339 (Human Behavior in the Social Environment II).

The Field Director and the Program Director must approve any request for a waiver of these eligibility requirements and/or the course sequencing in advance and in writing. Additionally, in order to qualify for a waiver of these eligibility standards, students will be required to submit a written contract to be approved by the Field Director and detailing when prerequisites, any core curriculum courses, or required social work courses will be completed. This waiver and approved written contract will become a supplement to the student’s Field Learning Contract. The student will then have an obligation for satisfactory compliance with the contract and all eligibility criteria prior to the completion of Field Practicum and successful graduation from the Social Work Program.
During the spring semester, the Field Director meets with all students who plan to enter the Field Practicum for the following fall semester. At the time of that meeting, students are given an application for Field Practice. Students are asked to complete the application and return it to the Field Director within a time period specified by the Field Director (usually one to two weeks). The Field Director will then review applications and schedule students for individual interviews. During the meeting with the students, the Field Director also explains the placement process and expectations the Social Work Program has for students in field placement.

Based on information obtained from the students’ applications, input from other social work faculty, interviews with the students, and review of the eligibility criteria (including background check), the Field Director makes a professional decision about readiness for field practice and whether or not to admit students to the Field Program. If a student is not admitted to the Field Program, he/she is informed in person and in writing. Educational options are then discussed with the student.

Also based on the above information, the Field Director makes a professional decision about student placement in agencies. The Field Director’s decision about where a student is to be placed is based on placement supporting the best educational experience for the student rather than on personal concerns such as the amount of distance a student must travel.

During the interview, students are informed that tentative Field Placement assignments will be posted no later than the week after the Field Fair (usually held in March). Students are then expected to schedule appointments for interviews with their potential Field Instructors. Student interviews at the agencies are to be completed by the week before the Field Instructor Appreciation Event (usually held in April). The Field Director informs the Field Instructors by written correspondence that he/she should expect students to call for an interview. After the interview with the agency Field Instructor is completed, the Field Instructor informs the student and the Field Director whether or not the agency agrees to accept the student for Field Placement. If a student is denied a Field Placement after at least three agency interviews, that student will not be admitted to the Field Practicum. When students are advised of their acceptance by the agency, the Field Director will maintain a final Field Placement Roster in the Field Director’s office.

Prior to entering Field in the fall semester, students must provide written verification of liability insurance to the Field Director. Students are to obtain individual insurance through the NASW Liability Insurance Program at their own expense. The Field Director provides students with the website links to the required forms and information during the spring orientation meeting. Students must sign a Release of Information Form when making application to the Field Program. Students may not begin Field Placement if they have not signed the form.

Students begin Field Placement I the first week of the fall semester. Students are required to spend a minimum of 16 clock hours a week (preferably two full days a week) of supervised experience for both semesters of the senior year; a total of 225 hours to be completed each semester. The agency and the student should mutually agree upon the schedule. Students will keep time sheets and supervisions logs to be signed by their Field Instructor and submitted to the Field Director at the end of every four weeks. Field Instructors are informed of all assignments and requirements for the Field Seminar.

Students may not be employed by the agency while they are in field placement.
Criteria for Acceptance into the Practicum Sequence

The following criteria apply to acceptance into the Practicum Sequence:

♦ Demonstrated commitment to social work values, including an awareness of diversity and a willingness to consider others’ viewpoints.
♦ Demonstrated ability to learn helping skills.
♦ At least a 2.5 grade point average, with a “C” or better in all previous social work courses.
♦ Completion of all Social Work prerequisites and the TSU Core Curriculum.
♦ Desire to participate in field placement and to enter the social work profession.
♦ Social work major in good standing.
♦ Successful completion of the application process, including the pre-field orientation interview, completed background check and acceptance by the Field Program.
♦ Successful interview and acceptance by an Agency Field Placement. Students will be allowed to interview with up to three agencies for Field Placement. While every effort will be made to help guide students to an appropriate Field Placement, should a student be found unacceptable for placement after three interviews, that student will be withdrawn from the Practicum Sequence. The Field Director will put this information in writing for the student and meet with the student to review and discuss the course of action to be taken, and the recommendations and options available regarding the possibility of any future placement. Students may not be considered for admission to the Practicum Sequence until all personal and professional issues identified in the interview process have been resolved.

Procedure for Dealing with Unsatisfactory Field Performance

Every effort is made (1) to encourage students who appear unsuited to social work to leave the program as early in their academic careers as possible and (2) to deny entry to the field to those students who have identifiable deficiencies. Still, the first field course serves as the place where a student can demonstrate practice with actual clients and the willingness and ability to make use of supervision. It is sometimes not clear until this point that a student has serious deficiencies that will hinder his/her practice of social work. In order to register for the second Field Practicum course, students must have successfully demonstrated these abilities in the first course.

Criteria for failure of Field Placement are as follows:

♦ Serious or repeated violation of the NASW Code of Ethics and the Standards of Practice.
♦ Serious or repeated violation of the placement agency rules and regulations.
♦ Personal problems that seriously and consistently interfere with the conscious and professional use of self in a helping relationship.
♦ Felony conviction.
♦ Demonstrated unwillingness or inability to use supervision.
♦ Personality unsuited to the social work profession.
♦ Behavior that is unacceptable for continuation in the program.
♦ Failure to complete 225 hours in each field placement.
♦ Failure to comply with terms of any waiver of eligibility criteria or written contract, supplemental to the student’s Field Learning Contract.
◆ Grade of “D” or “F” in Field Seminar component.
◆ Grade of “D” or “F” in another social work course that is being taken concurrently while the student is in their field placement

Students who exhibit very serious deficiencies in their ability to function as beginning level social work practitioners during their first field course according to the above criteria will receive a grade of “F”. No student will be admitted to Field II until all requirements are completed for Field I and the student has received a grade of “C” or higher in Field I.

**Note:** Students will be held to the same criteria in both Field courses.
STUDENT ACADEMIC RIGHTS AND RESPONSIBILITIES

It is the students’ responsibility to read and understand the Tarleton State University Policies and Procedures as printed in the Tarleton State University Student Handbook and in this Handbook. Policies can also be viewed on the Tarleton web page, www.tarleton.edu.

Academic Honesty
Tarleton State University expects its students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty that occurs in his/her class.

Class Attendance
Student absences are considered to be strictly between the individual student and faculty member. The faculty member has the responsibility and authority to determine whether make-up work can be done because of absences. Students may request make-up consideration for valid and verifiable reasons such as illness, death in the immediate family, legal proceedings, or participation in University-sponsored activities. Students who participate in University-sponsored activities are responsible for obtaining a written explanation for their absence from the faculty/staff member who is responsible for the activity.

Support Services for Students with Disabilities
Students with disabilities may request appropriate accommodations by contacting the Director of Disability Services in the Mathematics building, Room 201, at (254) 968-9400.

It is the policy of Tarleton State University to comply with the Americans with Disabilities Act and other federal, state, and local laws. The Office of Disability Services fully supports this policy.

PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION
Students are expected to obtain and use the current edition of the Publication Manual of the American Psychological Association. The APA Manual is the recognized style manual for publications in social work, psychology, sociology, nursing, and other disciplines. Students are expected to submit all written assignments according to APA guidelines.
STUDENT SUPPORT SERVICES

The following services are available to students. Access to these services is available through this web site: http://www.tarleton.edu/

- Teaching and Learning Center
- Counseling Center
- Financial Aids Office
- Dean of Students
- Director of Student Services
- Writing Lab
- Health Services
- General Studies and Testing
- Career Services
- Director of Social Work Program
- Coordinators of Field Education
- Individual Faculty Members
- Tarleton State University Catalog (contains course descriptions)

Career Advising

Formal career advising services are available to social work students in the Career Services Center. Social work faculty advisors are also readily available to advise students regarding careers in social work. Focusing on educational needs, including selection of field placement, and the opportunity to think through career goals, are all a part of the advisement process of Tarleton State University’s Social Work Program.

The following assistance is available from Career Services: http://www.tarleton.edu/~careers

1. Preparing resumes on a computer
2. Viewing interview tapes on job seeking tips
3. Individualized help through separate counseling sessions
4. Special literature from Placement Office
5. Mock interviews
6. Professional etiquette
ACADEMIC APPEALS

According to Tarleton’s grievance procedures, a student may appeal academic matters such as grades, academic work, makeup work, actions an instructor takes as a result of suspected academic honesty violations, and any conflict between the student and any faculty member, and termination from the social work program for academic reasons. Each academic department has its own procedures for dealing with students’ academic grievances. The following is the social work program procedure for grievance procedures.

Definition: A grievance shall be recognized as any complaint of a student concerning tests, grades, or conflicts of a personal nature between the student and any faculty member in the Department of Social Work, Sociology, & Criminal Justice.

Every effort should be made to resolve the problem at the lowest possible level. The procedure sequence to be followed is indicated below.

1. Student discusses the problem with the faculty member concerned. If the problem is not resolved the student may proceed to step two.
2. Student appeals in writing to the faculty member concerned with a copy to the Campus Coordinator and the Program Director. The faculty member responds in writing with a copy to the Program Director. If the problem is not resolved the student may proceed to step three.
3. Student appeals in writing to the Campus Coordinator with a copy to the faculty member involved and the Program Director. The Campus Coordinator will then schedule a meeting with the student and the faculty member involved. The Campus Coordinator will provide a written response to the student, the faculty member, and the Program Director. If the problem is not resolved at this level the student may proceed to step four.
4. In the event the student wishes to pursue the appeal, the next step is for the Program Director to convene a committee consisting of the Campus Coordinators from all campuses in the Social Work Program. In the event a Campus Coordinator is involved in the appeal a senior faculty member for that area will be appointed to serve for that Campus Coordinator. The committee will review and discuss the appeal. A written response of their decision will be forwarded to the student, the Campus Coordinator, the faculty member involved, and the Program Director.
5. In the event the case is still unresolved, the appeal and all relevant documentation from the faculty, the Campus Coordinator, the Program Director of the Social Work Program, the committee, and the student will be forwarded to the Dean of the College of Science and Technology for a written decision.
6. If the grievance has not been resolved with the Dean of the College of Science and Technology, the student may make a final appeal to the Provost and Vice President for Academic Affairs (refer to current Tarleton State University catalog). The Provost and Vice President of Academic Affairs will render a final judgment.
Impaired Personal Performance

The Code of Ethics of the National Association of Social Workers, approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly, addresses professional expectations regarding impairment of a social worker’s judgment or knowledge. Personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with professional judgment and performance are recognized as a violation of the NASW Code of Ethics.

Students accepted into the Social Work Program at Tarleton State University are expected to comply with all requirements of the NASW Code of Ethics while students at Tarleton State University. Personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties assessed by the faculty and/or student as interfering with the student’s academic and/or skill performance will be brought to the attention of the student.

The following actions are promptly expected of any student experiencing personal difficulties: (1) to take responsibility for learning about the issues concerning the impairment; (2) to become aware of the implication of the Tarleton State University policies concerning legal problems, substance abuse, or mental health difficulties; (3) to become familiar with the legal and ethical implications of personal impairment in social work practice; and (4) to take steps to identify impediments to their learning and subsequent professional practice.

The Social Work Program at Tarleton State University will: (1) educate students about the serious implications of personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties and the attendant impairment among helping professionals; (2) assist students who identify themselves as having impairment problems by referral for evaluation, treatment, and ongoing support as a contingency for remaining in the Social Work Program; (3) provide support to students in treatment and while in the Social Work Program through a contract agreement; (4) reserve the right to consult with students who demonstrate signs and symptoms of personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties; and (5) identify students that are resistant to obtaining help for personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties and direct those students to other career goals.

Also see Tarleton State University Student Handbook for the University’s Alcohol and Controlled Substance Policy and Code of Student Conduct.
TERMINATION OF SOCIAL WORK STUDENTS FOR NON-ACADEMIC REASONS

The grades that students earn in their academic course work are not the only indication of a student’s suitability for the social work profession. This policy provides a mechanism whereby a student’s behavior inside and outside the classroom may be reviewed to determine the student’s suitability for the profession.

Regulation of professional behavior is critical for maintaining the integrity of the social work profession. Students majoring in social work are members of the social work profession and, as such, are eligible for membership in professional organizations, such as the National Association of Social Workers (NASW). Social work students should conduct themselves as professionals and in accordance with National Association of Social Workers Code of Ethics.

It is required by the Council on Social Work Education (CSWE) that every social work program have professional standards to determine if students are professionally competent and ready to work with clients and the external community. These standards are part of the social work academic program, but deal with non-academic behaviors, which may indicate that a student is impaired professionally. Please note that these standards apply to all social work majors who have been admitted officially into the program.

Definition of non-academic professional impairment. Non-academic professional impairment is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct delineated in the National Association of Social Workers’ Code of Ethics or the standards of personal behavior as presented in the Tarleton State University Handbook and the Social Work Program Student Handbook.

Examples of non-academic professional impairment. Behaviors which may indicate impairment include, but are not limited to, the following:

1. Unethical professional behavior.
2. Personal problems that seriously and consistently interfere with the conscious and professional use of self in a helping relationship.
3. Threat of physical harm to self or others.
4. Discriminatory behavior or harassment toward others on the basis of race, gender, age, sexual orientation, disability, etc.
5. Inability to accept appropriate evaluation from superiors or to modify one’s professional behaviors as requested.
6. Felony conviction.
7. Habitual tardiness to class or to an agency.
8. Habitual unexcused absences from class or from an agency.
9. Impaired judgment, decision-making, or problem solving in one’s professional life.

10. Inappropriate or disruptive behavior toward colleagues, faculty, staff, or peers.

11. Consistent failure to demonstrate the interpersonal skills necessary to form effective professional relationships.

**Procedures**

Anyone who has concerns about the behavior of any University social work student should contact the Program Director of Social Work and/or designated Campus Coordinator. Faculty members, community social workers, social work field supervisors, and social work students have a particular responsibility under the NASW *Code of Ethics* to bring these concerns forward.

The Program Director and/or Campus Coordinator will collect information from anyone who expresses concerns about the behavior of social work students. The Program Director and/or Campus Coordinator will determine the identity of the student who is being reported, the specific nature of the alleged behavior, the way in which the reporting person was affected by the behavior, and the sources of information about the alleged behavior. Anonymous reports will be evaluated and the complainant encouraged to identify herself/himself.

The Social Work Program Director and/or Campus Coordinator will provide the reporting person with information required for filing a complaint about the student’s behavior, which must be in writing and delivered to the Social Work Program office.

A written complaint must:

(1) clearly identify the student,
(2) identify the specific behavior that was problematic,
(3) specify why the behavior was inappropriate,
(4) specify sources of information that support the complaint,
(5) be filed within one year of the date the complainant became aware of the problem behavior
(6) clearly identify the complainant.

**Filing a Written Complaint**

The student will be provided with a copy of the complaint about his/her behavior within ten working days and the Social Work Program Director and/or Campus Coordinator will then discuss the reported problem behavior with the student. After this discussion, the Social Work Program Director and/or Campus Coordinator will appoint a committee of no fewer than two Social Work faculty members to review the complaint.

The committee will collect information necessary to evaluate the complaint. This process will include contacting the complainant and the student as well as collecting other relevant information. The student will be given an opportunity to respond to the complaint in the presence of the committee.

The student may request help in responding to the complaint. The student may bring an advisor to a review committee meeting. However, the student’s advisor may not speak on behalf of the student.
The review committee will weigh the information, reach a decision about the validity of the complaint, and make recommendations to the Program Director and/or Campus Coordinator about appropriate action based on the findings. The committee may not make a recommendation for action unless there is sufficient information to support the complaint. Recommendations should focus on correcting problems identified in the complaint.

Recommended action may include:

1) No action.
2) Recommendations for corrective action.
3) Probation: the student continues in the program with the time limit and conditions of probation specified.
4) Suspension: the student may not take any social work courses for a specified time period. The conditions of reinstatement will be specified.
5) Termination from the program.

The review committee will conclude its work within 25 working days from the filing of the complaint, excluding holidays. The committee will discuss its findings and the recommendations with the student and the Program Director and/or Campus Coordinator. The Program Director and/or Campus Coordinator will inform the student, in writing, within ten working days of the program’s decision.

If the student wishes, he/she may appeal the review committee’s recommendation to the Program Director/Campus Coordinator. Appeals should be in writing and should state clearly the reason for the appeal. Appeals should be submitted within ten working days after the student has been notified of the program committee decision.

This policy applies to the review process by the Social Work Program related to student behavior. Other policies relating to student discipline at the university level may also apply.

**REAPPLYING TO THE PROGRAM**

Social work is a program of professional study at Tarleton State University. It is recommended that any student experiencing academic difficulties review those difficulties with their academic advisor, the Campus Coordinator and/or the Program Director as soon as the problems are identified. Students who have been terminated from the Social Work Program for academic reasons may reapply one time for readmission to the program in a semester following the correction of the academic deficiency. Students who have been terminated from the Social Work Program for non-academic reasons are ineligible to reapply to the program.
COMMUNICATIONS BETWEEN FACULTY AND STUDENTS

Effective communication between the faculty and students is maintained through the Social Work Program bulletin board and/or email. All official notices will be posted on this board outside the Social Work Office. Students are responsible for checking this board several times a week. Messages to students from faculty, important meetings, volunteer, and job opportunity notices will be posted. Students are able to contact a faculty member by leaving a note with a program secretary for the faculty mailbox, located in the department office. Faculty office hours are posted on office doors and appointments should be made in advance, to assure a convenient meeting time. Students may also contact faculty members through the use of e-mail.

SOCIAL WORK PROGRAM FACULTY

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Position</th>
<th>Telephone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Administrative Assistant</td>
<td>(254) 968-9276</td>
<td><a href="mailto:jdardis@tarleton.edu">jdardis@tarleton.edu</a></td>
</tr>
</tbody>
</table>

Edward Randle, PhD, MSSW is the Program Director and an Assistant Professor. His BSW is from Howard Payne University and his MSSW and PhD in Social Work are from the University of Texas at Arlington. Prior to coming to Tarleton State University in 2011, Dr. Randle was an adjunct faculty member at the University of Texas at Arlington and a behavior specialist at Fort Worth Independent School District.

Ebony L. Hall, PhD, MDIV, LMSW, Assistant Professor & Social Work Coordinator. She holds a BASW and MSW from Baylor University; a PhD from the University of Texas at Arlington; and her Master of Divinity from Brite Divinity on the campus of Texas Christian University. Dr. Hall has experience as an undergraduate advisor and has had several nominations including a nomination for the Patricia K. Cross Future Leaders of America, the Who’s Who among Students in American Universities and Colleges, and was also nominated for Outstanding Academic Advisor in 2008 at UT Arlington. Dr. Hall has experience as a research assistant, helping conduct over sixty interviews.
with Dr. James W. Callicutt, in his endeavor to publish an oral history book over UT Arlington’s School of Social Work as well as a former Research Consultant for Baylor Healthcare’s Oncology Department. Dr. Hall has several years of experience counseling children, adults, and families struggling with mental illness and substance abuse. Dr. Hall currently serves as Chair of the Tarrant County Disproportionality & Disparities Committee to address inequity within the state of Texas for children and families of color.

**Deneece Ferrales, PhD, MSW** has been with the Social Work Program at TSU since the Fall of 2012. Dr. Ferrales is the Coordinator on the Waco campus and teaches policy, research, service learning, macro practice, and field classes. Prior to coming to TSU, Dr. Ferrales was in private practice working with families in crisis due to custody issues. Dr. Ferrales received her doctorate in social work in 2003 from the University of Texas. She received her MSW from Our Lady of the Lake University where she also spent 9 years on the faculty. She received her BA in Psychology from Southwestern University. Dr. Ferrales has several peer reviewed publications and presentations. She served as a Texas delegate on the NASW Delegate Assembly for five years. Dr. Ferrales areas of expertise include children and families, HIV/ AIDS, women's issues, and custody evaluations.

**JoNataye Prather, PhD, MSW** is an Assistant Professor and Director of MSW Field at Tarleton State University. She earned her Doctorate and Master’s degree in Social Work at The Ohio State University (OSU). As an undergraduate student she majored in Psychology and African & African-American Studies at OSU. Her research and practice interests involve addressing non-academic barriers to learning, school social work, school mental health, solution-focus therapy, and cultural competence. Dr. Prather has taught a plethora of Undergraduate and Master Social Work courses. She has presented at local and national conferences in the education, criminal justice and social work fields. Dr. JoNataye is passionate to empower student through her research contribution within the book, “The Best College Student Survival Guide Ever-Written”.

**Francine Esposito Pratt, BSW, MSSW, LMSW-AP**, Assistant Professor and Coordinator of Field Education. She holds both Bachelor’s and Master’s degrees in Social Work from the University of Texas at Arlington. Ms. Pratt began a career in human services in 1973, working to prevent juvenile delinquency. She is the former Executive Director of Northside Inter-Church Agency and former Director of UT-Arlington’s Community Services Development Center. Prior to coming to Tarleton State University in the fall of 2005 she was Associate Director of Professional Services for Catholic Charities. Ms. Pratt was responsible for staff and program development, total quality management (continuous improvement issues), training coordination, and an emphasis on diversity inclusion and appreciation, student participation and field instruction, and program evaluation. She has also served as Interim Program Director for the Tarleton State University Social Work Program.

**Misty Glasgow Smith, BSW, MSSW, LMSW-IPR**, Director for the Title IV-E Child Welfare Project. She holds a BSW from Tarleton State University and an MSSW from the University of Texas at Arlington. Prior to coming to Tarleton State University, Ms. Smith was the Director of Social Services at Presbyterian Hospital of Allen and a direct social work practitioner with the STAR Program for Foster’s Family Care in Stephenville. She has extensive experience in medical social work, counseling children and parents, and has worked cooperatively with Child Protective Services throughout her career. Ms. Smith’s areas of expertise are in child welfare, medical, and direct practice social work. Ms. Smith was awarded the 2012 Social Worker of the Year Award for the NASW North Central Texas Area Branch.
Darla Beaty, PhD, LCSW, Assistant Professor- Waco Campus. Darla Beaty earned her BA from Stephen F. Austin State University and her MSSW from University of Texas at Arlington. She practiced social work for 26 years in a variety of clinical settings in Texas before returning to school to attain her PhD from University of Houston in 2010. There she developed an interest in Community Based Participatory Research, which attracted her to Tarleton’s social work program. Dr. Beaty has taught the Field practicum, Research, Practice I, Diversity, HBSE I and II, Community practice, Statistics, Aging and Medical Social Work on the Bachelor’s level. She has taught the following MSW classes: Direct Practice, Research, Administrative and Organizational Practice, Aging and Medical Social Work. Dr. Beaty has taught study abroad to both BSW and MSW students, traveling to Turkey, India and Costa Rica.

Nathalie Jones, PhD, MSW, Assistant Professor- Tarleton Fort Worth Campus. Dr. Jones facilitates courses such as Human Behavior, Policy, Research of Social Work methods, Practice I & II, Service Learning & Cultural Diversity. Dr. Jones’s research interest include: Healthy Aging, Healthy Relationships & Teaching & Learning with Social Media. Dr. Jones has worked in the field of human and social services for over fifteen years. Her professional experiences have included: Advocating for seniors, providing grief and bereavement counseling, investigations, reunifying families, life skills for adolescents, mentoring women & girls, and substance abuse counseling for both adults and adolescents. She has taught International Social Work & joys educating non-traditional learners on cultural differences. Dr. Jones is on the Advisory Board of Bold (TSU organization for young ladies). She serves the University on the scholarship & commencement committee. Dr. Jones is an active member of the Omicron Beta Zeta Chapter of Zeta Phi Beta Sorority, Inc and is the advisor of the Student Social Work Association (SSWA-FW) of Tarleton State University.
SOCIAL WORK ADVISEMENT POLICIES & PROCEDURES

The system for advising students is an important part of the Social Work Program at Tarleton State University. In order to maintain the integrity of our program and help students’ progress, it is critical for faculty members to provide students with sound academic and career advice to ensure that students follow the pre-requisite and co-requisite requirements of our program. Advisement policies and procedures are found in this Social Work Program Student Handbook. Student advising is shared among faculty members. Designated outreach staff also assist with advising on the Ft. Worth and Waco campuses.

A. Purpose: The purpose of the advising process is to help students progress through the Social Work Program based on sound academic advice and assessment of their potential for social work practice. In addition, the process is designed to promote student retention by identifying student problems at an early stage and encourage better use of campus support programs.

B. Components of Advisement Program

1. Individual Advisement Program
   a. Should occur at least once per semester for all students
   b. Assists with course registration
   c. Informs the student of Social Work Program requirements
   d. Identifies students’ academic and nonacademic problems
   e. If necessary, the student is referred to Tarleton Student Support Services

2. Mandatory Advisement Program:
   a. Required for students who experience academic problems (a overall GPA below 2.5 or a grade below “C” in social work courses)
   b. A student meets with a faculty advisor at specified times
   c. Develops a contract identifying actions they would take to address their academic problems
   d. Students are informed that failure to adhere to terms of the contract will jeopardize their continued progress in the Social Work Program

C. Progress through the Social Work Program:

1. PRE-PROFESSIONAL - Any student admitted to the university may declare Social Work as a major. Each declared major will have an academic advisor, available for ongoing academic advising and to assist the student in determining his/her potential for social work practice.

2. FOUNDATION/PRACTICE - After completion of, or concurrent enrollment in SOCW 2361–Social Welfare in America, SOCW 2362–Introduction to Social Work, and, SOCW 3300 –Methods and Skills courses with a grade of “C” or better, students may apply for admission to the Social Work Program. If the student is enrolled in social work courses at the time of application, acceptance will be contingent upon the successful completion
of these courses with a grade of “C” or better. If a student has completed the Introduction to Social Work course or other Pre-Professional social work courses at another school, this accomplishment will be noted and the student will obtain an application to be completed and submitted to the Social Work Program. If a student does not have the necessary GPA requirements but still has potential, the student will be referred to the Mandatory Advisement Program and may reapply for program admission after the academic deficiency has been removed. A student whose GPA could feasibly raise to a 2.5 within one semester of study may receive Provisional Admission to the Social Work Program pending successfully raising his or her GPA to a 2.5 at the end of one semester. To remain in this phase of the Social Work Program, the student must:

- Gain admission to the TSU Social Work Program
- Maintain a 2.5 overall GPA
- Maintain a grade of at least “C” in all social work courses
- Not repeat more than two courses to maintain GPA requirements
- Sign an agreement to read and abide by professional social work values as articulated in the NASW Code of Ethics and the policies and procedures outlined in this Handbook.

3. **DEGREE PLAN** - Students must file a degree plan. The degree plan is a formal document that outlines the courses previously and successfully completed and identifies additional courses the student must complete in order to graduate.

The degree plan is prepared by the student’s faculty advisor and is checked for accuracy by the student and the advisor. The degree plan then is sent to the Program Director and on to the Registrar’s Office for final check and approval. An approved degree plan is not a guarantee of permission to remain in the Program. To remain in the Program, social work students must:

- Maintain a 2.5 overall GPA
- Maintain a grade of at least “C” in all social work courses
- Not repeat more than two courses to maintain GPA requirements
- Adhere to professional social work values as articulated in the NASW Code of Ethics
- Comply with all policies and procedures as outlined in the Social Work Program Student Handbook.

4. **FIELD PRACTICUM** - Meeting all the requirements listed above and all prerequisites, students may apply for admission to field placement. For complete information, see sections in the Student Handbook on Field Placement Information.

D. **Possible Activities during Advisement Process**

1. Possible student problems for an advisement session:

- Poor test-taking skills
- Poor study habits
- Low grades in one or more courses
✦ Poor time management
✦ Lack of confidence
✦ Poor writing skills
✦ Poor reading comprehension skills
✦ Poor public speaking skills
✦ Criminal history that may prevent field placement and/ or licensure after graduation

2. Possible actions taken by advisors during the advising session

✦ Assistance with test-taking skills
✦ Assistance with study habits
✦ Assistance with meeting specific course objectives
✦ Assistance with interpersonal skills
✦ Assistance with time management
✦ Assistance with goal and priority setting
✦ Guidance in selecting electives and planning class schedule
✦ Review standardized test scores (e.g., Texas Academic Skills Test TASP)
✦ Assistance with submitting a criminal background check to the Texas State Board of Social Worker Examiners

3. Possible specific referrals that could be made during an advisement session

✦ Referral to Teaching and Learning Center
✦ Referral to Counseling Center
✦ Referral to Financial Aid Office
✦ Referral to Dean of Students
✦ Referral to Director of Student Services
✦ Referral to Writing Lab
✦ Referral to Health Services
✦ Referral to General Studies and Testing
✦ Referral to Career Services
✦ Referral to Course Professor
✦ Referral to Director of Social Work Program
✦ Referral to Director of Field Education

E. Professional and Career Advising

A final aspect of student advising is that of professional and career advising. This type of advising assumes a greater importance in the latter half of the student’s senior year. At this point students are clear about the courses they need to take in order to graduate because they have already prepared a degree plan. Therefore, much less time needs to be devoted to academic advising, and more time is devoted to professional and career advising.

In the senior year, students have a number of questions concerning the state licensing exam, professional organizations, future employment in social work, resume preparation, job interview skills, and graduate school selection and application/admission process. Formal mechanisms for dealing with these questions are a part of the course content of SOCW 4623 Field Placement II.
There are services available for students through Career Services:
1. Preparing resumes
2. Viewing interview tapes on job seeking tips
3. Completing the placement form
4. Individualized help through separate counseling sessions
5. Special literature from Placement Office
6. Mock interviews

Assignments in SOCW 4623 Field Placement II include development of a resume and participation in a mock job interview that assist students in preparation for entry into social work employment. Students also are expected to participate in a variety of senior testing and feedback opportunities, both for program evaluation and career evaluation purposes.

PROFESSIONAL DEVELOPMENT

In the senior year, students have a number of questions concerning the state licensing exam, professional organizations, and future employment in social work, resume preparation, job interviewing skills, graduate school selection, and graduate school application processes. Many of these questions are addressed as part of the course content of SOCW 4623 Field Placement II.

Additional information about these issues can be obtained at the following web sites:

1. The National Association of Social Workers (NASW)  
   [http://www.socialworkers.org](http://www.socialworkers.org)
2. Texas NASW Chapter  
3. The Council on Social Work Education (CSWE)  
4. The American Association of State Social Work Boards  
   [http://www.aasswb.org/](http://www.aasswb.org/)
5. Texas State Board of Social Worker Examiners  
   [http://www.tdh.state.tx.us/hcqs/plc/lsw.htm](http://www.tdh.state.tx.us/hcqs/plc/lsw.htm)
6. Graduate Schools: most universities that have graduate programs in social work have their own web sites. Some of the accredited social work graduate schools in Texas include:
   a. University of Texas at Austin  
      [http://www.utexas.edu](http://www.utexas.edu)
   b. University of Texas at Arlington  
      [http://www2/uta.edu/ssw/](http://www2/uta.edu/ssw/)
   c. University of Houston  
      [http://www.sw.uh.edu/](http://www.sw.uh.edu/)
   d. Stephen F. Austin State University  
      [http://www.sfa.edu](http://www.sfa.edu)
   e. Texas State University  
      [http://www.health.swt.edu/sowk/sowk.html](http://www.health.swt.edu/sowk/sowk.html)
   f. Our Lady of the Lake University
STUDENT ORGANIZATIONS

Student Social Work Association

The Program’s Student Social Work Association (SSWA) is active in the community, curriculum development, departmental activities, organizing social events, managing fundraisers, and providing support to social work majors. The SSWA participates in several annual events and students are encouraged to participate and attend. The SSWA is the first step for Tarleton Social Work students to learn how to become advocates for themselves and the world around them. It also provides students the opportunity to socialize with their peers.

The SSWA is housed on the Stephenville, Fort Worth, and Waco campuses. Officers are elected on all campuses and each campus includes events specific to their communities. Officers on the campuses work together to maintain a united organizational effort and maintain a specific plan for events and meetings that include membership from both campuses.

Phi Alpha National Social Work Honor Society

Phi Alpha is the National Social Work Honor Society. The purposes of the Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Membership requirements are that the student:

♦ Is a Social Work major at Tarleton State University
♦ Has attained Junior or Senior status
♦ Has completed 9 semester hours of required social work courses from TSU
♦ Has and will maintain an overall GPA of 3.25
♦ Has and will maintain a GPA of 3.25 in required social work courses
♦ Has paid current membership dues.

Phi Alpha members wear honor cords at graduation and their membership is noted on their transcript. Phi Alpha colors are royal blue and gold.
Appendix A: Volunteer Experience Forms
SOCIAL WORK PROGRAM

Volunteer Contract*

Date: ________________________

Name of Student________________________________________________________

Name of Agency________________________________________________________

Volunteer Supervisor___________________________________________________

Title_______________________________________________________________

Your volunteer duties or activities:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Approx. number of hours each week: ______________ Date you expect to complete volunteer work: ________

Beginning date of volunteer activities: ________

Student's Signature ______________________________________________________

Agency Supervisor's Signature _____________________________________________

*An allowable substitute for this form and the below evaluation is the student’s learning contract and service learning evaluation completed in SOCW 3320 Service Learning course, if applicable.
EVALUATION OF STUDENT VOLUNTEER PERFORMANCE

Student___________________________  Agency______________________________

Semester ________ Year_________  Volunteer Supervisor_______________________

I. A. Please evaluate the student’s effectiveness in carrying out the activities designed in the volunteer experience. Please rate him/her using the following scale (circle the appropriate response):

LEVELS OF PERFORMANCE

5. Outstanding
4. Above expectations
3. Meets expectations
2. Below expectations
1. Not acceptable
0. No opportunity to observe

1. Demonstrates a beginning understanding of the agency
2. Understands volunteer role relative to ethics, values, etc.
3. Has clarity regarding own values
4. Understands basic problem solving process
5. Has a beginning knowledge of community resources
6. Exemplifies beginning professional skills
7. Achieved some beginning social worker practitioner identity
8. Follows agency’s policies and procedures
9. Receives assignments of increasing responsibility
10. Uses available networks to link clients & resources
11. Recognizes/builds on strengths of client groups
12. Integrates knowledge into volunteer activities
13. Demonstrates good work habits (punctuality, etc)
14. Has appropriate grooming (dresses appropriately for agency, etc.)
15. Demonstrates ability to separate person/professional self
16. Works toward social change for community
17. Other: ______________________________________________________________

___________________________________________________
___________________________________________________

II. Generalist Social Work Skills

A. Values

1. Demonstrates acceptance, respect, concern, and non-judgmental attitude toward clients 5 4 3 2 1 0

2. Facilitates client self-determination 5 4 3 2 1 0

3. Identifies and addresses relevant and responsive cultural aspects of client situation 5 4 3 2 1 0

4. Ability to adhere to agency’s policy of confidentiality 5 4 3 2 1 0

B. Communication Skills

1. Expresses self clearly in verbal communication 5 4 3 2 1 0

2. Expresses self clearly in written communication 5 4 3 2 1 0

3. Demonstrates ability to listen with empathy 5 4 3 2 1 0

C. Use of Supervision

1. Seeks feedback and critique regarding own work 5 4 3 2 1 0

2. Shows ability to use feedback for constructive growth and change 5 4 3 2 1 0

3. Shows responsibility for work coverage 5 4 3 2 1 0

4. Is on time for appointments 5 4 3 2 1 0

D. Professionalism

1. Adheres to and works within the NASW Code of Ethics 5 4 3 2 1 0

2. Identifies own strengths and needed growth areas 5 4 3 2 1 0

3. Works effectively with other staff of the agency both individually and as a team member 5 4 3 2 1 0

4. Represents agency in a professional manner 5 4 3 2 1 0

5. Advocates for clients 5 4 3 2 1 0

6. Demonstrates genuine interest in Social Work 5 4 3 2 1 0
III. **Final Comments and Suggestions of Volunteer Supervisor Regarding Student**

**Student's strengths:**

1.

2.

3.

**Areas for growth**

1.

2.

3.

IV. **Students Comments:**

**SIGNATURES:**

Student: ___________________________________________ Date: _____________

Volunteer Supervisor________________________________________ Date: ___________
Appendix B: Application for Admission
INSTRUCTIONS
FOR COMPLETING THE APPLICATION FOR ADMISSION TO
TARLETON STATE UNIVERSITY
BACHELOR OF SOCIAL WORK DEGREE PROGRAM

I. COMPLETING AND SUBMITTING THE APPLICATION
The application must be typewritten and fully completed or it will not be considered. Failure to disclose information, especially that which might represent increased liability risks to the student, agency or school, is grounds for denial of admission or later dismissal from the program.

A. Request references early so that they will arrive by stated deadline for your application to be reviewed and a decision made prior to your time for pre-registration. Students should keep a copy for themselves. References should be mailed directly to:

FORT WORTH CAMPUS
TARLETON STATE UNIVERSITY
SOCIAL WORK PROGRAM
6777 W. CAMP BOWIE
FORT WORTH, TEXAS 76116

STEPHENVILLE CAMPUS
TARLETON STATE UNIVERSITY
SOCIAL WORK PROGRAM
STEPHENVILLE, TEXAS 76690

WACO CAMPUS
TARLETON STATE
SOCIAL WORK PROGRAM
1400 COLLEGE DRIVE
WACO, TEXAS 76712

B. The evaluation process will focus upon academic standards and all information contained in the application. The “SOCIAL WORK QUESTIONS SECTION” will be read for evidence of commitment to social work values, basic understanding of social work, professional attitude and stable mental/emotional processes. Good writing skills are necessary for completion of the program. Therefore, the ability to communicate in writing will also be evaluated.²

II. INTERVIEW WITH ADMISSIONS COMMITTEE MEMBER (S)
Members of the committee may request additional information concerning the student’s ability to successfully complete the program. Therefore, applicants may be required to complete an interview as part of the admissions process. Such students will be contacted to arrange the interview.

NOTE: All students who meet the minimum academic requirements are invited to apply. In compliance with the NASW Code of Ethics, no student will be denied admission on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief or disability. Any student who transfers out of the program and/or does not take classes at TSU for two or more consecutive semesters must reapply for admission into the program. Students who take

²Students that completed a Personal Philosophy of Social Work in their SOCW 3300 Methods and Skills course may submit this assignment as an attachment rather than writing new answers to the narrative questions.
courses at other universities/colleges during a leave of absence must provide transcripts for such
courses within one semester of returning to the TSU BSW program.

APPLICATION FOR ADMISSION
BSW SOCIAL WORK DEGREE PROGRAM

__________________________ (SEMESTER) ___________ (YEAR)

I. PERSONAL DATA SECTION

A. Demographic Data

Full Name________________________________________________________ Date _______

Local Address__________________________________________________ Phone ________

City________________________ State__________ Zip __________

Permanent Address____________________________________________ Phone ______

City __________________________________ State__________ Zip __________

Current Employer: ________________________________________________

Address of Employer: ____________________________________________

Position________________________ Business Phone __________________

Hrs/Wk______

B. *Criminal History:

(1) Have you ever been arrested for a felony or felonies? Yes____ No____
(2) Were you convicted for the arrest(s)? Yes____ No____
(3) What was the charge(s) filed in the arrest(s)? ____________________________

(4) Have you ever been arrested for a misdemeanor(s)? Yes____ No____
(5) Were you convicted for the arrest(s)? Yes____ No____
(6) Date(s) of arrest(s) _________________________________________________
(7) What was the charge(s) filed in the arrest(s) ______________________________
C. *Mental/Emotional History:
   (1) Are you currently undergoing counseling/psychotherapy?  Yes____ No____
   (2) If you answered "Yes" to #1, without going into detail, what is the nature of the issues/problems for which you are receiving counseling/psychotherapy?__________________________________________________________
   (3) Have you ever been hospitalized for mental/emotional problems? Yes____ No____
   (4) If you answered "Yes" to #3, please indicate the following information for each hospitalization. Attach an additional sheet, if necessary.
      a. Dates of hospitalization______________________________________
         Name/location of hospital______________________________________
      b. Dates of hospitalization______________________________________
         Name/location of hospital______________________________________
      c. Date(s) of treatment__________________________________________

C. *Drug and Alcohol History:
   (1) Have you ever been in a Drug and/or Alcohol Treatment or Detoxification Center as a client? Yes____ No____
   (2) If you answered #1 "Yes", please list the following information. Attach additional sheets, if necessary.
      a. Dates of treatment__________________________________________
      b. Name/Address of Facility____________________________________
      c. Did you complete treatment? Yes ____ No ____

E. Are you aware of a condition/circumstance which might represent increased liability to you, the University, or social service agencies where you will complete your field placement? Yes____ No____
   If yes, please provide an explanation on a separate sheet of paper.

*NOTE: Failure to disclose such information is grounds for denial of admission or later dismissal from the program.

The Admissions Committee may request a written appraisal or evaluative statement from an appropriate professional attesting to the current readiness and fitness of the applicant to enter the Social Work Degree Program. Acknowledgement of criminal activity, mental/emotional
problems, or drug and alcohol abuse are not automatically grounds for denial of the application. The program fully realizes that many people go into fields such as Social Work after facing and dealing with their own personal life issues. The purpose of this section is to ensure that students who are admitted to the program are not actively dealing with issues or exhibiting behaviors that would impair their ability to 1) succeed in such a rigorous program as Social Work; 2) deal with people as an effective helping professional; and/or 3) conform to the standards and expectations of the profession. The Program may require a professional assessment of the person's ability to function should questions arise over any of these areas until completion of the program.

Applicant’s Signature ____________________________________________

II. ACADEMIC DATA
   A. List any previous university or college attended:
      ____________________________________________________________
      ____________________________________________________________
      ____________________________________________________________

   B. List any previous major(s):
      ____________________________________________________________

   D. Overall number of credit hours completed________

   D. Overall GPA______

   E. Institution GPA________

   F. Primary TSU campus you attend: _____Stephenville _______Waco _______Fort Worth

III. SOCIAL WORK QUESTIONS SECTION (*)

   PLEASE TYPE YOUR NARRATIVE RESPONSE TO THE FOLLOWING QUESTIONS USING SEPARATE SHEETS OF PAPER.
   A. Please list any extracurricular events directly related to Social Work in which you participated (i.e., volunteering in non-profit programs or social services agencies, college clubs or organizations, professional and/or student conferences related to social work).

   B. Please answer the following question: Why do you want to be a Social Worker?
      1. What do you think Social Work is?
      2. Why do you think you are suited to be a social worker?
      3. Please include a discussion of what relevant life experiences have influenced your decision to major in social work.
C. Develop a synopsis to answer the question, “How do you view yourself at this point in your life?”

1. Please list any strengths you feel you currently possess which may help you in the field of social work.

2. Please list any characteristics you feel you currently possess in which you will need to strive to improve or change in order to function as a competent social worker. (EXAMPLE: Personal Characteristics, Intervention Skills, Communication Skills, Knowledge Base, etc.)

(*) Students that completed a Personal Philosophy of Social Work paper from the Methods and Skills – SOCW 3300 course may submit this assignment as an attachment rather than writing new answers to the narrative questions above.
IV. REFERENCE SECTION

Complete and sign the top section of each of the reference forms provided then ask two people who know you to complete and return those forms to the Social Work Department. Three of these forms have been provided for your convenience. The references should come from sources such as professionals, employers, clergy, co-workers, or volunteer placements rather than personal friends or relatives. One additional reference must come from your social work volunteer placement supervisor, using the Volunteer Experience Forms (Appendix A of the Handbook) provided. The individuals completing the reference forms should mail them directly to:

<table>
<thead>
<tr>
<th>Fort Worth Campus</th>
<th>Stephenville Campus</th>
<th>Waco Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tarleton State University</td>
<td>Tarleton State University</td>
<td>Tarleton State University</td>
</tr>
<tr>
<td>Social Work Program</td>
<td>Social Work Program</td>
<td>Social Work Program</td>
</tr>
<tr>
<td>6777 W. Camp Bowie</td>
<td>Box T-0665</td>
<td>1400 College Drive</td>
</tr>
<tr>
<td>Fort Worth, Texas</td>
<td>Stephenville, Texas</td>
<td>Waco, Texas</td>
</tr>
<tr>
<td>76116</td>
<td>76402</td>
<td>76712</td>
</tr>
</tbody>
</table>

V. AGREEMENT

I agree to the following conditions in applying to the Social Work Program at Tarleton State University:

1. I agree to read 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 agree to maintain a minimum 2.5 overall GPA and complete each social work 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 Admissions/Review Committee for possible action should my grades fall below the minimum level.

3. I understand my individual progress as a Social Work student will be monitored by the Social Work Program therein. Therefore, 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.

4. I agree to uphold the standards of the profession. During my field placement I agree to abide by agency policy and procedures and to maintain professional integrity.

5. I agree to observe all policies and procedures of the Tarleton State University Social Work Program as explained in the Student Handbook.

I hereby swear and affirm that I agree to the conditions set forth above.

Student’s Signature__________________________________________ Date____________________
SOCIAL WORK PROGRAM

Applicant:_______________________________________
Evaluator:_______________________________________

To the Applicant:
This recommendation will become part of your admissions file. It will be used only for admissions consideration and will not be disclosed to any unauthorized individual without your consent. If you are admitted to the Social Work Department, you will be accorded access to its contents unless you voluntarily waive your right of access. Please check one of the blanks and sign the statement below.

I have read the information above and I hereby ____waive ____do not waive my right of access to this document should I be admitted to the Social Work Department.

Signature:_________________________________________ Date:____________________

To the Evaluator:
Under the 1974 Family Education Rights and Privacy Act, the applicant named above will have access to this recommendation unless he/she has waived that right. The person named above is applying for admission to our Department as a candidate for the degree of Bachelor of Social Work. This involves not only an intensive program of undergraduate study, but commitment to a professional career of serious responsibility. You have been selected by the applicant as someone who can be helpful to us in evaluating his or her qualifications and readiness to enter a professional program.

Sound intelligence, the ability to think clearly and to communicate effectively are vital qualifications. Equally important are basic friendliness and security of personality, exemplified by good relationships with others. Emotional maturity and stability appropriate to the applicant’s age are essential. Motivation to enter the field of social work should include an awareness of social issues as well as a deep concern for people.

Although people continue to grow and mature, a person who enters a professional program without a good degree of readiness in all these areas risks failure and, at best, is likely to have a difficult and painful experience. Therefore, you can best help the applicant by being frank about his or her limitations as well as strengths. We ask you to answer the questions on the form as fully as possible; additional observations by letter are most welcome.

Upon completion of this form, please return to the appropriate office as noted above. Thank you for your assistance.
Sincerely,
Admissions Committee

Please Respond to the Following

Applicant_________________________________________ Evaluator_________________________________________

Please answer the following questions as thoughtfully as possible. Please add additional comments on back if necessary.

1. In what capacity and/or how long have you known the applicant?

2. If you have personal knowledge of any experience the applicant has had in the broad areas of social service, indicate the nature of this experience and your assessment of the applicant’s performance.

3. What do you consider the applicant’s major strength as a candidate for professional education in social work?

4. In what areas, and to what degree, does the applicant need to be strengthened as a potential professional social worker?
5. Using the scale below, please give your impression of the applicant’s rating in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Outstanding</th>
<th>Unable to Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Level of maturity and emotional stability</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>b. Understanding of self</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>c. Sensitivity to needs and feelings of others</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>d. Quality of relationships with people</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>e. Physical stamina</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>f. Ability to respect and work with differences in people (race, class, culture and ethnicity)</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>g. Concern and commitment to work toward solving social problems</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>h. Ability to initiate and follow through</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
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<tr>
<td>i. Administrative ability</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
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<tr>
<td>j. Willingness to accept direction</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>k. Creativity</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>l. Ability to express ideas and feelings verbally and in writing</td>
<td>______</td>
<td>______</td>
<td>______</td>
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</tbody>
</table>

6. Summary Evaluation

_____ I do not recommend this applicant for admission to the TSU undergraduate Social Work Program.

_____ I feel that the applicant’s qualifications are marginal, but if admitted, the applicant would greatly benefit from study in this program.

_____ I recommend this applicant for admission and feel his/her performance
should be comparable to that of most undergraduate students.

___ I strongly recommend this applicant for admission and feel that he/she has the capability to perform at a superior level.

Signature of Evaluator______________________________________________________________

Date____________________

Title and address: ______________________________________

____________________________________

____________________________________

____________________________________

Please return the reference evaluation to the appropriate address below according to the campus that the student attends.

**Fort Worth Campus**  
Tarleton State University  
Social Work Program  
6777 W. Camp Bowie  
Fort Worth, Texas 76116

**Stephenville Campus**  
Tarleton State University  
Social Work Program  
Box T-0665  
Stephenville, Texas 76402

**Waco Campus**  
Tarleton State University  
Social Work Program  
1400 College Drive  
Waco, Texas 76712
Appendix C: Application for Admission to Field Instruction
# APPLICATION TO FIELD

## PERSONAL DATA

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>M.I.</th>
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<tbody>
<tr>
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<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Street</th>
<th>Phone ( )</th>
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</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

E-mail Address

## CURRENT EMPLOYMENT

<table>
<thead>
<tr>
<th>Employer</th>
<th>Phone ( )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Hrs/Wk</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

## CRIMINAL HISTORY

Have you ever been arrested? If yes, dates of arrest:  
YES [ ]  NO [ ]

Were you convicted for the arrest?  
YES [ ]  NO [ ]

What charge(s) were filed in the arrest?  
YES [ ]  NO [ ]

## MENTAL/EMOTIONAL HISTORY:

Are you currently undergoing counseling/psychotherapy?  
YES [ ]  NO [ ]

If yes, without going into detail, what is the nature of the issue/problem for which you are receiving counseling/psychotherapy?

Have you ever been hospitalized for mental/emotional problems?  
YES [ ]  NO [ ]

If yes, please provide the following information for each hospitalization. An additional sheet may be attached, if necessary.

<table>
<thead>
<tr>
<th>Dates of Hospitalization</th>
<th>Name and Address of Hospital</th>
<th>Dates of Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

## DRUG & ALCOHOL HISTORY

Have you ever been in a drug and/or alcohol treatment or detoxification center as a client?  
YES [ ]  NO [ ]

If yes, please list the following information. Attach additional sheets if necessary.
### Dates of Treatment

<table>
<thead>
<tr>
<th>Dates you complete treatment?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

### Name and Address of Hospital

<table>
<thead>
<tr>
<th>Are you aware of a condition/circumstance that might represent increased liability to you, the University, or social service agencies where you will complete your field placement?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

*NOTE: Failure to disclose such information is grounds for denial of admission or later dismissal from the program.*

The faculty may request a written appraisal or evaluative statement from an appropriate professional attesting to the current readiness and fitness of the applicant to enter the Social Work Degree Program. Acknowledgement of criminal activity, mental/emotional problems, or drug and alcohol abuse are not automatically grounds for denial of the application. The program fully realizes that many people go into fields such as Social Work after facing and dealing with their own personal life issues. The purpose of this section is to ensure that students who are admitted to the program are not actively dealing with issues or exhibiting behaviors that would impair their ability to 1) succeed in such a rigorous program as Social Work; 2) deal with people as an effective helping professional; and/or 3) conform to the standards and expectations of the profession. The Program may require a professional assessment of the person's ability to function should questions arise over any of these areas until completion of the program.

### ACADEMIC DATA

- List any previous university or college attended.

<table>
<thead>
<tr>
<th>Name of College</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of College</td>
<td>Major</td>
</tr>
<tr>
<td>Name of College</td>
<td>Major</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall number of credit hours completed</th>
<th>Overall GPA</th>
<th>TSU/TAMUCT GPA</th>
</tr>
</thead>
</table>

### LIST ALL CSWE ACCREDITED SOCIAL WORK COURSES AND GRADES:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

### WHAT ARE YOUR CAREER PLANS?

1. Immediately after graduation:

2. Long Range
**LIST ANY WORK OR VOLUNTEER EXPERIENCES YOU HAVE HAD IN WORKING WITH PEOPLE. DESCRIBE DUTIES OR RESPONSIBILITIES.**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
Appendix D: STUDENT RESPONSIBILITIES FOR FIELD PLACEMENT
STUDENT RESPONSIBILITIES FOR FIELD PLACEMENT

Field Placement students should be aware that they are a representative of the University and the host agency. They are expected to conform to acceptable standards of dress, neatness, and courtesy to agency supervisors, fellow workers, staff members of the agency, and clients. They are to abide by the policies and regulations of the agency, as well as the following specific requirements:

1. Students are assigned to field instruction a minimum of sixteen (16) hours per week (ideally consisting of two eight-hour days).

2. Students are to keep confidences as they would in any professional situation. They are not to discuss the affairs of the agency with the general public. They are to say nothing that will identify any individual client, employee, or situation. The information they discuss with the agency supervisor, the faculty instructor and/or in field seminar is confidential in nature and belongs to the agency, not to students personally or professionally. Under no circumstances are agency materials made available to field students to be used by students for other purposes.

3. Students are in field placements as learners. They are expected and encouraged to ask questions to facilitate the learning process. Students should realize that it is extremely unlikely that students’ ideas on “how things ought to be run” will be of sufficient merit to justify immediate implementation. Students should not hesitate to share their ideas, however, with their supervisor, who will listen and be interested.

4. Students may be removed from a field placement and/or receive a failing grade in this class for a serious or repeated violation(s) of these expectations, of the students’ responsibilities, of the ethics of the social work profession, or of the policies of the agency.

5. Students are not to enter into personal relationships with clients. They must not make promises to clients to provide favors or special treatment during field placement or afterwards. They are not to join with clients in any criticism of the practice setting to which they are assigned. They are not to make arrangements to meet clients away from the agency after working hours or allow a client to come to their home.

6. Students are expected to notify the Field Instructor and faculty liaison in advance of absences when possible. Sick leave extending beyond two days within the academic semester may result in a decision by faculty liaison, in consultation with the Field Instructor, to extend the practicum period beyond the scheduled ending date.

7. Field instruction begins on the first day of class of the academic semester and continues through the last day of instruction. Exceptions to the academic semester schedule may be arranged in advance to meet the agency needs. Students must complete 225 hours a semester. Agency legal holidays and appropriate religious holidays may be observed. Arrangements for religious holidays must be made in advance with the Field Instructor.

8. Students may take one personal leave day in the nine-month practicum. Arrangements are to be made in advance with the Field Instructor.
I have read and understand the above expectations and responsibilities.

__________________________________________
Name (Print)

__________________________________________
Date

__________________________________________
Signature
Appendix E: NASW 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.

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 con-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**

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

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. 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 client's 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 who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation 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 whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

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

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

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

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

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

3.10 Labor–Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor–management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.
4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

(b) Social workers should honestly acknowledge the work of and the contributions made by others.
5. **SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION**

**5.01 Integrity of the Profession**

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

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

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

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

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

**5.02 Evaluation and Research**

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

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

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

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

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

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
APPENDIX F: RELEASE OF INFORMATION FORM
Social Work Program
Release of Information Form

I, ____________________________________

Student’s Name

__________________________________

Social Security Number

authorize the Tarleton State University Social Work Program to release and exchange with the Agency Based Field Instructor in oral and/or written reports, information concerning my physical and mental health, history of drug abuse, and criminal history.

I understand that no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I understand that this release will expire two (2) years from the date signed below.

____________________________

Student’s Signature

____________________________

Director of Social Work Program

Date: _________________________

Witness: _________________________
APPENDIX G: BACKGROUND CHECK FORM
The following information is for the use of the Social Work Program only. This form will be destroyed after the student’s background check has been completed.

Please complete the following:

Name________________________________________________________

Date of Birth__________________________________________________

Social Security Number________________________________________

Driver’s License Number________________________________________

Gender/Sex_____________________________________________________

Students will not be allowed to go to Service Learning volunteer placement or Field Placement without the results of the background check. The Social Work Program will discuss any questionable results with the student before making a final decision on the student’s status in the program.
APPENDIX H: SOCIAL WORK PROGRAM CODE OF CONDUCT
Social Work Program
Code of Conduct for Social Work Students

The Social Work program expects all social work students to conduct themselves in an ethical, professional manner, consistent with our profession’s Code of Ethics.

Preamble of the NASW Code of Ethics: 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. 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. Professional values are listed below.

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

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.

Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons. While the values of the profession are codified in the NASW Code of Ethics, we feel that the following additional standards of behavior are to be exhibited as well by all students enrolled in our program:

1. Accountability – Attend class, arrive on time, and return from breaks in a timely manner • Participate in activities and assignments in a level comparable to peers • Complete work in a timely fashion according to directions • Be prepared and engaged in the learning process

2. Respect – Treat your peers, instructors, and all other persons with dignity and respect at all times • Listen while others are speaking • Give constructive feedback when appropriate • Approach conflict in a cooperative manner • Use positive and nonjudgmental language

3. Confidentiality and Boundaries – Treat any personal information that you hear (or read) about a peer or an instructor as strictly confidential • Maintain information shared in class as confidential • Use judgment in self-disclosing information of a personal nature in the classroom (Class time is not...
therapy or treatment – seek a referral if you need it) • Never use names of clients or disclose other identifying information • Exercise clear and appropriate boundaries between yourself, other students, your instructors, and in other professional relationships

4. Competence – Apply yourself to all your academic pursuits with seriousness and conscientiousness • Meet deadlines given by your instructors • Constantly strive to learn and improve your abilities • Come to class prepared • Seek appropriate support when having difficulties • Take responsibility for the quality of completed tests and assignments • Strive to achieve greater awareness of personal issues that may impede your effectiveness with clients

5. Diversity – Strive to become more open to people, ideas, and creeds that you are not familiar with • Embrace diversity • Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, etc. • Exhibit a willingness to serve diverse groups of persons • Demonstrate an understanding of how values and culture interact

6. Integrity – Practice honesty with yourself, your peers, and your instructors • Constantly strive to improve your abilities • Commit yourself to the academic discipline of citing other people’s work properly • Acknowledge areas where improvement is needed • Accept and benefit from constructive feedback

7. Communication – Strive to improve both verbal and written communication skills as those skills are the benchmark for effective professional practice and helping relationships • Demonstrate appropriately assertive communication with peers and instructors • Practice positive, constructive, respectful and professional communication skills (both verbal and non-verbal) with peers, instructors and all other persons

Adapted from Florida Atlantic University School of Social Work and Texas A & M Commerce Department of Social Work

All students enrolled in BSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Students who violate these may be asked to meet with appropriate Social Work faculty. In addition, the department’s Faculty Committee is responsible for dealing with academic and non-academic student issues when requested by individual faculty members. The Faculty Committee is comprised of the faculty and is chaired by the Program Director. The decisions or actions of the Faculty Committee are considered the final word of the department. Students may be disciplined or dismissed from the program for violation of this Code of Conduct. Students have the right to appeal any decision to the Dean of the College of Liberal and Fine Arts, as specified by university policy.

By signing below, I verify that I agree to abide by the standards of the NASW Code of Ethics and the Code of Conduct stated above.

______________________________
Printed Name

______________________________
Date

______________________________
Signature

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APPENDIX I: RUBRIC FOR ASSESSING PROFESSIONAL BEHAVIORS
Rubric for Assessing Professional Behaviors

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance: Attends classes and related meetings</td>
<td>Student has missed 20% or more of total class time in one or more classes</td>
<td>Student missed class for reasons that are not related to allowable emergencies but for convenience; Skipped one class to do work for another class</td>
<td>Student attend all classes except in truly rare or unusual circumstances that are considered excusable by the professor</td>
<td>Student attended all classes</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
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<td>2. Punctuality: Be punctual and engaged</td>
<td>Student has been late to class or left early from class 3 or more times in a semester</td>
<td>Student has occasionally been late to class or left early from class, but no more than once per semester</td>
<td>Student is on time to class and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor</td>
<td>Student is always on time and stays until the end of class</td>
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<td>3. Manage communications and contacts</td>
<td>Student does not usually contact the instructor to inform of tardiness or absence from class; Student provides no reason for absence</td>
<td>Student contacts the professor to inform of tardiness or absence, but does it after already missing a class or meeting</td>
<td>Student contacts the professor prior to the beginning of class to inform of tardiness or absence except in true emergencies, and then contacts the professor immediately thereafter</td>
<td>Student always contacts the professor prior to the beginning of class to inform of anticipated tardiness, illness, etc.</td>
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<td>4. Demonstrate respect and support in relationships</td>
<td>Student is frequently disrespectful to and non-supportive of classmates, staff, faculty</td>
<td>Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty</td>
<td>Student is usually respectful to and supportive of classmates, staff, faculty</td>
<td>Student is always respectful to and supportive of classmates, staff, faculty</td>
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<td>5. Demonstrate self-awareness</td>
<td>Student rarely shows self-awareness about the impact of verbal and non-verbal communications</td>
<td>Student only occasionally shows self-awareness about the impact of verbal and non-verbal communications</td>
<td>Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications</td>
<td>Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications</td>
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<td>6. Demonstrate awareness and responsiveness to diversity</td>
<td>Student’s classroom interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people</td>
<td>Student only occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people</td>
<td>Student’s classroom interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people</td>
<td>Student’s classroom interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people</td>
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<td>7. Demonstrate collegiality and collaborative interactions</td>
<td>Student has not demonstrated collaborative skills in work with others and relationships with classmates have been affected by this</td>
<td>Student is reluctant to collaborate with others and struggles with maintaining positive relationships</td>
<td>Student almost always works collaboratively with team members while relating easily and positively with others</td>
<td>Student always works collaboratively with all team members, while relating easily and positively with others</td>
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<td>8. Strive for a high level of oral expression</td>
<td>Student consistently gets feedback from instructor that oral expression is unprofessional. Student never or hardly ever participate in class discussions</td>
<td>Student’s professional oral expression is challenging for others to understand. It may contain grammatical errors or excessive slang, or it may be poorly organized. Student only occasionally participates in class discussions</td>
<td>Student is usually articulate and professional in oral expression. Student usually participates in class discussions in ways that significantly add to the quality of the discussion</td>
<td>Student is always articulate and professional in oral expression. Student always participates in class discussions in ways that significantly add to the quality of the discussion</td>
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<td>9. Strive for a high level of written expression</td>
<td>Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional. Grades on papers are reduced significantly because of writing</td>
<td>Student’s written work lacks clarity and has some errors. When asked to use APA guidelines, Student does this incorrectly on a consistent basis. Grades on papers are reduced somewhat because of writing.</td>
<td>Student almost always expresses ideas or concepts clearly, with very few errors; Student uses APA guidelines when required, making very few errors. Grades on papers are reduced slightly because of writing.</td>
<td>Student always expresses ideas or concepts clearly, with an absence of errors; Student uses APA guidelines accurately. Grades on papers are reduced hardly at all because of writing.</td>
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<td>10. Demonstrate self-initiative, reliability and dependability</td>
<td>Student rarely takes initiative to plan work and complete it in a timely manner. Student rarely gets the reading done or leaves</td>
<td>Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class</td>
<td>Student almost always takes initiative to plan work and complete it in a timely manner. Work is proofread thoroughly</td>
<td>Student always takes initiative to plan and complete work in a timely manner. Work is proofread in its entirety before turning</td>
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<td>enough time to turn in best work. Student never proof-reads written assignments and turns them in with major errors on them</td>
<td>without having done the reading or not allowing enough time to complete and proof-read</td>
<td>before turning in a written assignment</td>
<td>in a written assignment and makes necessary corrections</td>
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</table>

Comments:

11. Demonstrate evidence of motivation to improve oneself. Responses to suggestions and feedback are good.

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<td>Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, make no effort to adjust performance accordingly</td>
<td>Student is usually receptive to suggestions and feedback, does not adjust performance accordingly</td>
<td>Student is almost always receptive to suggestions or feedback and adjusts performance accordingly</td>
<td>Student is always receptive to suggestions or feedback from others, and adjusts performance accordingly</td>
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</tbody>
</table>

Comments:

12. Be knowledgeable about and compliant with the professional conduct policy in the Social Work Program and Field Education Manual

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<td></td>
<td>Student is not familiar with the professional conduct policy in the Social Work Program and rarely if ever complies with it</td>
<td>Student is aware that a Professional Conduct Policy exists within the Social Work Program, but does not comply with it</td>
<td>Student is aware of and follows the Professional Conduct Policy in the Social Work Program</td>
<td>Student demonstrates exemplary knowledge of the Professional Conduct Policy in the Social Work Program. Student always conducts self accordingly</td>
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Comments:

13. Show respect and use the NASW Code of Ethics in its entirety, including confidentiality

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<td>Student indicates no awareness of or knowledge about the Code of Ethics</td>
<td>Student’s knowledge of the NASW Code of Ethics is not evident in communications or practice-related behavior</td>
<td>Student respects the NASW Code of Ethics, which is evident in both communications and practice-related behavior</td>
<td>Student consistently demonstrates leadership with colleagues in discussions of ethical issues and compliance with the Code of Ethics</td>
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<td>14. Use departmental communications</td>
<td>Student never checks email and/or does not respond to emails sent by fellow group mates or the professor</td>
<td>Student rarely checks email and/or does not regularly respond to emails sent by fellow group mates or the professor</td>
<td>Student consistently checks email looking for correspondence from classmates and the professor and is usually prompt to respond to it</td>
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<tr>
<td>15. Displays professional appearance that does not interfere with professional relationships/responsibilities.</td>
<td>Student’s attire and presentation is consistently inappropriate for professional and classroom settings. Hair and body are not clean or well-groomed, and/or often has offensive body odors that are uncorrected when provided feedback and support</td>
<td>Student sometimes has poor hygiene, wears inappropriate clothing, or has distracting body odors. Student rarely self-corrects when provided feedback and support</td>
<td>Student demonstrates routine attention to professional appearance and hygiene</td>
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(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

Professor’s signature: ___________________________ Date: __________________

Student’s signature: ___________________________ Date: __________________