

MSW STUDENT HANDBOOK 2007

DEPARTMENT OF SOCIAL WORK
UNIVERSITY OF NORTH CAROLINA
WILMINGTON



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MSW STUDENT HANDBOOK

I. INTRODUCTION

Program Description

The MSW Program in the Department of Social Work at the University of North Carolina Wilmington began its unique clinically-focused program in August, 2005. This program is designed to prepare students to provide counseling services to clients from different social systems (individuals, couples, families, and groups) with a variety of concerns and situations. Students will also learn about social policies that affect clients and workers, research methods to determine service effectiveness, the history of social work practice, and the organizational context of social work services. Clinical social workers work in a wide variety of human service settings, including mental health, schools, substance abuse treatment, family services, and private practice. As part of the curriculum, all students will spend three semesters in an internship in one agency and will be supervised in their work with clients.

Approximately 25 students will be admitted each fall in a new MSW student cohort, for a total student body of approximately 50 students. Small classes will enable students to develop close relationships with the faculty, who will mentor them in their graduate program and their research project.

The goals of our MSW program are to:

1. Prepare students for advanced level clinical practice grounded in clinical social work theory and practice skills as well as knowledge of human behavior in the social environment.
2. Prepare students to practice effectively and ethically with a full range of social systems, emphasizing social justice, diversity, and collaboration that recognize the strengths and potentials of individuals, families, and communities.
3. Prepare students who understand the dynamic and complex nature of the cultural, social and organizational context of social work practice and the significance of critical awareness of practice efficacy and research.
4. Prepare students who value the learning process and demonstrate a commitment to continuing professional education.
5. To sensitize students to issues of poverty and social justice, enable them to understand and analyze social policy, and prepare them to advocate for and empower persons who are oppressed or disadvantaged.

The program has also developed specific program objectives for each year of the two-year program. These objectives detail the specific learning outcomes for students when they complete the year.

The objectives of the **foundation year** of the MSW Program at UNCW are to prepare students:

1. To develop collaborative working relationship skills, within a generalist social work perspective, utilizing a strength-based foundation, based on best practice principles.
2. To critically analyze and apply knowledge of bio-psycho-social variables that affect human development and behavior within a complex society.
3. To demonstrate nondiscriminatory practice with diverse populations, including those considered at-risk, and to practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, gender, and sexual orientation.
4. To understand the history and evolution of the intellectual and theoretical development of models of advanced clinical practice and critically analyze new and emerging issues in social work practice.
5. To understand and be prepared to practice with a firm foundation in the values and ethics of the social work profession.
6. To be proficient in comprehensive bio-psychosocial assessments and articulate diagnostic impressions with a range of client systems and problems, demonstrating they have taken into consideration client strengths, resiliency and diversity in their formulations.
7. To understand mental health and psychopathology in clinical practice that demonstrates an appreciation for client strengths, resiliency, and diversity in their formulations.
8. To develop effective alliances and implement appropriate client-directed intervention plans consistent with of clinical practice models.
9. To understand how clinical practice is evaluated by applying evaluation and outcome measures and applying that feedback to the modification of practice on an ongoing bases.
10. To apply critical thinking skills to professional endeavors.
11. To understand forms of oppression and discrimination and apply strategies that advance social and economic justice.
12. To analyze, formulate, and influence social policies.

13. To use supervision and consultation appropriate to social work practice.
14. To function within the structure of organizations and service delivery systems and advocate for necessary organizational change.

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The objectives of the **advanced year curriculum** of the MSW program at UNCW are to prepare students:

1. To apply collaborative working relationship skills within the framework of selected models of clinical practice, including such models as solution-focused, cognitive-behavioral, and motivational, based on best practice principles.
2. To apply knowledge of bio-psycho-social variables that affect human development and behavior to the application of selected models of clinical practice, with recognition of the congruence of client dynamics and practice techniques.
3. To demonstrate specific skills in culturally grounded nondiscriminatory practice with diverse populations, including those considered at-risk.
4. To demonstrate practice consistent with a firm foundation in the values and ethics of the social work profession, including ethical dilemmas impacting practice decisions.
5. To apply knowledge of mental health and psychopathology in clinical practice that demonstrates an appreciation for client strengths, resiliency and diversity in their formulations.
6. To demonstrate skills in assessing clinical practice by applying evaluation methods and showing how these results can modify practice on an ongoing bases.
7. To understand the management of social work practice in organizations and private practice settings.

Accreditation by the Council on Social Work Education

The MSW Program at UNCW is currently in the accreditation process by the Council on Social Work Education, the national accrediting organization for all social work education programs across the country. This process involves the submission of various documents, coupled with a series of visits by CSWE Commissioners. The MSW program at UNCW is presently in candidacy status which means that all degrees offered will be considered accredited when the accreditation process is complete. It is expected that this process will be complete in 2008

No Credit for Life Experience

Consistent with the requirements for accreditation, the Department of Social Work does not offer academic credit for life experience.

Curriculum

The MSW curriculum is divided into a foundation and an advanced year, with specific courses taught each semester in a progression of increasing specialization of content. All students will take the same courses, with the exception of two electives in the second year. Electives may be chosen from social work courses, or graduate level courses in other departments at the university. Social work curricula provide instruction in several sequences of content, which are described below.

Social Work Practice

The MSW program at UNCW is clinically focused, with a goal of developing practitioners who will be able to provide competent counseling-related services to a wide range of client situations. The clinical philosophy of the program is based on a strengths-based, resiliency perspective which encourages the empowerment of clients in various social systems to make changes that will add to their quality of life. This approach emphasizes client-directed treatment approaches through the use of core strength-based treatment methods coupled with specialized therapeutic skills as needed.

In the practice courses, students will initially learn to develop empathic relationships with clients, to assess their needs for service, and to develop appropriate treatment plans. Students are then trained to provide three treatment methods in an in-depth manner (solution-focused, cognitive-behavioral, and motivational interviewing) through practice classes with accompanying skill-building labs. Additional methods of treatment are learned through electives and other courses. The core practice courses teach students treatment methods to work with individuals, families, and groups, and to adapt the core treatment methods to special client populations. After completing the four core practice courses and their accompanying skills labs, students should be quite competent in providing the core treatment methods to any client population.

Human Behavior in the Social Environment

The human behavior sequence is designed to provide an understanding of social systems of various sizes, theoretical perspectives on how they operate, and the implications of differential treatment of people of varying demographics. The initial course provides information on the biological, psychological, and social development of individuals during the life span. The impact of various issues and problems (such as race/ethnicity, prejudice and oppression) are examined on different stages of development, and students are also encouraged to examine their own personal course of development and family context. The second course, **Mental Health and Psychopathology**, educates students about various types of mental illness, making a

diagnostic assessment using the APA's *Diagnostic and Statistical Manual IVTR*, and appropriate treatment methods for various types of mental disorders. Assignments will enable the student to diagnose a client with whom they are working in their field placement, and develop a treatment plan, and do some intensive research on one type of mental disorder.

The third HBSE course **Social Diversity and Social Work Practice** provides students with an understanding of the impact of varying social identities on the lives of clients, and the effects of oppression and discrimination as society differentially responds to persons of various race/ethnicities, ability levels, and sexual orientation. As part of this course content, students learn skills in cultural competence and become aware of their own biases and prejudices. Lastly, a course on organizational systems, the **Organizational Context of Clinical Social Work Practice**, enables student to understand how organizations function, to analyze management, policy and evaluation functions, and to develop skills in financial analysis and development of marketing plans.

Research

The research sequence consists of two courses – an introduction to research methods in which students learn various methodologies and write a research proposal, and an applied course in which they implement this proposal in their field setting. Students will develop core competencies in quantitative and qualitative research methods, and mixed method methodologies. After implementing their research project in a field setting, students will be encouraged to write this up for publication and to present it to the academic community in a poster-type event.

Social Policy and Ethics

Students learn about the history of social welfare and current social policy issues and debates in one course in the first semester of their graduate program. The impact of key social policies, such as social security, Medicare, and poverty programs including welfare reform, are discussed and analyzed. Macro economic policy is evaluated and connected to its impact on human service agencies and their services. Students become familiar with current social policy initiatives and to critically analyze new proposals and initiatives.

There is also an ethics course which has a focus on the professional values and ethics of the social work profession, and of common ethical dilemmas experienced in the course of professional practice. Students are exposed to a variety of ethical concerns that may arise in various human service agency settings, and learn how to engage in the deliberation and resolution of ethical dilemmas.

Capstone Experience

Each graduate program at UNCW may determine its own methods of evaluating student performance, known as a comprehensive examination. The Department of Social Work has chosen to have students write a comprehensive paper that addresses all of the core elements of the social work curriculum in relation to a selected topic. The comprehensive paper (known as

the capstone paper) will be supervised by the student's advisor. The student must pass this course requirement in order to graduate with an MSW degree. In addition to the paper, all students will develop a "poster-type" presentation which will be presented at a community event sponsored by the Department of Social Work.

Fall Semester, 1st Year

Credit Hours	Course
4	SWK 500. Collaborative Strengths-Based Relationships in Social Work practice (and lab)
3	SWK 513. The Idea of Social Work: History, Philosophy and Theory of Social Work Practice
3	SWK 520. Life Transitions and Human Development in the Social Environment
1	SWK 516. Ethical Principles in Social Work Practice
2	SWK 509. Pre-Field Graduate Seminar
2	SWK 514. Social Policy and Service Organizations
15	TOTAL

Spring Semester, 1st Year

Credit Hours	Course
3	SWK 501. Clinical Practice I: Solution-Focused/Client-Directed Practice with Individuals and Families
1	SWK 501-L. Skills Lab to accompany SWK 501
3	SWK-521. Mental Health and Psychopathology: Assessment and Differential Diagnostics
3	SWK 506. Research in Clinical Practice I: Evaluating Social Work Practice
5	SWK 510. Field Instruction and Graduate Seminar
15	TOTAL

Fall Semester, 2nd Year

Credit Hours	Course
3	SWK 502: Clinical Practice II: Cognitive, Behavioral, and Motivational Social Work Practice
1	SWK 502-L: Clinical Practice II lab
2	SWK 507: Research in Clinical Practice II: Field Research
3	SWK 522: Social Diversity and Social Work Practice
5	SWK 511: Field Instruction and Graduate Seminar II
2	Elective
16	TOTAL HOURS

Spring Semester, 2nd Year

Credit hours	Course
3	SWK 503: Clinical Practice III: Advanced Practice with Families and Groups
1	SWK 503-L: Clinical Practice III Lab
3	SWK 523: Organizational Context of Clinical Social Work Practice: Management, Financing, Marketing, and Policy
5	SWK 512: Field Instruction and Graduate Seminar III
2	SWK 508: Capstone Paper and Special Topics Course
2	Elective
16	TOTAL HOURS

TOTAL HOURS = 62

Internships – Field Instruction

All MSW programs require students to participate in field education in order to have supervised work with clients where they can implement the clinical theory and skills they are learning. The UNCW internship experience is different from other MSW programs in that three semesters are spent in one agency for a total of 900 hours; this experience is increasingly intensive so that by the end of the program students are providing intensive clinical services to a wide range of client systems. During the first semester, a “pre-field” seminar exposes students to the roles that clinical social workers play in various human service settings and enables students to carefully determine what type of field experience is most appropriate for them given their career interests. A field seminar accompanies the three agency-based internship semesters to enable students to process agency policy and practice concerns, as well as to discuss client assessment, treatment planning, implementation and evaluation. Students are also supervised in their field setting by an LCSW-level social worker, providing an opportunity for students to begin their supervised training which should eventually culminate in clinical licensure two years after graduation. The internship program connects to the MSW practice sequence by providing a setting for implementation of new treatment methods as they are mastered by students. A focus is on individualized learning contracts for students and practice proficiency in the core treatment methods with clients of various size social systems.

Advising and Mentoring

All MSW students will be assigned a faculty advisor/mentor when they enter the MSW program. Students will need to meet with their advisor to plan elective courses. Students will also work with their advisor to develop their capstone project in the final semester of the program.

Academic advising is an important aspect of the department’s student services and every effort and will be made to establish a close working relationship between MSW students and faculty advisors.

Departmental advising is carried out by full-time faculty. Advisors will be fully aware of the requirements, policies and procedures of the university and the MSW social work program. This awareness will be achieved through faculty participation in curriculum and program development and the dissemination of such information through materials provided by the university, the Graduate School, and the Director of the MSW Program.

Additional advising will occur when students consult with the Field Director and the Assistant Director of Field. Students will be meeting with the Field Director in the first semester in the Pre-Field Seminar to meet with the field director and complete a field application prior to acceptance into the field practicum and placement. During semesters when students are in the field, there will be weekly contact with the Department's field staff to continue with advising in relation to the field.

Student advising affords an opportunity to review the student's progress, identify any problems, and make plans for resolution on a frequent and ongoing basis. It is the student's responsibility to follow catalogue requirements and deadlines, to meet department and University requirements, to select appropriate courses, and to make satisfactory academic progress. The faculty advisor assists the social work advisee in the following ways:

- (1) Sharing knowledge about University policies, procedures and regulations, requirements for the MSW graduate degree, career opportunities and the potential job outlook.
- (2) Providing accurate information to each advisee on the program major's options, requirements and method of collateral course selection.
- (3) Maintaining posted office hours for walk-in discussions as well as being available for appointments.
- (4) Exploring the advisee's career goals and options.
- (6) Providing each advisee with the appropriate curriculum requirements, stressing the need for the student to keep course selections accurate and up to date. The student is responsible for obtaining a copy of the *Degree Audit* information sheet from the Registrar's Office (available on-line).
- (7) Keeping an accurate and up-to-date record of each advisee's progress toward curriculum requirements, including a copy of contractual agreements, and an anecdotal record of significant conversations.
- (8) Monitoring the advisee's progress toward educational and career goals, talking confidentially with the student about academic progress or problems to determine reasons for poor academic performance, and directing the student to the appropriate support service(s) when indicated.

II. ACADEMIC REGULATIONS AND PROCEDURES OF THE UNCW GRADUATE SCHOOL

The Department of Social Work's MSW program follows the policies and procedures developed by the UNCW Graduate School. Please see the Graduate Catalogue for a complete discussion of these and additional topics. Highlighted below are those topics of particular importance to MSW graduate students.

Degree Time Limits

A master's-level graduate student has five calendar years to complete their degree program. The period begins with the student's first term of work after admission to the MSW program. Should unusual circumstances arise, there is a provision to petition the Graduate School for an extension of time if this action is endorsed by the student's advisor and the Chair of the Social Work Department.

Transfer Credits

A maximum of six semester hours of graduate credit may be transferred from another accredited institution in partial fulfillment of the master's degree. If a student has taken MSW courses at another CSWE-accredited school, each course will be individually evaluated in order to determine whether transfer credit would be appropriate. There is some variation across MSW programs, and only certain courses may be appropriate for transfer. In special circumstances, a student may petition the Graduate School for additional transfer credits. Grades on transferred work must be equivalent to a B or better, and must be taken within the allowed time limits for the degree. The MSW Director must be consulted, and will formally recommend credit transfer to the Graduate School.

Retention Policy - GPA

The Graduate School requires that a student's GPA be maintained at a 3.0; should a student fall below this standard, he or she will go on academic probation and has nine credit hours to bring up their GPA to the required standard. Should a student receive three grades of C, one grade of F, or one grade of U, they will be dismissed from the MSW program. An MSW student must have a GPA of 3.0 to register for the capstone course in the last semester of the program.

A student who has received a grade of C in a graduate course may repeat that course once, and both grades will count toward the GPA. Courses with grades of A or B may not be repeated.

Academic Grievance Procedures

Procedure for Protest of Grade

Should a student be dissatisfied with their grade in a course, he or she will attempt to resolve the issue with the course instructor. Should this attempt be unsatisfactory, the student will discuss the situation with the MSW Director who may also involve the Chair of the Social Work Department. If the situation is not resolved to the satisfaction of the student, they may make a written appeal to the Dean of the College of Arts and Sciences not later than the last day of the subsequent semester. The Dean will attempt to resolve the matter through mutual agreement between the student and instructor. If no resolution can be obtained, the Dean will transmit the written appeal to the Graduate School.

Upon receipt of the appeal, the Dean of the Graduate School will convene a Grade Appeals Committee with five members of the graduate faculty. The committee will determine if they support the instructor or the student, and will transmit their results as required by Graduate School policy.

Other Types of Grievances

Students concerned about any other matter relevant to their courses, other than grades, should attempt to resolve the issue directly with the instructor. Should the concern not be resolved to the student's satisfaction, he or she should then discuss the matter with the MSW Director. If the situation is still unresolved, the student may appeal to the Chair of the Social Work Department but must do so within 30 days of the initial discussion with the faculty member. If the issue cannot be resolved at the department level, further instructions have been developed by the Graduate School to resolve the matter (please see the Graduate Catalogue).

Class Attendance

Students are expected to attend all regular class meetings and examinations for all courses in which they are registered. Each faculty member is responsible for setting policy concerning the role of attendance in determining grades for their classes. It is the student's responsibility to learn and comply with the policies for each class.

Academic Honor Code

As stated in the Graduate Catalogue, "... no form of dishonesty among its faculty or students will be tolerated. ... Academic dishonesty takes many forms, from blatant acts of cheating, stealing, or similar misdeeds to the more subtle forms of plagiarism, all of which are totally out of place in an institution of higher learning." Should any violation of the honor code be suspected, students should inform their instructor or the MSW Coordinator. The university has established methods for instructors and departments to handle violations of the honor code.

Procedures for Graduation

A student must have a 3.0 GPA on all graduate-level courses. At a designated date in the fall semester of the second year of the MSW program, students must submit an application for graduation to the Graduate School. The date for Commencement is designated in the academic calendar each year; the Department of Social Work also holds its own celebration for graduating students.

Student Privacy Rights

Federal law guarantees rights to privacy of educational records, and students should be aware of these provisions. Students have a right to inspect their education records; if they believe them to be inaccurate, they may request to amend the record. A student's personal educational information may not be released to anyone without their consent, with the exception of certain eligible parents where the student is their legal dependent. Any requests for student information will be directed to the university registrar.

III. PROCEDURES OF THE DEPARTMENT OF SOCIAL WORK

Testing Out of Courses

Should students believe that they have sufficient knowledge of the content of a particular course to be equivalent to the UNCW MSW course, they may request the opportunity to test out of the course. Such a student should put their request in writing to the MSW Director and the Chair of the department. The student will be informed as to when and how they may take an examination to ascertain if their knowledge of the course is sufficient to test out. If they pass the examination, they will not have to take that particular course but they will not receive course credit for it. They must then register and complete another course of equivalent credit hours and relevance to the social work graduate program.

Policy on Capstone Experience and Comprehensive Exam

Purpose. The purposes of the capstone experience are as follows:

1. To demonstrate the student's competence in the integrative application of social work knowledge to social work practice.
2. To serve as the comprehensive examination for the MSW program.
3. To serve as a measure of outcome for the MSW Program.

Overview. This experience will result in a written Capstone Paper that will serve as the student's comprehensive examination for the MSW Program. This experience is facilitated by SWK 508, a one credit hour course in the final semester of the MSW Program, and should be grounded in the student's proposed study that is taken from SWK 507.

The MSW capstone paper results from an intensive experience in critical analysis, designed to broaden students' perspectives beyond their discipline and provide an opportunity for creative integration of previous courses in the curriculum. It requires students to examine complex issues of social work practice in a substantial piece of writing and an associated presentation. It is expected that creativity will emanate from the student's special way of integrating knowledge learned from various courses in the MSW curriculum and by the way the student chooses to demonstrate the application of that knowledge to social work practice.

Basic Description. Each student in the MSW program at UNCW will complete the capstone experience as a requirement for graduation. This experience will result in a paper that will demonstrate the integration of knowledge regarding all of the program objectives noted below. This knowledge will revolve around a specific practice focus.

The student will be mentored through this experience with a capstone faculty advisor. The capstone advisor will be the first reader of the capstone paper. This advisor will work with the student throughout the advanced year of study and will provide periodic feedback.

In addition, a second faculty member must approve the paper. A third faculty member will review the paper if the first two faculty members do not agree regarding whether the paper gets approval. In this case, the majority vote of the three will determine if the student passes this degree requirement. The Director of the MSW program will be responsible for assigning the readers for each student's capstone paper.

Each student will enroll in SWK 508, a one-hour course, in the final semester of matriculation. This course will serve the purpose of facilitating the completion of the paper. The instructor for SWK 508 will be the student's capstone advisor and will assign the student's grade for this course. However, whether the student passes the comprehensive exam will be determined by the vote of the capstone advisor and the second (and possibly third) faculty member assigned to review the paper.

Outcomes to be Achieved. The Capstone Paper, building on the foundation curriculum, will demonstrate knowledge regarding each of the following objectives of the advanced curriculum of the MSW Program:

- 1 To apply collaborative working relationship skills within the framework of selected models of clinical practice, including such models as solution-focused, cognitive-behavioral, behavioral, and motivational, based on best practice principles.
2. To apply knowledge of bio-psycho-social variables that affect human development and behavior to the application of selected models of clinical practice, with recognition of the congruence of client dynamics and practice techniques.

3. To demonstrate specific skills in culturally grounded nondiscriminatory practice with diverse populations, including those considered at-risk.
4. To demonstrate practice consistent with a firm foundation in the values and ethics of the social work profession, including ethical dilemmas impacting practice decisions.
5. To apply knowledge of mental health and psychopathology in clinical practice that demonstrates an appreciation for client strengths, resiliency and diversity in their formulations.
6. To demonstrate skills in assessing clinical practice by applying evaluation methods and showing how these results can modify practice on an ongoing basis.
7. To understand the management of social work practice in organizations and private practice settings.

IV. ROLE OF THE DIRECTOR OF THE MSW PROGRAM

The Director of the MSW Program has the responsibility to oversee and coordinate the MSW program for the Department of Social Work. The Director is also the primary liaison with the UNCW Graduate School. The Director handles the admission process for the department, with the support of the faculty, and assigns all Teaching Assistantships. S/he develops an orientation for entering MSW students and informs them about the program. S/he arranges for training for new TAs and monitors their performance during the year. The Director meets with the MSW student organization, and facilitates its functioning.

Graduate students should talk to the MSW Director if they have questions about the program, issues or concerns about classes, or any other relevant concern about the program. The MSW Director will ensure that the MSW program is regularly evaluated, and may periodically convene meetings of MSW students and/or send out questionnaires to get feedback from students about their experiences.

V. ADMISSIONS PROCEDURES

The MSW program adheres to the admissions requirements and processes of the UNCW Graduate School. The admission process is as follows: Applicants must submit the university admission form, transcript of their undergraduate work, GRE scores, three personal references, and a written narrative to the Graduate School by March 1 of each year. The MSW Director and faculty admissions committee will evaluate all applications, and admit students with the greatest potential for success in the UNCW program. Admission decisions will be transmitted to the Graduate School; applicants will be informed of their admission or rejection by both the Dept. of Social Work and the Graduate School.

Students admitted to UNCW master's programs must have a bachelor's degree from an accredited university with a 3.0 grade point average. Students may be admitted with lower GPAs under provisional status, which must be reviewed after the first semester. If a provisional student achieves a GPA of 3.0 or higher in the first semester of the MSW program, the MSW Director will recommend to the Graduate School that the student have regular admission status. Students without sufficient undergraduate backgrounds may also be admitted to the program. In this case, their admission letter will identify their specific deficiencies and how they must be addressed.

VI. FINANCIAL ASSISTANCE FOR GRADUATE EDUCATION

There are limited sources of funding for graduate education. The university Financial Aid office has a listing of scholarships and loans that are available to graduate students; please see their webpage or talk to the liaison for graduate students at 962-3177. The Graduate School and the Department of Social Work also have a limited number of scholarships that are awarded yearly. In addition, the Department of Social Work awards a limited number of teaching assistantships to each in-coming class of MSW students.

Teaching Assistantships

The department will award a limited number of assistantships to entering students in the fall semester of each year. In exchange for 10 hours of work per week for a faculty member during each semester, the student will receive \$4,500 per year. The department also has one out-of-state tuition remission to award each year. The MSW Director will award teaching assistantships and the tuition remission to incoming students who express an interest in this financial support based on their qualifications.

Each faculty member working with a TA shall have discretion as to the types of activities and assignments that they require of the student. They will also have discretion as to how to ensure that the student is meeting their time obligation.

Support for Conference Travel

The Graduate School has limited financial assistance for graduate students who wish to go to conferences and present papers. There is an application for this on the Graduate Student website that should be completed and signed by the Director of the MSW Program.

VII. MSW AND GRADUATE STUDENT ORGANIZATIONS

The Department of Social Work supports a social work organization at the undergraduate and graduate level. The social work graduate student association will elect officers as appropriate. The association will elect representatives to the UNCW graduate student organization, who will attend meetings with graduate students from across the campus.

VIII. NASW AND SOCIAL WORK LICENSURE/CERTIFICATION

Professional social workers practice in a wide variety of settings, from schools to mental health to prisons. The National Association of Social Workers (NASW) is the professional association for the profession. It certifies social workers with an ACSW credential – the Academy for Certified Social Workers. In addition, social workers are licensed in all 50 states; however, the form and levels of certification and licensure vary widely. In some states, the term “social worker” has title protection and can only be used by persons qualified to do so through certification/licensure or holding a BSW or MSW degree.

After receiving a BSW or MSW, social workers can receive a license to practice in North Carolina. North Carolina also has two advanced levels of practice certification. After two years of supervised administrative experience and passing an exam, social workers may receive a CSWM (Certified Social Work Manager). The LCSW (Licensed Clinical Social Worker) is mandatory for all clinical social workers. It requires an MSW, two years/3,000 hours of post-masters supervised clinical experience and passing an examination. Students graduating with a MSW can apply for and receive a Provisional Licensed Clinical Social Worker credential (P-LCSW).

IX. NASW CODE OF ETHICS

Code of Ethics

of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

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

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

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

- service

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

which the disclosure is made should be revealed.

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

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

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

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

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

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

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

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

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

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

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

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

(p) Social workers should not disclose identifying information when discussing clients for teaching or training

purposes unless the client has consented to disclosure of confidential information.

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other 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.

X. FACULTY OF THE DEPARTMENT OF SOCIAL WORK

Reginald York, MSW, Ph.D.

Chair and Professor

Teaching areas: Research, Organizational Practice

Dr. York has over 30 years of experience as a social work professor, having previously served on the social work faculties of the University of North Carolina at Chapel Hill and East Carolina University. At East Carolina University, part of his time was in the position of Director of the School of Social Work. He has teaching expertise in research and macro practice, with an emphasis on human service administration. He is the author of 31 journal articles and three books.

Robert G. Blundo, MSW, Ph.D. LCSW

Professor, Assistant Chair, and BSW Director

Teaching areas: Clinical Social Work Practice, Strengths-Based Solution-Focused Practice, Social Constructivist and Post-Modernist Approaches.

Dr. Blundo has 40 years of clinical social work practice experience. He is a Diplomat in Clinical Social Work (NASW), a member of the Academy of Certified Social Workers, Board Certified Diplomat in Clinical Social Work (ABECSW), as well as a Licensed Clinical Social Worker in the state of North Carolina. He has taught graduate and undergraduate social work since 1988. He has published 23 articles and book chapters and has made over 36 presentations at national and regional professional meetings and conferences. His grants are in the area of public education pedagogy.

Arthur J. Frankel, MSW, Ph.D., LCSW

Professor

Teaching areas: Clinical Social Work Practice, Human Behavior. He has taught graduate and undergraduate social work since 1972. He was the BSW Director at the Rutgers University School of Social Work, and has directed a research center in Philadelphia. His academic record includes numerous referred articles, many books, and millions of dollars in research grant awards since his graduation from the joint Ph.D. program in 1972 at the University of Michigan, Ann Arbor, in Social Work & Psychology. Dr. Frankel has extensive experience in clinical practice, both in private practice and mental health organizations, and in grant development and research in social work practice. He has conducted numerous social work clinical training workshops.

P. Nelson Reid, MSW, Ph.D.

Professor and Former Chair

Teaching areas: Social work and social welfare history, social policy, ethics. Dr. Reid has 30 years of experience in social work education and administration. Formerly chair of the social work department and Interim Dean of the College of Arts and Sciences at UNCW, he is now on faculty and works on projects throughout the university. Reid has published three academic books and authored more than 20 refereed journal articles appearing in *Social Service Review*, *Social Work*, *JSWE*, and others, as well as some 15 book chapters. His practice experience includes regional and community resource assessment, planning, and administration.

Donna E. Hurdle, MSW, PhD.

Associate Professor, Director of the MSW Program

Teaching areas: Social Work Practice (micro and macro), Mental Health and Psychopathology. Dr. Hurdle's research interests are in health/mental health in underserved populations, including teens, women and ethnic groups. Hurdle has been teaching social work at the graduate level since 1996 and has over 20 years of post MSW clinical experience in mental health, family services and school social work as both a clinician and an administrator. In addition she has many refereed journal articles, five book chapters, and has provided numerous presentations at professional conferences.

Karen S. Sandell, MSW, Ph.D.

Associate Professor in the Department of Social Work, and Associate Dean of the Graduate School of UNCW.

Teaching areas: macro social work practice and diversity. Sandell has many years of experience in child welfare practice and administration, as well as numerous years of experience in social work education. She has published several refereed journal articles. Currently she teaches part-time in the social work department while serving as Associate Dean of the UNCW Graduate School.

John Nasuti, MSW, DSW

Associate Professor, BSW Director

Teaching areas: re search, program planning and evaluation, introduction to social work. Dr. Nasuti has twenty-five years experience in social work education at both the graduate and undergraduate level. He has practice experience in child welfare, housing development, family and youth services, administration, and direct clinical practice. Dr. Nasuti has a number of refereed journal publications, in journals such as *The BPD Journal*, *Child Welfare*, and *Teaching in Social Work*, and two book chapters.

Jimmy Dawson McCamey, MSW, Ph.D.

Assistant Professor

Teaching areas: Generalist social work practice, diversity, field seminars. Dr. McCamey has extensive clinical experience in child and adolescent residential treatment programs as a clinical director, program director, family therapist, individual psychotherapist, program manager and child care worker. In addition, he has provided clinical social work and counseling services to youth, adolescents and families in private practice. Dr. McCamey has also consulted with school systems and Head Start programs as a mental health consultant, staff development trainer and program evaluator. Dr. McCamey's research interest includes poverty and its impact on cognition and academic achievement in preschool Head Start children, community mental health, rural social work practice, adolescent mental health, and African-American males.

J. Chris Hall, Ph.D.

Assistant Professor

Teaching areas: clinical practice, human behavior, field seminars. Dr. Chris Hall received his PhD from the University of Louisville in 2005. He joins us from the University of Louisville where he had taught advanced clinical social work practice courses and had provided leadership in grants related to public child welfare services as well clinical interventions for divorcing couples. In addition to his clinical practice experience in social work, his varied background includes employment as a teacher both in Japan and the Czech Republic. His research interests include postmodern therapeutic approaches, fatherhood, gender equality, and practice-based evidence.

Jeanne F. Denny, MSW, LCSW

Lecturer, Director of Field Education

Teaching areas: Experiential learning, empowering students to participate in the design of the learning process, health care, foster care, school social work. Denny has more than 25 years experience in social work education combined with extensive practice and management experience in medical social work. She has published a book chapter dealing with practice in health care and has made numerous presentations to academic and professional groups at the regional and national levels. She is active in professional associations, including the NASW, BPD, and CSWE.

Deborah E. Bowen, MSW, LCSW

Lecturer

Teaching areas: Introduction to Social Work and the Social Welfare System, Human Behavior in the Social Environment, Generalist Social Work Practice with Individuals and Families. Ms. Bowen has many years of clinical experience in both private practice and non-profit agencies.

She is a former member of the NASW-NC Board of Directors. She is a frequent presenter at national conferences in areas of caregiver and death and dying issues, and social worker self-care. She has also published a book on grief.

Gwendolyn D. Clark, MSW, LCSW

Lecturer, Coordinator of the Child Welfare Collaborative

Teaching Areas: Child Abuse and Neglect. Ms. Clark is LCSW licensed and has twenty-seven years of post MSW experience in clinical and therapeutic practice with children and families. She has teaching experience in the community college and university level and is a former Peace Corps volunteer.

Melissa Van Kirk, MSW, Ph.D.

Lecturer, Coordinator of Undergraduate Fieldwork Education

Teaching Area: Field Education. Dr. Van Kirk received her MSW degree from the University of California at Berkeley and her PhD in clinical psychology from the California Institute of Integral Studies. She has served in part-time faculty roles both at UNCW and Cape Fear Community College. She has several years experience in clinical practice both in North Carolina and California with emphasis on strengths-based psychotherapy with children, adolescents, and adults.