Department of Social Work
Masters of Social Work

Student Handbook

Although every effort has been made to ensure accuracy, the information provided in this Handbook is subject to modification without advance notice.

January 2023

Welcome to the Department of Social Work

The faculty and staff of the Department of Social Work at the University of North Alabama (UNA) welcome you as a social work major. You have chosen a challenging course of study which will prepare you for employment in an exciting profession.

This Masters *of Social Work Student Handbook* will be an important reference as you *begin* your Masters of Social Work (MSW) program and as you *progress* to your ultimate goal: graduation and a career in social work. The purpose of the Handbook is to identify and explain important policies and procedures which are essential to your success throughout your course of study in the Department. Please read it carefully and refer to it often.

If you have any questions about the information presented here, the MSW faculty will be happy to discuss this with you. Contact your Faculty Advisor or Dr. Hodges, Director of Graduate Studies.

Welcome!

Department of Social Work Faculty and Staff

Dr. Angie Bailey
525E Stevens Hall
256-765-5121
aabailey@una.edu

Dr. Allison Berkowitz
525C Stevens Hall
256-765-4742
aberkowitz@una.edu

Dr. Kelly Bolton
211 Stevens Hall
256-765-4391
kbolton4@una.edu

Mr. Doug Brown
525D Stevens Hall
256-765-4901
dfbrown@una.edu

Dr. Aaron Burgess
500A Stevens Hall
256-765-4526
aburgess4@una.edu

Mr. Emmanuel Chima
207 Stevens Hall
256-765-4391
echima@una.edu

Dr. Freda Coleman-Reed
Department Chair
500F Stevens Hall
256-765-4717
fvcolemanreed@una.edu

Dr. Krystal Dozier
525 A Stevens Hall
256-765-5120
kdozier1@una.edu

Dr. John Hodges
Dir. of Graduate Studies
500C Stevens Hall
256-765-4540
jhodges@una.edu

Ms. Pamela Kelley
500G Stevens Hall
256-765-5858
pgburgess@una.edu

Dr. Stacy Lee
525B Stevens Hall
256-765-5856
slee9@una.edu

Ms. Trinda Owens
Director of Field Instruction
500B Stevens Hall
256-765-4366
tlowens@una.edu

Ms. Amy Thompson
Sr. Administrative Asst.
500 Stevens Hall
256-765-4391
arthompson@una.edu

Ms. Kimberly Wright
Director of Field Instruction
500E Stevens Hall
256-765-4145
kgporter@una.edu

Contents

Welcome to the Department of Social Work 2
SECTION I Introduction to Social Work 5
Defining Social Work 5
Professional Social Work 7
Social Work Licensure 7
Graduate Education in Social Work 7
NASW Code of Ethics – Core Values and Ethical Principles 8
NASW Code of Ethics – Summary of Ethical Standards for Social Work Practice 8
SECTION II: Department of Social Work 9
University of North Alabama Mission 9
University of North Alabama Goals 9
MSW Program Mission 9
MSW Program Goals 9
MSW Program Competencies and Behaviors 10
SECTION III: Admission and Academic Policies and Procedures 15
Life/Work Experience 15
Admission 15
Transfer Admission 16
Grading System 16
Scholastic Standards: Academic Warning, Probation, and Suspension 17
Repeat/Recompute Policy 17
Class Attendance Policy 17
Withdrawal from a Course 17
Transient Status 18
Transfer of Credit: Professional Social Work Courses 18
Transfer of Credit: International Institutions 18
Developing Professionalism 19
Evaluation of Academic and Professional Performance 19
Termination Policy 20
Termination Procedures for Professional Reasons 22
Termination Procedures for Academic Reasons 24
SECTION IV Advisement 25
Assignment of Advisor 25
Scheduling Advisement Appointments 25
Phases of Advisement 25
Student Responsibilities in Academic and Professional Advisement 25
Faculty Responsibilities in Academic and Professional Advisement 25
DegreeWorks and Unofficial Transcript (on-line) 26
Grade Point Average and Quality Points 26
Graduation Application 26
Hours Requirements for Graduation 26
Summary of Steps to Completion of MSW 26
SECTION V: Curriculum 27
Curriculum Overview 27
Catalog Year 27
Curriculum Checksheet – Catalog Year 27
Confidentiality 28
Field Instruction 28

SECTION VII: Student Rights and Responsibilities 31
MSW Program Appeal Process and Grievance Procedures 31
University Ombudsman 32
University Grievance Procedures 33
University of North Alabama Standard and Behavioral Expectations Code of Student Conduct 34
University of North Alabama Academic Honesty Policy 38
University Termination Procedures 39
University Disciplinary Process 39
University Sanctions for Violations of Code of Conduct and Academic Honesty Policy 39
SECTION VIII: Professional Involvement Opportunities 42
Phi Alpha Social Work Honor Society 42
UNA Social Work Alumni Club 42
National Association of Social Workers (NASW) 42
Council on Social Work Education (CSWE) 42
Alabama – Mississippi Social Work Education Conference 43
Alabama Conference of Social Work 43
SECTION IX: Student Services 43
Library Services 43
Information Technologies 43
University Center 43
The Commons Building 44
The University Success Center 44
Office of Student Engagement 44
Career Center 44
Disability Support Services 44
University Health Services 44
Student Counseling Services 45
Women's Center 45
Lion Alert Emergency Notification System 45
SECTION X: Appendix 46
Nondiscrimination Policy Americans with Disabilities Act Sexual Harassment Policy 46
Nondiscrimination Policy 47
Americans With Disabilities Act 47
Sexual Harassment Policy - Title IX 48
CSWE Educational Policy and Accreditation Standards 2015 48
NASW Code of Ethics (unabridged) 49
Forms 66
Checksheet for Masters of Social Work Degree: 66
Graduation Application and Instructions: https://www.una.edu/registrar/graduation.html 66
Student Action Remediation Plan 67
MSW Field Placement Application 69

SECTION I Introduction to Social Work

The Department of Social Work has been accredited by the Council on Social Work Education (CSWE) since 1974 and offers the Bachelor of Social Work (BSW) and the Masters of Social Work (MSW) degrees. The principal educational objective of the program is to prepare individuals for generalist social work practice. The academic program includes mandatory supervised field instruction off campus in a local, state, national, or regional human services agency, as well as frequent service learning opportunities through volunteer projects within local communities.

Successful completion of the online MSW program at the University qualifies graduates for immediate application to become a licensed social worker in the State of Alabama and other states through the Association of Social Work Boards (ASWB).

Graduates are trained to work effectively with clients in numerous public and private agency settings where they provide direct and indirect services to individuals, families, groups, and communities. The Department makes every effort to link students to potential employment opportunities throughout the educational process, as well as at its conclusion. When social work employment opportunities are brought to the attention of the faculty, efforts to notify currently enrolled students and recent graduates include classroom bulletin board postings, University e-mail notification, and other methods. Students and graduates of the Department of Social Work are referred to the University's Career Center to receive assistance with resume writing and scheduling interviews with potential employers.

Defining Social Work

Social work is a helping profession characterized by involvement with clients on many levels. Social workers assist individuals, families, groups, and communities cope with the many challenges of daily life. Social work is also concerned with addressing the responsiveness and effectiveness of social institutions on which people depend for needed resources. Utilizing a focused problem-solving approach, social workers target the interactions between people and their social environment. Social workers are employed in numerous practice settings including family and child welfare, schools, mental health, rehabilitation, criminal justice and corrections, aging, health care, industry and corporations, community development and organization, public welfare agencies, legal system, military bases, international agencies, and others.

The professional social worker's efforts can take a variety of forms: assisting parents caught in a pattern of child abuse; initiating social action to secure adequate public assistance payments for families living in poverty; providing understanding and help for the teenager who has run away from home; functioning as an advocate for elderly citizens and others who are at risk of oppression or discrimination; working in school systems with students experiencing academic and behavioral problems; planning rehabilitation programs for those addicted to alcohol and drugs; counseling AIDS patients and others with terminal illnesses. Underlying these varied activities is a basic concern to support and enhance human dignity and personal, family, and community social functioning.

Social work is an exciting, multifaceted and challenging profession. Characterized by a powerful tradition of social action, social work has historically included a focus on working with and for the poor, the disadvantaged, the troubled, and the vulnerable citizens in society. Social work offers the career opportunity of working intimately with and for people at all socio-economic levels in a

diverse and pluralistic society. There are numerous definitions of social work which explain its fundamental mission. One of these definitions, cited by Barker in the *Social WorkDictionary, 5th edition* (2003) clearly identifies the profession's dual focus on person and environment:

> *Social work is the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal. Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; providing counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in relevant legislative processes. The practice of social work requires knowledge of human development and behavior; of social, economic, and cultural institutions; and of the interaction of all these factors.*

The Department of Social Work at UNA defines **generalist social work practice** as follows:

> *Generalist practice is the application of an eclectic knowledge base grounded in liberal arts and the person and environment construct. Generalist practice incorporates a wide array of methods and skills to develop practice behaviors for prevention and intervention with individuals, families, groups, communities, and organizations. Generalist practice is committed to promoting and advocating for human and social well-being, respecting diversity, and adhering to professional values and ethics.*

The following statements provide a glimpse into the personal characteristics of individuals who choose social work as a career and who experience successful professional social work practice.

- **Social workers are genuinely interested in people.** Social workers are committed to helping people regardless of racial, economic, cultural and other differences. Prejudice does not fit with the values of the profession.

- **Social workers believe in human potential for growth and change.** It is important to believe that everyone has strengths and can achieve positive change.

- **Social workers have patience, perseverance, and the ability to follow through with plans.** The social worker should not be easily discouraged, yet always resourceful in seeking new ways to help clients.

- **Social workers work well with people.** Social workers need to get along with clients, social work colleagues and other professionals. The ability to resolve conflicts constructively is essential for effective social work practice.

- **Social workers are committed to their own personal growth and well- being.** Social workers must be aware of themselves and their values, strengths, and needs in order to effectively help clients. Social workers must be willing to „know" and take care of themselves.

- **Social workers are committed to developing their own problem-solving abilities.** An interest in what „makes people tick", being aware of what's happening in the world each day, identifying key facts in data, taking responsibility, and making important decisions are important criteria for social workers.

- **Social workers are interested in the 'bigger picture'.** A social worker cares about the state of the nation and of the world, sees each human problem in its relationship to the whole community, and works for better housing, better health services, better schools, and better wages for clients.

- **Social workers are open to utilizing scientific methods in working with people.** A social worker bases practice on proven**,** established social work methods, yet is creative in developing strategies to help clients achieve change.

Professional Social Work

It is important to identify aspects of social work which affirm it as a profession. Like medicine and law, social work requires licensing and regulation in all states. Social work has an established history of professional organizations, another characteristic of a strong profession. The two primary professional organizations which significantly and consistently impact social work practice on a practical, daily basis are the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). NASW establishes clinical standards of practice, in addition to publishing the foundational NASW Code of Ethics. CSWE sets forth required accreditation standards for university programs of social work education, thus significantly impacting the training and professional development of social workers throughout the nation. Additional information regarding each of these key organizations is available at their respective websites: www.socialworkers.org for NASW, and www.cswe.org for CSWE. A copy of the NASW Code of Ethics is located in Section X – Appendix of this *Department of Social* Work Student *Handbook*, and is available electronically at http://www.naswdc.org/pubs/code/code.asp.

Social Work Licensure

Licensing is an important aspect of the social work profession. The Association of Social Work Boards (ASWB) is the organization that regulates social work licensing at the national level. ASWB develops and maintains the social work licensing exam that is used across the country and is a central resource for information on the legal regulation of social work practice. Every state has specific legal requirements regarding the licensing of social workers in that state. State laws vary, so it is important to obtain individualized information on regulations. This is easily accomplished through resources available at the ASWB web- site: www.aswb.org. Information regarding the Alabama State Board of Social Work Examiners, which regulates licensure of social workers in this state, is available at www.socialwork.alabama.gov.

Graduate Education in Social Work

Graduate education in Social Work prepares the student at the *advanced generalist level* to engage, assess, intervene, and evaluate at-risk individuals, families, groups, and communities. It equips student with a broad range of practice and policy skills at the micro, mezzo, and macro levels of Social Work practice.

NASW Code of Ethics – Core Values and Ethical Principles

Value: Service
Ethical Principle: The primary goal of social workers is to help people in need and to address social problems.

Value: Social Justice
Ethical Principle: Social workers challenge social injustice.

Value: Dignity and Worth of the Person
Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Value: Importance of Human Relationships
Ethical Principle: Social workers recognize the central importance of human relationships.

Value: Integrity
Ethical Principle: Social workers behave in a trustworthy manner.

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

NASW Code of Ethics – Summary of Ethical Standards for Social Work Practice

Social Workers' Ethical Responsibilities to **Clients**:
commitment to client self-determination, confidentiality, provision of services

Social Workers' Ethical Responsibilities to **Colleagues**:
respect, collaboration, consultation, dealing with incompetence

Social Workers' Ethical Responsibilities in **Practice Settings**: supervision, education, training, client records

Social Workers' Ethical Responsibilities as **Professionals**: competence, discrimination, personal impairment

Social Workers' Ethical Responsibilities to the **Social Work Profession:**
integrity of the profession, evaluation, research

Social Workers' Ethical Responsibilities to the **Broader Society**: social welfare, public participation, social action

SECTION II: Department of Social Work

The Department of Social Work is part of the College of Arts, Sciences, and Engineering at the University of North Alabama. The **Mission** and **Goals** established by the University directly relate to the MSW program's **Mission** and **Goals**. To accomplish its goals, the Program has adopted ten **Competencies** (and specific behaviors or social worker skills related to each competency) which are emphasized throughout the professional social work curriculum, and which are consistent with the Educational Policy and Accreditation Standards (EPAS) established by the Council on Social Work Education. These important components are described below.

University of North Alabama Mission

As a regional, state-assisted institution of higher education, the University of North Alabama pursues its mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community.

University of North Alabama Goals

- Offer high quality programs
- Build and maintain a student-centered university
- Foster a strong university community
- Enhance and support regional development and outreach

MSW Program Mission

The mission of the University of North Alabama's Masters of Social Work (MSW) program is to prepare advanced generalist social worker practitioners who demonstrate the application of professional social work knowledge, values, and skills to practice situations to promote human and community well-being. Additionally, the mission of the program is to prepare advanced generalist practitioners to effectively intervene with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

The mission is to equip the advanced generalist practitioner to promote and advocate for human rights and social/economic justice in a purposeful, intentional, and professional manner in rural to metropolitan communities incorporating the impact of global perspectives.

The MSW program models a commitment to discovery of new knowledge, evidence-based research, and ethical use of technology to enhance analytical skills and practice evaluation at the micro, mezzo, and macro levels. The program will prepare the advanced generalist practitioner to utilize theoretical frameworks in the application of therapeutic skills in the engagement, assessment, and intervention of diverse clients and constituencies.

MSW Program Goals

The following seven program goals come from and are reflective of our mission statement. Following this list of goals is of our mission statement with the number for each goal inserted as addenda after the section of the mission statement it reflects.

1. To prepare and graduate advanced generalist social workers who employ proactive, reflective, responsive and evidence based and accepted social work practice methods with individuals, families, groups, organizations and communities.

2. To prepare and graduate students who practice from a value-oriented, strength-based perspective that addresses issues of oppression, poverty, diversity and inclusion.

3. To prepare and graduate students who advocate for human rights, social, economic and environmental justice, at local, national, and global levels.

4. To graduate students whose practice is based on a firm grounding in social work values and a strong professional social work identity.
5. To insure the values, knowledge and skills of our graduates are congruent with the continually changing practice environment; changes which includes both advances in social work knowledge and practices as well as the changing milieu of local, state, national, and international communities.

6. To facilitate growth of the program to meet the needs of client systems, expand diversity and international perspectives, increase global connections and understanding

7. To acknowledge, reflect and act on our changing milieu to stay current in meeting the needs of our students and community.

MSW Program Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.
Social workers:

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

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human

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

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.
Social workers:

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.
Social workers:

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

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at

the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.
Social workers:

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

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.
Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.
Social workers:

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.
Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.
Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
Social workers:

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

Competency 10: Community Engagement and Service Learning
Social workers understand the framework of professional values in service learning and community engagement. Social workers learn to recognize themselves as change agents. Social workers understand how content from general education such as history, political science, and biology impact community engagement. Social workers understand how human behavior in the social environment, diversity, research, and social work practice fit into service learning in the

community.
Social Workers:

- are cognizant of community needs
- are cognizant of social issues, and their impact upon communities
- understand theories of service learning
- apply knowledge of human behavior in the social environment, person-in-environment, diversity, research, and social work practice and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

SECTION III: Admission and Academic Policies and Procedures

For students majoring in Social Work, **admission** refers to two areas: admission to the *University* first, followed by admission to the *MSW program*. It is essential that students have a clear understanding of the academic policies and procedures that will impact successful progression through the Social Work course of study. Admission requirements and academic policies/procedures are summarized here; for further clarification, consult the *University Catalog,* the *University Student Handbook,* and Social Work Faculty Advisors. The *University Catalog* is available in electronic format at http://www.una.edu/catalog/ . The *University Student Handbook* is available in electronic format at https://www.una.edu/student-handbook/. Contact information regarding the Department of Social Work Faculty and Staff is located on the first page of this *Department of Social Work Student Handbook* and online at https://www.una.edu/socialwork/faculty.

The Department of Social Work has established a policy which prohibits discrimination against students and others on the basis of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion, sex, sexual orientation, veteran status, or other aspects of diversity.

Life/Work Experience

The Department of Social Work does not grant social work course credit for life experience or previous work experience, consistent with The Council on Social Work Education (CSWE) policy. The University will consider (for advanced placement or advanced standing) credit from nontraditional sources including military service and advanced placement examinations; refer to the *Graduate University Catalog (https://catalog.una.edu/graduate/)*.

Admission

Consideration for admission to graduate studies is based on the following:

- Minimum undergraduate GPA of 2.85 for the two-year program and 3.25 for the advanced standing. If a student is below these criteria, the GPA for the last 60 hours of their undergraduate work may be considered.
- Undergraduate transcript
- Resume or Curriculum Vitae
- Essay related to advanced social work studies (see below for details)
- Two letters of recommendation
- Please provide two letters of recommendation that speak to your character, integrity, maturity, and readiness for graduate Social Work training.
- At least one letter must be from an academic source such as a current or previous professor
- The other letter can be from an academic or professional contact
- No GRE or other test required

Personal Narrative Essay Outline

- Limit your essay to 2,000 words with Times New Roman 12-point font, double-spaced, and number your responses to correlate with the questions below. Be sure to abide by the word limit and the above stated guidelines.
- Describe your long-term goals upon completion of the MSW program.
- What are your reasons for pursuing an MSW? Please describe your professional experience, other work-related or volunteer experience that contributed to your choice of social work as a profession.
- The NASW Code of Ethics identifies six core values of the social work profession, describing them as “the foundation of social work's unique purpose and perspective.” How are your personal and professional values compatible with these six core values? (give specific examples)

- It is imperative that social workers become culturally competent and exemplify sensitivity to ethnicities, religions, beliefs, and lifestyles that may differ from their own. Briefly describe your definition of diversity in our society. Describe any experiences you have had that will strengthen your ability to work proficiently with diverse clients.
- Identify one social problem that interests you, and briefly explain how you think social workers might address this issue.
- The admissions committee is seeking a diverse group of students who can enrich the overall classroom learning experience. What special attributes or personal characteristics do you have that you believe will advance the scholarship and professional experience of your peers in the social work program?
- Signature and date _____

Transfer Admission

Students who are in good standing in graduate programs at other recognized graduate schools, and who satisfy basic admission requirements, may be admitted as transfer students. Requests for transfer credit should be initiated by the student with the designated graduate advisor's approval. Acceptance of graduate credit by transfer is normally limited to six semester hours of B or higher grades in graduate work appropriate to the degree program at UNA. Exceptions must be approved by the appropriate graduate program coordinator/director, department chair, and college dean. Individual graduate programs may specify predetermined limits in their section of this catalog. Acceptance of credit by transfer does not affect the quality point status required on work attempted at the University of North Alabama. Residence requirements are not applicable to graduate programs. All transfer students are subject to UNA's scholastic standards. If these standards are not met, further academic action will be necessary.

Grading System

The grading system used in the University is as follows:

A is the grade of highest distinction given for work of a superior quality

B is the grade given for work considered as good or above average

C is the grade given for work of fair or average quality

D is the grade given for work considered poor or below average but passing

F indicates unconditional failure. No credit is earned with a grade of **F**

I is used to designate an Incomplete resulting from the failure of the student to complete final coursework because of illness or other circumstances beyond the student's control. Incomplete work must be made up in the next semester.

S indicates satisfactory work and is used only on noncredit courses

U indicates unsatisfactory work and is used only on noncredit courses

W indicates withdrawal from a course between the close of registration for a school term and one week after the designated midterm date, during which time no judgment is made on the quality of a student's work in the course

Scholastic Standards: Academic Warning, Probation, and Suspension Graduation requirements stipulate that a minimum 3.0 Grade Point Average must be earned on all work attempted in Graduate School at UNA, which operates on a semester system and four-point grading scale (Grade Point Average 4.0 is **A,** 3.0 is **B**, and 2.0 is **C)**. Scholastic standards established by the University include a specific protocol for addressing student performance below the required minimum 3.0 Grade Point Average that is necessary for graduation.

For a student who has been eliminated from the graduate program for scholastic or other reasons, reinstatement in the program requires approval of the respective College Readmissions Committee on the basis of extenuating circumstances. Reinstatement may be considered by the respective College Readmissions Committee only upon written appeal directed through the dean of the college. Reinstatement, if approved, may be based on special conditions and is subject to the regulations and standards in effect at the time of reenrollment. Following reinstatement, a new application for admission must be filed in the Office of Graduate Admissions. A student dismissed from one graduate program who desires admission to another graduate program must meet the admission standards of that program and be admitted to that program.

Repeat/Recompute Policy
At the approval of the respective graduate program, a student who has repeated graduate courses in which a grade of C, D or F was earned may identify one course for the purpose of recomputing the GPA. The most recent grade must be a B or above, and only the most recent grade will be used towards degree requirements and in recomputing the GPA. However, the original grade will remain on the transcript and is still counted as far as the number of grades of C or below as specified in the Grades and Academic Progress policy.

The student must initiate the request with their respective Graduate Program. Some programs may not allow repeat/recompute for their courses, and students should refer to their program for specific requirements. If the request is approved by the Graduate Program, the Department Chair will forward the approved repeat/recompute request to the Office of the University Registrar for processing.

Class Attendance Policy

Each Faculty member at UNA establishes and enforces their individual attendance policy for each course. Policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and – for excessive absences – may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Each student is directly responsible to the individual faculty member for absences and for making up work missed. A faculty member's attendance policy supersedes the Withdrawal from a Course policy, described below.

Withdrawal from a Course

The University of North Alabama has established a system for course withdrawal which consists of different categories of withdrawal based on when the course withdrawal occurs during the semester. A faculty member's attendance policy supersedes the Withdrawal from a Course policy; therefore, a student who exceeds the allowed number of absences for a particular course is not permitted to withdraw from the course without consent of the instructor. The specific withdrawal types and corresponding time frames are as follows:

> **W** indicates *withdrawal* from a course between the close of registration for a school term and one week after the designated midterm date, during which time no judgment is made on the quality of a student's work in the course; student must initiate the process by completing a withdrawal form and obtaining the signature of the course instructor or by

sending an email to the Registrar at registrar@una.edu

Transient Status

A student who wishes to enroll at another institution in temporary transient status and transfer credits back to UNA should secure advance approval from the dean of the college in which the major is housed. Students on academic probation or suspension are not permitted to transfer credits earned at other institutions back to UNA. Students enrolled in a graduate program at the University of North Alabama may not enroll as transient students at another institution without the **prior approval** of the dean of the college on forms prescribed for that purpose. Only students who have been unconditionally admitted to a graduate program at the University of North Alabama and who are in good standing may be approved as transients to another institution. Credit earned as a transient student at another institution will be evaluated by the same standards as transfer credit. A minimum grade of **B** is required. Grades earned will be shown on the student's permanent academic record but will not affect the UNA grade point average. See Transient Admission for additional regulations outlining transient approval. Enrollment in another institution without prior approval constitutes withdrawal from the program and requires reapplication for admission as a transfer student.

Students should be aware that UNA cannot award credit for any course taken at another institution until the official transcript has been received from the other institution and the course has been approved by UNA. If a student enrolls in another institution during the term that the student anticipates graduating from UNA, the student must be diligent to assure that the other institution submits the official transcript to UNA early enough for the credit to be evaluated and recorded on the student's transcript and in time for the course(s) and grade(s) to be recorded and the official degree audit conducted by the Registrar's Office before clearing the student for graduation.

Transfer of Credit: Professional Social Work Courses

Students who are in good standing in graduate programs at other recognized graduate schools, and who satisfy basic admission requirements, may be admitted as transfer students. Requests for transfer credit should be initiated by the student with the designated graduate advisor's approval. Acceptance of graduate credit by transfer is normally limited to six semester hours of B or higher grades in graduate work appropriate to the degree program at UNA. Exceptions must be approved by the appropriate graduate program coordinator/director, department chair, and college dean. Individual graduate programs may specify predetermined limits in their section of this catalog. Acceptance of credit by transfer does not affect the quality point status required on work attempted at the University of North Alabama. Residence requirements are not applicable to graduate programs. All transfer students are subject to UNA's scholastic standards. If these standards are not met, further academic action will be necessary.

Students who transfer social work courses from an MSW program accredited by the Council on Social Work Education may be asked to provide documentation for review as described above. Transferred course credit is not accepted for Field Instruction courses (SW 530-533 and SW 630-633).

Transfer of Credit: International Institutions

The Department of Social Work welcomes the enrollment of international students into its professional social work program, and adheres to the University's policy that students who have attended a college or university outside the United States must have their transcripts evaluated by a university-approved international credentials evaluator such as World Education Services (WES). The Chair of the Department of Social Work collaborates with the University's Office of International Affairs and the Admissions Office to determine which courses an international student has completed upon transferring to the University. This information is subsequently shared with the assigned Social Work Faculty Advisor who then works closely with the student regarding remaining coursework to be completed in order to earn the MSW degree. Policies regarding admission of

international students and the transfer of credits for students who have attended a college or university outside the United States are described in the *University Catalog*.

Developing Professionalism

The Department of Social Work Faculty believes that earning the MSW degree represents more than just receiving a diploma: it is the beginning of professional social work practice. Because evidence of professionalism is exhibited in academic behavior and performance, the following guidelines are offered to assist students in understanding the importance of developing professional behavior early in their academic career at UNA.

- Expectations regarding **academic conduct** include striving to achieve high academic standards in all assignments, projects, and examinations rather than be satisfied with the minimum grade. In all Social Work courses, the grade earned must be **B** or higher; in courses where the grade earned is less than **B**, the student is at risk of dismissal per the University policy.

- **Teamwork** involves working cooperatively with other students on group projects, demonstrating the essential social work skill of working effectively with others.

- Students are expected to accept **personal responsibility for learning**, including making effective use of library resources and attending professional meetings.

- Commitment to professional **values and ethics**, including challenging personal values and enhancing self-awareness in these areas.

- Demonstrating a commitment to **life-long learning** through personal and professional development in the classroom, through service learning opportunities, and by participation in professional continuing education opportunities.

- Maintaining **client confidentiality** in all service learning opportunities and classroom learning experiences is expected of every student who is working toward the MSW degree.

- As a social work major, each student is expected to comply with all aspects of the University's **Code of Conduct** and other policies described in the *University Student Handbook,* as well as academic and professional performance standards described in the *Department of Social Work MSW Student Handbook.*

Evaluation of Academic and Professional Performance

Assessment of student professionalism and academic performance is based on input from multiple sources including: personal interaction with the student during academic advisement and in other situations; observations of individual functioning and interaction with others in the classroom; reports given by practitioners in community social services agencies during service learning and/or field instruction experiences; reports of concerns from fellow students; matriculation interview; academic performance demonstrated by grades reflected in University records such as the Unofficial Transcript and DegreeWorks available through Self-Service Banner; and other sources.

The MSW Program Faculty wants students to clearly understand the criteria for assessment of academic performance and professional performance. The following strategies are used to inform students about expected levels of performance:

- Each course syllabus explicitly describes the criteria for evaluation of performance in the specific course including the components that will be assessed, the overall course grading scale, attendance policy, and accommodation policy; students have electronic access to the syllabus which is posted on each course's homepage, accessed through the UNA's Canvas Learning System: https://una.instructure.com/

- Social Work Faculty supplement information presented in course syllabi by providing additional handouts which further assist students in understanding specific criteria by which assignments, activities, papers, service learning experiences, and exams will be assessed and evaluated

- In class discussions throughout the semester, Faculty stress competencies and behaviors identified for emphasis in each course, reinforcing that Faculty are looking for evidence of development of the competencies and behaviors during class discussions, service learning experiences, activities and assignments, performance on exams and papers, etc.

- Individually scheduled appointments between students and Social Work Faculty (assigned academic advisor as well as Faculty in other capacities) provide opportunities for feedback regarding academic and professional performance

- In regularly scheduled faculty meetings and other times when situations dictate the need for faculty collaboration and consultation, Social Work Faculty discuss student academic and professional performance; when indicated, the assigned faculty advisor will address issues of concern with students

Termination Policy

The Department of Social Work makes every effort to recruit and retain students who possess the qualities and aptitude for effective, ethical generalist social work practice and who will maintain the integrity and high standards of the profession. The Faculty endeavors to assist students in resolving issues that may interfere with professional growth and development before the situation escalates into concerns serious enough to warrant termination procedures. The Department has developed a termination policy which addresses both academic issues and professional concerns which would necessitate a student's termination from enrollment in the MSW Program in order to maintain professional credibility, ensure the public trust, and be in compliance with the NASW Code of Ethics (including sections **3.02** Education and Training; **2.09** Impairment of Colleagues; **2.10** Incompetence of Colleagues; and **2.11** Unethical Conduct of Colleagues).

Termination from the MSW Program for **academic reasons** is closely related to academic policies and standards established by the University, while termination for **professional concerns** focuses on appropriate conduct and behavior in accordance with the principles of the social work profession. Termination may occur at any point into the Department's professional program.

Academic reasons for termination from the MSW program include, but are not limited to:

1. Failure to meet scholastic standards established by the University. All graduate students are expected to maintain a consistently high quality of academic performance. Satisfaction of degree and program requirements includes an overall grade average of B or better (3.00) on all work attempted. No more than two courses with a C grade may be applied towards the degree. No grade below C may be applied towards the degree; however, all grades are included in the calculation of the cumulative GPA.

2. Failure to comply with University policies relating to academic warning, probation, suspension and appeal, as specified in the Academic Procedures and Requirements section of the *University Graduate Catalog*

Professional reasons for termination from the Department of Social Work include, but are not limited to, the following areas of inappropriate behavior and conduct:

1. Felony conviction during educational program
2. Evidence of criminal or unlawful activity during educational program
3. Active substance abuse in the classroom, service learning environment, and/or field practicum setting
4. Violation of the principles of the NASW Code of Ethics – overtly expressed attitudes, behaviors, and values which are in opposition to those described
5. Sexual misconduct with a client
6. Emotional instability which results in impaired ability to maintain appropriate professional conduct, behavior, and roles in the classroom, service learning environment, and/or field practicum setting
7. Personality, emotional, attitudinal, or personal issues and difficulties which impair performance, interaction, and relationships with classmates, faculty, agency staff, clients, and others
8. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability which are necessary for professional social work practice
9. Inability to appropriately handle personal problems in an effective manner, resulting in disruption of student functioning in the classroom, service learning environment, and/or field practicum setting, educational setting and/or in agency settings
10. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships (such as denial of client self-determination, inability to exercise a nonjudgmental attitude toward clients, inability to separate personal values from acceptance of client differences, and others)
11. Dishonesty (including lying, cheating, plagiarism) in coursework, service learning environment, and/or field practicum setting
12. Falsification of Department of Social Work documents and/or agency documents
13. Engaging in and/or condoning discrimination against clients on the basis of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion, sex, sexual orientation, veteran status, or other aspects of diversity

14. Violation of University policies and other behaviors specified in the University Student Code of Conduct which result in suspension from the University; see the *Student Affairs* section in the *University Catalog*, the *University Student Handbook*, and the link to the Office of Student Conduct in the University's website: https://www.una.edu/student-conduct/

15. Failure to demonstrate the willingness and/or ability to develop the basic competencies identified by the Department of Social Work as minimum standards for professional social workers, including the following:
    - Identify as a professional social worker and conduct oneself accordingly.
    - Apply social work ethical principles to guide professional practice.
    - Apply critical thinking to inform and communicate professional judgments.
    - Engage diversity and difference in practice.
    - Advance human rights and social and economic justice.
    - Engage in research-informed practice and practice-informed research.
    - Apply knowledge of human behavior and the social environment.
    - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
    - Respond to contexts that shape practice.
    - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

16. Failure to submit to recommended psychological and/or related evaluations regarding the professional violations identified in this list

17. Failure to comply with remediation plans developed by the Faculty, in concert with student input, in efforts to correct identified student concerns and issues

By establishing this termination policy which targets students' professional issues as well as academic concerns, the Department of Social Work endeavors to maintain the integrity of its MSW Program and, ultimately, the profession of social work. The following section articulates the specific termination procedures which are initiated when the termination policy must be implemented in a student circumstance.

Termination Procedures for Professional Reasons

The Faculty endeavors to assist students in resolving issues that may interfere with professional growth and development before the situation escalates into concerns serious enough to warrant termination procedures.

Student Action Remediation Plan

The Department may initiate the Student Action Remediation Plan which may lead to alleviation of the concerns or the student's termination of enrollment in the Department. The following steps describe this process:

1. Issues are identified regarding the student's professional and/or academic performance, including specific description of the area of concern; when applicable, the relevant standard(s) in the NASW Code of Ethics are cited.

2. The student, the assigned Social Work Faculty Advisor, the Director of Field Instruction when internship is involved, and/or other Social Work Faculty members meet together to discuss the concerns.

3. Utilizing the Student Action Remediation Plan Form, a written remediation plan is developed which describes necessary changes, time frames for accomplishing the identified goals, and criteria for assessing success or failure of the remediation plan.

4. The student's Social Work Faculty Advisor and/or the Department Chair monitors the student's compliance with the remediation plan.

5. Students who do not complete the remediation plan or do not comply with the written agreement aimed at achieving necessary changes may be terminated from the Department of Social Work's professional program.

6. In some cases, a student terminated from the Department of Social Work for professional or academic reasons may re-apply for admission at a later date; the application for readmission will be evaluated by the Social Work Faculty.

7. Documentation regarding the areas of concern and related information, including the Student Action Remediation Plan Form, will be retained in the student's file housed in the Department of Social Work, with confidentiality being maintained.

Student Status Review Committee

Students who are terminated from the MSW Program have the right to appeal the decision. Upon request, the following appeal or grievance protocol will be implemented by the Department of Social Work as described in the following nine steps:

1. Student submits a written request for review to the Department Chair.

2. Department Chair convenes the Student Status Review Committee which consists of two Faculty members appointed by the Chair. Upon student request, a third individual who is a member of the Department of Social Work Community Advisory Board may be added to the Committee. Individuals appointed to the Student Status Review Committee are notified in writing.

3. Student is notified in writing of the appointment of the Student Status Review Committee.

4. Department Chair notifies the Dean of the College of Arts, Sciences, and Engineering that the Student Status Review Committee is being convened.

5. The Student Status Review Committee convenes within ten working days of written notification to the student.

6. The Student Status Review Committee meets with the student to review the facts of the case. The student may submit a written statement for Committee consideration, as well as make an oral presentation to the Student Status Review Committee.

7. The Student Status Review Committee meets to discuss the facts of the case and to make its recommendation to the Department Chair. If further clarification of facts is

needed, the Student Status Review Committee will notify the Department Chair.

8. The Student Status Review Committee has the following options available in rendering a decision regarding a student's continued status as a social work major in the Department:
    - **Termination:** student is not permitted to continue in the Department of Social Work professional program but may remain enrolled as a student at the University

      Conditional Status: a remediation plan is formulated to address identified issues; specific timelines and expected behaviors are documented; student must successfully complete the remediation plan in order to continue in the Department of Social Work professional program; failure to achieve the goals of the remediation plan may result in termination

    - **Withdrawal**: student may be advised to withdraw from specific Professional Social Work courses or from the Department of Social Work professional program

    - **No Action Needed**: after deliberation, the Student Status Review Committee may determine that no action is necessary or that the basis of the alleged problem is unfounded

9. The Student Status Review Committee notifies the student, in writing, of its decision. The student may accept the decision of the Student Status Review Committee or appeal to the Department Chair, whose decision is final in the Department of Social Work.

Upon the conclusion of the Department's appeal/grievance procedures, students have the right to appeal to the next administrative level in the University grievance process and may choose to contact the University Ombudsman or request a formal hearing. University policies and procedures regarding these processes are outlined in the *University Graduate Catalog* (Student Affairs section) at: https://catalog.una.edu/graduate/ and in Section VII of this *Department of Social Work Student Handbook.*

Termination Procedures for Academic Reasons

Grades on graduate courses at the University of North Alabama are reported as A, B, C, D, F, I, S, SP, U, and UP. Graduate students must maintain a grade average of B or better (3.00) on work attempted.

- Any student who earns three grades of C will be dismissed; this dismissal can occur at any point in their program of study, including the last semester.
- Any student who earns two grades below C will be dismissed.
- No grade below C may be applied towards the degree. However, it will be used in the GPA calculation.

For a student who has been eliminated from the graduate program for scholastic or other reasons, reinstatement in the program requires approval of the respective College Readmissions Committee on the basis of extenuating circumstances. Reinstatement may be considered by the respective College Readmissions Committee only upon written appeal directed through the dean of the college. Reinstatement, if approved, may be based on special conditions and is subject to the regulations and standards in effect at the time of reenrollment. Following reinstatement, a new application for admission must be filed in the Office of Graduate Admissions. A student dismissed from one

graduate program who desires admission to another graduate program must meet the admission standards of that program and be admitted to that program.

SECTION IV Advisement

The Department of Social Work's organized advisement process is purposefully structured to accomplish three primary objectives. First, it satisfies the University's mandatory advisement policy which is prerequisite for enrollment in the upcoming semester. Second, careful course sequencing throughout the social work major is essential: students receive guidance from their Social Work Faculty Advisor to ensure they are meeting specific course sequencing and academic requirements. At least one mandatory advisement session with every student during each semester is scheduled to accomplish this objective. Utilization of the Department's Checksheet entitled *Checksheet for the Masters of Social Work Degree* is a key component of academic advisement as well as the online DegreeWorks available in Self-Service Banner. Finally, Social Work Faculty view academic and professional advisement sessions as opportunities to model professionalism and provide mentoring to enhance professional development of students.

Assignment of Advisor

Every student who is a declared social work major is assigned a specific Social Work Faculty member as their academic and professional advisor. Each member of the Social Work Faculty maintains advisement responsibilities for a designated portion of the student enrollment in the Department. The current organizational system assigns students to faculty advisors alphabetically by the student's last name.

Scheduling Advisement Appointments

The Department of Social Work announces designated dates and times for advisement prior to the University's scheduled pre-registration period for the upcoming semester. This typically occurs near the midterm point of the current semester. It is the student's responsibility to schedule an appointment time with their assigned Social Work Faculty Advisor.

Phases of Advisement

Academic advisement is an on-going process for students who are enrolled in the MSW program.

Student Responsibilities in Academic and Professional Advisement

The student's role significantly impacts the effectiveness of the ongoing academic and professional advisement sessions with their Social Work Faculty Advisor. The Department of Social Work has identified the following student responsibilities regarding advisement. The social work student is expected to:

- Schedule advisement appointments in a timely manner according to the announced schedule
- In a timely manner, register for the selected classes according to the schedule developed in consultation with the Social Work Faculty Advisor
- Consult the Social Work Faculty Advisor regarding specific problems, issues, and concerns which impact successful completion of the social work course of study

Faculty Responsibilities in Academic and Professional Advisement

The Social Work Faculty recognizes the importance of the advisement process, and is committed to ensuring that students receive thorough, competent faculty consultation throughout their course of study in the Department of Social Work. Faculty responsibilities in advisement include:

- Assist the student in monitoring completion of the required courses (based on their *Checksheet for the Masters of Social Work Degree* provided by the Department and their online Degree Evaluation)

    - Assist the student in understanding the academic policies and procedures of the Department of Social Work and the University

    - Provide information regarding course and/or curriculum changes that directly affect the student's course of study

    - Provide feedback regarding the student's aptitude for a career in social work as well as strengths and areas of concern regarding professional growth

    - Serve as a professional mentor to facilitate the student's personal and professional growth

    - Refer the student, as needed, to appropriate campus and community resources for assistance with academic and/or professional issues

DegreeWorks and Unofficial Transcript (on-line)

DegreeWorks serves as the official checklist for all students (except those who meet special circumstances and thereby qualify for the issuance of an Official University Checksheet by the Office of the Registrar as described in the *University Catalog*). Each student may access their DegreeWorks via the Student Services tab in Self-Service Banner accessed through the Campus UNAPortal system; additional instructions can be viewed at https://una.edu/registrar/degree-works-faq.html . Students should refer to their DegreeWorks on a regular basis, as well as their Unofficial Transcript accessed through the same process, in order to monitor progress toward accomplishing graduation requirements. These references are in addition to the Department of Social Work's *Checksheet for the Masters of Social Work Degree* document.

Grade Point Average and Quality Points

Students should carefully monitor their Grade Point Average (GPA) and Quality Points standing, as these two factors determine eligibility to progress through the Department of Social Work's professional MSW program.

Graduation Application

Complete an application for graduation online at http://www.una.edu/registrar/graduation.html, and pay the graduation fee. Graduate students should apply for graduation by the deadline.

Hours Requirements for Graduation

A minimum of 60 semester hours of credit must be successfully earned in order to be eligible to graduate with two-year MSW. The Advanced Standing MSW can be accomplished in 30 hours.

Summary of Steps to Completion of MSW

As a useful guide to the graduate student, the procedures and time schedules outlined below are extracted from the procedures and regulations described elsewhere in this handbook. It is the student's responsibility to study the handbook carefully and to follow prescribed procedures according to the established time periods.

- **Prior to the opening of the term for which initial enrollment is planned:**
- Secure, complete, and return applications for admission along with the application fee to the Office of Graduate Admissions. Registration must be in accordance with the level of study.
- Submit official transcripts of credit—undergraduate or graduate—from degree granting institution that qualifies the student for admission to graduate studies. Students receiving

financial aid may be required to submit official transcripts from each college previously attended, whether or not a degree was granted from that institution. For more information contact Student Financial Services. Students who have earned all credits at The University of North Alabama or students seeking admission as transient students do not need to submit transcripts; however, transient students must submit the required letter of approval from the parent school. The acceptance of official transcripts and other documents submitted for admission to any graduate program may be subject to verification and authentication.

- Submit supplemental items specific to graduate program, if applicable. See admission requirements at: https://www.una.edu/socialwork/MSW%20application%20requirements.html.
- **After acceptance for admission and at registration:**
  Confer each term with the assigned faculty advisor and prepare the schedule of classes and the approved program forms. Students should preregister for the next term according to announced dates, although advisement and schedule preparation may be accomplished during the regular registration periods.
- **Application for graduation:**
  Complete an application for graduation online at http://www.una.edu/registrar/graduation.html, and pay the graduation fee. Graduate students should apply for graduation by the deadline prior to their date of graduation. No preliminary degree audit will be issued until a program of study and an admission to candidacy form are in the student's academic file in the Office of the Registrar.
- **During the last term:**
- Arrange with the University Bookstore for proper academic regalia for graduation: cap, gown, hood.
- Follow instructions on commencement procedures and rehearsal on the UNA Registrar's website.

SECTION V: Curriculum

Curriculum Overview

The Department of Social Work's professional curriculum is purposefully sequenced in a manner which allows students to progressively build upon concepts learned in General Education courses. Therefore, it is essential that the required course sequencing be followed. Assisting students in appropriately sequencing their course of study is one of the primary functions of the Department's academic advisement system (described Section IV of this *MSW Student Handbook*).

Specific course pre-requisites and important points regarding course sequencing are explained in Section IV of this *Department of Social Work Student Handbook*.

Catalog Year

The concept of catalog year is important in completing the MSW Program. The *University Catalog* which was "in effect" or current when each student enrolls in the University of North Alabama will determine the student's catalog year. Students must adhere to the policies, procedures, and requirements detailed in that specific edition of the *University Catalog* as they progress through the semesters, as these will be the standards which must be met for graduation.

Curriculum Checksheet – Catalog Year

Each *Curriculum Checksheet* can be accessed from the Department's homepage on the University website at https://www.una.edu/socialwork/MSW%20curriculum-checksheet.html.

Confidentiality

Maintaining client confidentiality is an essential aspect of professionalism expected of every student during their enrollment in in the MSW Program. Many of the social work courses include experiences or activities which frequently place students in circumstances where they may receive confidential client information. Students are expected to be fully aware of and in compliance with the confidentiality policy specified in the NASW Code of Ethics (SocialWorkers‟ Ethical Responsibilities to Clients, Section
1.7 Privacy and Confidentiality); see Section X – Appendix of this *Department of Social Work Student Handbook.*

The following points articulate specific expectations for student behavior regarding confidentiality in field instruction, service learning and related activities. Each student is expected to:

- recognize and accept personal responsibility for maintaining client confidentiality and privacy
- take initiative and responsibility for knowing and complying with the specific confidentiality policies of settings where service learning and related activities occur
- in class and in agency settings, refrain from sharing identifying information regarding clients outside the agreed-upon professional boundaries established in the service learning experience and related activities
- accept responsibility to maintain documentation and other paperwork in a confidential manner which protects client privacy in all situations

Field Instruction

Sometimes referred to as *internship*, *field*, or *field practicum*, field instruction is an integral part of social work education. In field instruction, emphasis is placed on integrating classroom learning with social work practice. Students have the opportunity to apply all the knowledge and skills gained throughout their academic course of study to actual client situations in an agency setting. This “hands-on‟ training is an essential step in professional training.

The field instruction component is presented in Field Internship and Seminar for Social Work Practice. These courses will be taken in each 8-week session. Each course includes a placement of approximately 250 hours in an assigned social services agency; thus, internship involves approximately 500 hours in a field setting for 2 years students and 900 hours for two-year students. The Director of Field Instruction works closely with students in determining their agency field placement; emphasis is placed on individualization based on each student’s professional interests, learning needs, and agency availability. During internship, students are supervised by a field supervisor in the agency setting and by the Field Instruction Faculty. Formal evaluation of student progress occurs at mid-term and at the end of internship.

Field Instruction Process Specific steps involved in the field instruction process may be summarized as follows:

- Regularly participate in advisement sessions with the assigned academic advisor
- Complete remaining coursework as directed by the Director of Field Instruction and based on requirements specified in the Graduation/Degree Audit
- Submit an Application for Field Placement (see Section X – Appendix)
- Complete application to join the National Association of Social Workers (see Section VIII of this *Handbook*) to be eligible to obtain required student liability/malpractice insurance offered through NASW

- With the Director of Field Instruction, identify specific agencies as possible locations for field placement

- Arrange a pre-placement interview at the social services agency approved by the Director of Field Instruction

- Following the agency interview, receive an email from the Director of Field Instruction confirming placement in the agency; if the placement is not approved, work with the Director to resolve issues and/or locate alternate placement

- Complete all required assignments as directed by Field Instruction Faculty

Overview of 2-Year and Advanced-Standing MSW Curriculum

MASTERS OF SOCIAL WORK CURRICULUM CHECKSHEET

NAME_____ ID#_____ CATALOG YEAR 2022-2023

Two-Year MSW Program: First Year

COURSE NO.	SOCIAL WORK REQUIREMENTS – 30 HRS	CREDIT HOURS	SESSION
SW 501	Orientation to Social Work Values, Skills, and Ethics	2	1
SW 503	Foundations of Social Work History, Policy, and Philosophy	2	1
SW 515	Human Behavior I	2	1
SW 530	Field Internship and Seminar for Social Work Practice	3	1
SW 516	Human Behavior II	2	2
SW 561	Foundations of Generalist Practice with Individuals and Families	2	2
SW 531	Field Internship and Seminar for Social Work Practice	3	2
SW 565	Foundations of Generalist Practice with Groups	2	3
SW 524	Social Justice, Human Rights, Advocacy and Sustainability	2	3
SW 532	Field Internship and Seminar for Social Work Practice	3	3
SW 570	Foundation Research Methods	2	4
SW 533	Field Internship and Seminar for Social Work Practice	3	4
SW XXX	Elective (see below)	2	4
	TOTAL	**30**	

Two-Year MSW Program: Second Year (also Advanced Standing curriculum)

COURSE NO.	SOCIAL WORK REQUIREMENTS – 30 HRS	CREDIT HOURS	SESSION
SW 670	Social Service Program Evaluation: Practice Implications	2	5
SW 610	Clinical Assessment and Diagnostic Psychopathology	2	5
SW 630	Field Internship and Seminar for Social Work Practice	3	5
SW 665	Advanced Generalist Practice with Groups	2	6
SW 661	Advanced Generalist Practice with Children, Adolescents, and Families	2	6
SW 631	Field Internship and Seminar for Social Work Practice	3	6
SW 662	Advanced Generalist Practice with Communities and Organizations	2	7
SW 605	Advanced Social Welfare Policy Analysis: Development and Evaluation	2	7
SW 632	Field Internship and Seminar for Social Work Practice	3	7
SW 680	Non-Profit Management and Agency Administration	2	8
SW 633	Field Internship and Seminar for Social Work Practice	3	8
SW 600	Social Work Licensure for Workforce Readiness	2	8
SW XXX	Elective (see below)	2	8
	TOTAL	**30**	

Students may register for **ONE** of the following courses each Spring Semester as an elective for a total of **TWO** electives:

- SW 540: Family Violence: Social Work Strategies for Prevention and Intervention

- SW 541: Grant Writing Skills for Social Services
- SW 542: Advanced Social Work Practice in Health Settings
- SW 543: Global Social Work: Issues and Opportunities
- SW 544: Advanced Generalist Practice with Individuals: Narrative and Solution Focused Therapy
- SW 545: The Strengths Perspective in Advanced Generalist Social Work Practice
- SW 546: Self-Care in Social Work
- SW 547: Mindfulness and Creative Interventions for Complex Trauma
- SW 548: Social Work Practice and Contemporary Trauma Theory
- SW 549: Community Organization
- SW 550: Advanced Social Work Practice with Substance Misuse Clients
- SW 591: Selected Topics

SECTION VII: Student Rights and Responsibilities

The Department of Social Work, as one component of the College of Arts, Sciences, and Engineering within the University of North Alabama, adheres to University policies established for grievance procedures, student code of conduct, academic honesty, and disciplinary process. Students in the MSW program are expected to be aware of their rights and responsibilities in these areas. The information in this section of the MSW Student Handbook should be read and understood in the context of other information contained in this *Department of Social Work Student Handbook*, particularly Section III Admission and Academic Policies and Procedures. Additional information regarding the University policies and procedures on topics discussed in this section of the *Department of Social Work Student Handbook* can be found in the *University Catalog* at https://www.una.edu/catalog/ and the *University Student Handbook* at http://www.una.edu/student-engagement/Student-Handbook.pdf , and on the University website at http://www.una.edu/.

MSW Program Appeal Process and Grievance Procedures

The Department of Social Work has established a clear process for appeal and grievance for students who disagree with decisions or actions taken by the Department. The Student Status Review Committee is the Department's protocol for informal resolution through established administrative channels for students, as described in the University's grievance procedures which are explained later in this section.

Students who are terminated from the MSW program for professional reasons have the right to appeal the decision; other situations may result in a student request for review, as well. Upon request, the following appeal or grievance protocol will be implemented by the Department of Social Work as described in the following nine steps:

1. Student submits a written request for review to the Department Chair.

2. Department Chair convenes the Student Status Review Committee which consists of two Faculty members appointed by the Chair. Upon student request, a third individual who is a member of the Department of Social Work Community Advisory Board may be added to the Committee. Individuals appointed to the Student Status Review Committee are notified in writing.

3. Student is notified in writing of the appointment of the Student Status Review Committee.

4. Department Chair notifies the Dean of the College of Arts and Sciences that the Student Status Review Committee is being convened.

5. The Student Status Review Committee convenes within ten working days of written notification to the student.

6. The Student Status Review Committee meets with the student to review the facts of the case. The student may submit a written statement for Committee consideration, as well as make an oral presentation to the Student Status Review Committee.

7. The Student Status Review Committee meets to discuss the facts of the case and to make its recommendation to the Department Chair. If further clarification of facts is needed, the Student Status Review Committee will notify the Department Chair.

8. The Student Status Review Committee has the following options available in rendering a decision regarding a student's continued status as a social work major in the Department:
    - **Termination:** student is not permitted to continue in the Department of Social Work professional program but may remain enrolled as a student at the University

    - **Conditional Status:** a remediation plan is formulated to address identified issues; specific timelines and expected behaviors are documented; student must successfully complete the remediation plan in order to continue in the Department of Social Work professional program; failure to achieve the goals of the remediation plan may result in termination

    - **Withdrawal**: student may be advised to withdraw from specific Professional Social Work courses or from the Department of Social Work professional program

    - **No Action Needed**: after deliberation, the Student Status Review Committee may determine that no action is necessary or that the basis of the alleged problem is unfounded

9. The Student Status Review Committee notifies the student, in writing, of its decision. The student may accept the decision of the Student Status Review Committee or appeal to the Department Chair, whose decision is final in the Department of Social Work.

Upon the conclusion of the Department's appeal/grievance procedures, students have the right to appeal to the next administrative level in the University grievance process and may choose to contact the University Ombudsman or request a formal hearing. University policies and procedures regarding these processes are outlined in the *University Catalog* (Student Affairs section) at https://www.una.edu/catalog/.

University Ombudsman

The Ombudsman provides an internal avenue for grievances and complaints in the University community. The responsibilities of the Ombudsman include resolving faculty, staff, and student complaints through involvement of all concerned parties; informing all parties of their rights established by law; seeking to resolve problems internally; keeping all information confidential; establishing a relationship of trust with and among all constituencies; providing mediation as an alternative to litigation whenever possible and as necessary and proper, serving as an advocate for resolving the grievances of individuals who have been treated unfairly or improperly. The Ombudsman's office is in the Guillot University Center.

University Grievance Procedures

The University of North Alabama defines “grievance” as a complaint directed against another member or organization of the university community or against the university, (including the departments, divisions, and schools) alleging improper, arbitrary, or discriminatory application of university rules, regulations, standards, practices and/or procedures relating to conditions of employment or enrollment, or other circumstances giving proper grounds for complaint.

Informal resolution through established administrative channels must be attempted by a student before filing a formal grievance. This information process begins with the official at the first or immediate level of authority, and continues in the chain of authority to the next higher level, if necessary. For students, a complaint involving academic or instructional matters is directed to the academic department head and with continuation in line to the Vice President for Academic Affairs and Provost. A complaint involving services or activities normally is directed to the appropriate director/coordinator of the service or activity with continuation in line to the Vice President for Student Affairs. If, after exhausting recourse through established administrative channels, the grievant still believes satisfactory remedy or relief has not been provided, a formal grievance hearing may be requested.

Formal grievance hearing requests are made only if informal efforts to resolve the issue through established administrative channels do not resolve the issue and the student does not feel a satisfactory outcome has been achieved. The request for a formal grievance hearing is directed to the President of the University in writing according to specifically articulated guidelines, including a clear statement of the nature of the grievance, supporting facts, and the remedy or relief sought. The President of the University then establishes a grievance hearing with an ad hoc committee of three persons. The committees are composed of university personnel appointed by the President, according to the classification of the person initiating the request; when a student initiates the request, the committee is chosen from among members of the university faculty, non-faculty staff and students. Committee appointments are carefully chosen to assure an impartial hearing without bias and to provide for peer representation. The grievant has the right to challenge the committee appointments and the President may choose to excuse a member in question.

A formal grievance hearing is confidential and only those persons concerned are included in the hearing. The student has the right to bring witnesses, view documents, and ask questions throughout the hearing process and may have the assistance of an advisor of his/her choice but not legal counsel. The committee’s role is to investigate the complaint as presented, to obtain all the facts in the dispute, and to come to a conclusion as to whether or not the grievant has just cause for complaint. In grievances that are contractual in nature, the committee’s role is to determine whether or not the grievant has had all the benefits of the procedures afforded by the rules and regulations of the University, and whether or not the decision that forms the basis for the complaint was the result of adequate consideration in terms of the relevant standards of the University, school, and department.

Upon conclusion of the formal grievance hearing, the Grievance Committee prepares a report summarizing the evidence and rendering its conclusions. Copies of the report are sent to the President and to the grievant. Within fourteen days of the receipt of the report, the President renders a decision and notifies the grievant. Should the President’s decision be inconsistent with the report of the Committee, the President states his reasons to the grievant and to the Committee. The President’s action is final, except that a grievant may appeal a reversed or modified decision to a subcommittee of the Board of Trustees.

University of North Alabama Standard and Behavioral Expectations Code of Student Conduct

The University considers the behavior described in the following sub-sections as inappropriate for the University community and in opposition to the core values set forth in this document. These expectations and rules apply to all students, whether undergraduate or graduate. The University encourages community members to report to UNA officials all incidents that involve the following actions. Any student found to have committed or to have attempted to commit the following misconduct is subject to the sanctions outlined in Section 7: Conduct Procedures.

Integrity: UNA students adhere to personal, academic, and intellectual integrity. Behavior that violates this value includes, but is not limited to:

1. Falsification. Knowingly furnishing or possessing false, falsified or forged materials, documents, accounts, records, identification or financial instruments.

2. Academic Dishonesty. Acts of academic dishonesty such as cheating, plagiarism, and/or misrepresentation will be addressed as outlined in the *Academic Honesty Policy*;

3. Unauthorized Access. Unauthorized access to any UNA building (i.e. keys, cards, etc.) or unauthorized possession, duplication or use of means of access to any University building or failing to timely report a lost UNA identification card or key;

4. Collusion. Action or inaction with another or others to violate the *Code of Student Conduct*;

5. Trust. Violations of positions of trust within the community;

6. Taking of Property. Intentional and unauthorized taking of UNA property or the personal property of another, including goods, services and other valuables;

7. Stolen Property. Knowingly taking or maintaining possession of stolen property;

Community: UNA students embrace the diversity of cultural backgrounds, personal characteristics, and life situations represented in this community. Behavior that violates this value includes, but is not limited to:

8. Disruptive Behavior. Substantial disruption of UNA operations including obstruction of teaching, research, administration, other UNA activities, and/or other authorized non-UNA activities which occur on campus;

9. Rioting. Causing, inciting, or participating in any disturbance that presents a clear and present danger to self or others, causes physical harm to others, or damage and/or destruction of property;

10. Unauthorized Entry. Misuse of access privileges to UNA premises or unauthorized entry to or use of buildings, including trespassing, propping or unauthorized use of alarmed doors for entry into or exit from a UNA building;

11. Damage and Destruction. Intentional, reckless and/or unauthorized damage to or destruction of UNA property or the personal property of another;

12. IT and Acceptable Use. Violating the University Acceptable Use and Computing Policy, found online at: http://www.una.edu/its/una-it-policy.html

13. Gambling. Gambling as prohibited by the laws of the State of Alabama. (Gambling may include lotteries, sports pools and online betting activities);

14. Weapons. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on University premises or use of any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others, including the storage of any item that

falls within the category of a weapon in a vehicle parked on UNA property[1] (for more information, see Weapons Statement at http://www.una.edu/student-conduct/policies/weapons-statement.html);

15. Fire Safety. Violation of local, state, federal or campus fire policies including, but not limited to:

a) Intentionally or recklessly causing a fire which damages UNA or personal property or which causes injury.

b) Failure to evacuate a UNA-controlled building during a fire alarm;

c) Improper use of UNA fire safety equipment; or

d) Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on UNA property. Such action may result in a local fine in addition to UNA sanctions;

Social Justice: UNA students value an environment for the free expression of ideas, opinions, thoughts, and differences in people. They understand and appreciate how their decisions and actions impact others and are just and equitable in their treatment of all members of the community. They act to discourage and challenge those whose actions may be harmful to and/or diminish the worth of others. Conduct that violates this value includes, but is not limited to:

16. Discrimination. Any act or failure to act that is based upon an individual or group's actual or perceived status **(sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, or sexual orientation, or other protected status)** that is sufficiently severe that it limits or denies the ability to participate in or benefit from the University's educational program or activities.

17. [Unwelcome] Harassment. Any unwelcome conduct based on actual or perceived status including: **[sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation or other protected status].** Any unwelcome conduct should be reported to campus officials, who will act to remedy and resolve reported incidents on behalf of the victim and community.

a) Hostile Environment. Sanctions can and will be imposed for the creation of a hostile environment only when [unwelcome] harassment is sufficiently severe, pervasive (or persistent) and objectively offensive that it unreasonably interferes with, limits or denies the ability to participate in or benefit from the University's educational or employment program or activities[2].

18. Retaliatory Discrimination or Harassment. Any intentional, adverse action taken by a responding individual or allied third party, absent legitimate nondiscriminatory purposes, against a participant or supporter of a participant in a civil rights grievance proceeding or other protected activity under this Code.

19. Bystanding.

a) Complicity with or failure of any student to appropriately address known or obvious violations of the *Code of Student Conduct* or law*;*

b) Complicity with or failure of any organized group to appropriately address known or obvious violations of the *Code of Student Conduct* or law by its members.

20. Abuse of Conduct Process. Abuse or interference with, or failure to comply in, UNA processes including conduct and academic integrity hearings including, but not limited to:

a) Falsification, distortion, or misrepresentation of information;

b) Failure to provide, destroying or concealing information during an investigation of an alleged policy violation;

c) Attempting to discourage an individual's proper participation in, or use of, the campus conduct system;

d) Harassment (verbal or physical) and/or intimidation of a member of a campus conduct body prior to, during, and/or following a campus conduct proceeding;

e) Failure to comply with the sanction(s) imposed by the campus conduct system;

f) Influencing, or attempting to influence, another person to commit an abuse of the campus conduct system.

Respect: UNA students respect the rights, dignity and property of all. Behavior that violates this value includes, but is not limited to:

21. Harm to Persons. Intentionally or recklessly causing physical harm or endangering the health or safety of any person.

22. Threatening Behaviors:

a) **Threat**. Written or verbal conduct that causes a reasonable expectation of injury to the health or safety of any person or damage to any property.

b) **Intimidation**. Intimidation defined as implied threats or acts that cause a reasonable fear of harm in another.

23. Bullying and Cyberbullying. Bullying and cyberbullying are repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally, and are not protected by freedom of expression.

24. Hazing. Defined as an act that endangers the mental or physical health or safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. Participation or cooperation by the person(s) being hazed does not excuse the violation. Failing to intervene to prevent **(and/or)** failing to discourage **(and/or)** failing to report those acts may also violate this policy.

25. Dating Violence. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

a) The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

b) For the purposes of this definition:

i) Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

ii) Dating violence does not include acts covered under the definition of domestic violence.

26. Domestic Violence. A felony or misdemeanor crime of violence committed:

a) By a current or former spouse or intimate partner of the victim;

b) By a person with whom the victim shares a child in common;

c) By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;

d) By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or

e) By any other person against an adult or youth victim who is protected.

27. Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

a) Fear for the person's safety or the safety of others; or

b) Suffer substantial emotional distress.

c) For the purposes of this definition, course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicated to or about a person, or interferes with a person's property.

28. Sexual Misconduct. Includes, but is not limited to, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and/or sexual exploitation (See Sexual Misconduct Policy at https://www.una.edu/titleix);

29. Public Exposure. Includes deliberately and publicly exposing one's intimate body parts, public urination, defecation, and public sex acts.

Responsibility: UNA students are given and accept a high level of responsibility to self, to others and to the community. Behavior that violates this value includes, but is not limited to:

30. Alcohol. Use, possession, or distribution of alcoholic beverages or paraphernalia except as expressly permitted by law and the University's Alcohol Policy (See the University's Statement and Regulations Regarding Alcoholic Beverages at Social Functions (See policies at https://una.edu/students/FSL/index.html and https://una.edu/students/FSL/Event-Policy.pdf) .

31. Drugs. Use, possession or distribution of illegal drugs and other controlled substances or drug paraphernalia except as expressly permitted by law and the University's Drug Policy. (See Alcohol and other Drug Statement at http://www.una.edu/alcoholEDU/una-alcohol-awareness-and-education/expected-conduct-for-students---alcohol-and-other-drugs.html);

Sanctions for drug violations may include drug education, mandated evaluation and treatment, community service, suspension, and/or expulsion. Student organizations that knowingly permit illegal drug activity will be excluded from campus for a minimum of one year.

University owned, operated, and/or controlled housing facilities operate on a "no tolerance" drug standard. As such, students found in drug violation who reside in these facilities will be removed/evicted from the residence.

32. Prescription Medications. Abuse, misuse, sale, or distribution of prescription or over-the-counter medications;

33. Failure to Comply. Failure to comply with the reasonable directives of UNA officials or law enforcement officers during the performance of their duties and/or failure to identify oneself to these persons when requested to do so;

34. Other Policies. Violating other published UNA policies or rules, including all Residence Hall policies, the Smoking Policy, etc;

35. Health and Safety. Creation of health and/or safety hazards (dangerous pranks, hanging out of or climbing from/on/in windows, balconies, roofs, etc.)

36. Violations of Law. **Evidence of violation of local, state or federal laws, when substantiated through the University's conduct process.**

37. Traffic/Parking Policy - Violation of traffic and parking rules and regulations including, but not limited to:

a) Repeated or flagrant violations of the rules as set forth in University Traffic and Parking Regulations;

b) Tampering with, removal, or theft of wheel locks, barricades, traffic cones or traffic control devices.

---

[1] Subject, of course, to statutorily conveyed rights to carry/possess weapons on campus and/or in locked vehicles on campus.

[2] This policy attempts to balance the need of the community to create a civil climate while also embracing the 1st Amendment protection that attaches to most harassing speech that is simply offensive.

University of North Alabama Academic Honesty Policy

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.

2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If

a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

University Termination Procedures

Having developed clear guidelines and policies aimed at maintaining an environment in which members of the campus community can be safe and productive, UNA has established a judicial disciplinary process when student violations occur and termination procedures may be necessary. The University reserves the right to discipline any student found guilty of violating a University regulation; fairness and due process applies in all cases. The judicial system strives to maintain an educational environment protecting the rights of others while holding students accountable for their actions in a positive educational manner. The disciplinary process is implemented through the Office of Student Conduct (Division of Student Affairs) which is located in the Guillot University Center.

University Disciplinary Process

Each student accused of a violation is entitled to a **prehearing conference**. This is a private, informal opportunity for the accused student to discuss the charges against them. If the student wishes to make a plea of guilty at the prehearing conference, disposition of the case can be made. If a **formal disciplinary hearing** is held, it is scheduled for another time; the student may indicate a preference for a hearing with a hearing officer or a hearing before the University Judicial Board. The accused student and the person who filed the disciplinary referral/complaint are expected to identify, call and question their own witnesses, and to question witnesses against them. The student may secure a member of the University community to serve as advisor during the judicial process. The hearing officer coordinates the hearing. At the conclusion of the hearing, a decision is made and a sanction imposed, if appropriate. Possible sanctions for violations of the Student Code of Conduct and Academic Honesty Policy are described below.

University Sanctions for Violations of Code of Conduct and Academic Honesty Policy

Based on the outcome of the University Disciplinary Process, the University may issue a sanction to a student or student organization. Sanctions include, but are not limited to, the following actions which are summarized here and are expanded upon in the *University Student Handbook*:

- ***Warning***: An official written notice that the student has violated UNA policies and/or rules and that more severe conduct action will result should the student be involved in other violations

while the student is enrolled at the University.

- ***Restitution***: Compensation for damage caused to the University or any person's property. This could also include situations such as failure to return a reserved space to proper condition – labor costs and expenses. This is not a fine but, rather, a repayment for labor costs and/or the value of property destroyed, damaged, consumed, or stolen.
- ***Fines*****:** Reasonable fines may be imposed.
- ***Community/UNA Service Requirements*****:** For a student or organization to complete a specific supervised UNA service.
- ***Loss of Privileges*****:** The student will be denied specified privileges for a designated period of time.
- ***Confiscation of Prohibited Property*****:** Items whose presence is in violation of UNA policy will be confiscated and will become the property of the University. Prohibited items may be returned to the owner at the discretion of the Director of Student Conduct and/or Campus Police.
- ***Behavioral Requirement*****:** This includes required activities including, but not limited to, seeking counseling or substance abuse screening, writing a letter of apology, etc.
- ***Educational Program*****:** Requirement to attend, present and/or participate in a program related to the violation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a specific topic or issue related to the violation for which the student or organization was found responsible. Audience may be restricted.
- ***Restriction of Visitation Privileges*****:** May be imposed on a resident or non-resident student. The parameters of the restriction will be specified.
- ***UNA Housing Probation*****:** Official notice that, should further violations of University Residences or UNA policies occur during a specified probationary period, the student may immediately be removed from UNA housing. Regular probationary meetings may also be imposed.
- ***UNA Housing Reassignment*****:** Reassignment to another UNA housing facility. University Residences personnel will decide on the reassignment details.
- ***UNA Housing Suspension*****:** Removal from UNA housing for a specified period of time after which the student is eligible to return. Conditions for re-admission to UNA housing may be specified. Under this sanction, a student is required to vacate UNA housing within 24 hours of notification of the action, though this deadline may be extended upon application to, and at the discretion of, University Residences personnel. This sanction may be enforced with a trespass action if deemed necessary. Prior to reapplication for UNA housing, the student must request a Housing Readmission Review with the Department of Housing & Residence Life to determine whether or not the student may return to University Housing, if so, whether any restrictions apply.
- ***UNA Housing Expulsion*****:** The student's privilege to live in, or visit, any UNA housing structure is revoked indefinitely. This sanction may be enforced with a trespass action if deemed necessary.
- ***UNA Probation*****:** The student is put on official notice that, should further violations of UNA policies occur during a specified probationary period, the student may face suspension or expulsion. Regular probationary meetings may also be imposed.
- ***Eligibility Restriction*****:** The student is deemed "not in good standing" with the University for a specified period of time. Specific limitations or exceptions may be granted by the Director of Student Conduct or his/her designee and terms of this conduct sanction may include, but are not limited to, the following:
- Ineligibility to hold any office in any student organization recognized by the University or hold an elected or appointed office at the University; or
- Ineligibility to represent the University to anyone outside the University community in any way

including: participating in the study abroad program, attending conferences, or representing the University at an official function, event or intercollegiate competition as a player, manager or student coach, etc.

- ***UNA Suspension***: Separation from the University for a specified minimum period of time, after which the student is eligible to return. Eligibility may be contingent upon satisfaction of specific conditions noted at the time of suspension. The student is required to vacate the campus within 24 hours of notification of the action, though this deadline may be extended upon application to, and at the discretion of, the Director of Student Conduct or his/her designee. During the suspension period, the student is banned from university property, functions, events and activities without prior written approval from the Director of Student Conduct or his/her designee. This sanction may be enforced with a trespass action as necessary.
- ***UNA Expulsion*****:** Permanent separation from the University. The student is banned from university property and the student's presence at any UNA-sponsored activity or event is prohibited. This action may be enforced with a trespass action as necessary.
- ***Other Sanctions*****:** Additional or alternate sanctions may be created and designed as deemed appropriate to the offense with the approval of the Director of Student Conduct or designee.
- The following sanctions may be imposed upon groups or organizations found to have violated the *Code of Student Conduct*:
- One or more of the sanctions listed above, specifically 1 through 18.
- Deactivation, de-recognition, loss of all privileges (including status as a UNA registered group/organization), for a specified period of time.

SECTION VIII: Professional Involvement Opportunities

In addition to the numerous organizations and opportunities for participation described in Section VI of this *MSW Student Handbook*, there are many professional involvement opportunities for students in the Department of Social Work. These are described in this section.

Phi Alpha Social Work Honor Society

The Department of Social Work sponsors the Xi Chapter of Phi Alpha, the National Social Work Honor Society which provides a social network among social work students and promotes humanitarian goals. Phi Alpha encourages professional growth and lifelong learning for social workers by emphasizing excellence in scholarship and achievement in social work. Phi Alpha members meet nationally established membership requirements and local chapter criteria regarding Grade Point Average and completion of coursework. Because membership is by invitation only based on academic excellence, students are encouraged to view joining Phi Alpha as an honor in recognition of their academic and service accomplishments. See Section VI Student Involvement in this *Student Handbook* for eligibility criteria as well as other information regarding Phi Alpha Social Work Honor Society.

UNA Social Work Alumni Club

In 2009, the UNA Social Work Alumni Club emerged as an energetic support system for the Department of Social Work. The organization provides support in many ways including professional mentoring for students and graduates, increased visibility in the community through participation in University events such as Homecoming, and co- sponsoring professional conferences for social work practitioners. Many field supervisors who partner with the Department in the internship component are graduates of the MSW program and provide input for continuous improvement in the educational program as well as professional mentoring for current students and recent graduates. The UNA Social Work Alumni Club encourages student involvement prior to graduation, thus providing an excellent networking opportunity for future employment and professional growth.

National Association of Social Workers (NASW)

The National Association of Social Workers is the largest professional organization of social workers in America, and significantly influences all areas of social work practice. This organization works to enhance professional growth and development, to create and maintain professional standards, and to advance sound social policies. The NASW Code of Ethics, which guides ethical social work practice, is written and published by this organization (see Section X of this *Student Handbook*). NASW has a wealth of resources available to social work students and practicing social workers, and offers frequent national and regional conferences for professional growth. Student membership in NASW is required during enrollment in field instruction as a means to obtain liability malpractice insurance. Additional information about this important organization is readily available online at www.socialworkers.org.

Council on Social Work Education (CSWE)

The Council on Social Work Education, founded in 1952, is the national organization authorized to accredit baccalaureate and graduate social work programs. CSWE is a partnership of educational and professional institutions, social welfare agencies, and private citizens which works to assure quality professional social work education. Earning a social work degree from an accredited program (such as the UNA Department of Social Work which has been continuously accredited

since 1974) qualifies graduates to apply for professional social work licensure as well as advanced standing in graduate schools of social work. CSWE has a wealth of information available for students and professionals, and offers opportunities for students to volunteer at professional meetings on a regular basis. Student membership is encouraged in the organization. Additional information may be accessed on-line at www.cswe.org.

Alabama – Mississippi Social Work Education Conference

This regional education conference, held annually in the fall semester, addresses the interests and concerns of social work faculty, students, and field supervisors in Alabama and Mississippi. The conference encourages participation and involvement of students, emphasizing student opportunities for program planning and implementation. Students are invited to present papers and projects generated from coursework, and gain valuable networking experience in the professional arena.

Alabama Conference of Social Work

The purpose of this annual conference is to provide training and educational sessions for those professionals engaged in the practice of social work and related professions in the State of Alabama, with an emphasis on advancing knowledge and skills related to social welfare and principles of social work practice. A parallel focus is to provide students with the chance to meet prospective employers from varied agency settings; students from social work programs across the state have the opportunity to be involved in the Conference.

SECTION IX: Student Services

Enrollment in UNA provides access to many programs and services designed to enhance the student's growth and development throughout their college experience. The services described in this section are examples of opportunities available to students who are enrolled at the University. Additional information about these and other resources is available in the *University Student Handbook* available electronically at http://www.una.edu/student-engagement/Student-Handbook.pdf and the University website at http://www.una.edu/.

Library Services

The University library system is extensive, offering easy access to the many resources needed to be successful in the social work course of study. Books, periodicals, professional journals, government documents, electronic books, videotapes, DVDs, audiotapes, and other resources are available for student use. The libraries include Collier Library (the main library), the Learning Resources Center (LRC) located in Stevens Hall, the Music Library located in the Music Building, and the Kilby School Library located in Kilby School. Materials not found in these libraries are available through interlibrary loan. The libraries on-line catalog, access to electronic databases, and other internet resources are available through the University website.

Information Technologies

The University maintains computer labs with personal computers throughout the campus including the following locations: Collier Library, , third floor Stevens Hall computer lab, and others. These locations provide internet access for web-based research as well as access to each student's University-assigned electronic mailbox which posts personal and campus announcements, e-mail, and other features to enhance academic work.

University Center

The Guillot University Center (GUC) is a central component of the University community. Intended to be a place where students can meet and relax, it also houses many of the important services available including the Office of Student Engagement, Disability Support Services, Career Planning and Development, Food Court, Coffee Bar, University Mail Room, and formal/informal meeting rooms.

The Commons Building

The Commons Building is the newest addition to the University community. It houses many student services, including the University Bookstore, the Mane Card office, Listerhill Bank and dining options. It also is the location of the Registrar, Student Financial Services, and the University Success Center, as well as class and meeting rooms.

The University Success Center

The mission of the University Success Center is to help students develop the personal and academic knowledge, skills, and abilities necessary for university success. Components of the Success Center include: University Advising Services, First Year Experience, the Center for Writing Excellence, the Mathematics Learning Center, Study Skills, Tutorial Services, and Testing Services. More detailed information can be found at https://www.una.edu/successcenter/index.html.

Office of Student Engagement

The Office of Student Engagement, located in the Guillot University Center, coordinates many of the University activities and services which are available to students. Involvement in student organizations and campus activities which are organized by this office can provide many valuable experiences and chances to learn new life skills. Various leadership development programs present opportunities to work on campus and in the community. Summer Orientation and Advanced Registration (SOAR) allows students to assist new students as they enter the University setting; serving as a SOAR counselor is an excellent way to gain valuable experience in working with others. Additional information regarding the extensive opportunities and services provided by the Office of Student Engagement can be accessed electronically at http://www.una.edu/student-engagement/index.html.

Career Center

The overall objective of the Career Center is to help students achieve their career goals. Services are available to students both during enrollment and following graduation. Specific services include individualized employment counseling, personality and interest inventory assessments, mock interviews, on-campus interview program, career fairs, Resume Center and Resource Library, announcements about job vacancies, and workshops on numerous topics. The Career Center is located in the Guillot University Center and additional information is available at http://www.una.edu/career/index.html.

Disability Support Services

Disability Support Services (DSS) provides comprehensive academic and personal support for students through a variety of services and programs. Services provided are consistent with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 as they apply to higher education. For a detailed description of services offered through Disability Support Services, access the homepage for DSS at http://www.una.edu/disability- support/index.html or visit the office in the Guillot University Center.

University Health Services

Free and/or reduced cost medical treatment is available to students at University Health Services, located at 416 N. Seminary St. Suite #1100. The Infirmary is staffed by registered

nurses, nurse practitioners, part-time physicians, and other health care professionals. Basic medical care is provided and referrals are made to community physicians, as needed; a small fee for medication and laboratory procedures is charged. Additional information is available at http://www.una.edu/healthservices/index.html.

Student Counseling Services
The goal of the University Student Counseling Services, located in Rice Hall, is to help students develop coping skills for problems that may be threatening their health, well- being, and/or academic performance. Licensed professional counselors are available for assessment of needs/problems, crisis intervention, referrals, and short-term counseling with students. Participation is confidential, voluntary, and at no charge for students who are actively enrolled in classes for the semester during which they see assistance. Additional information is available electronically at http://www.una.edu/counseling/index.html.

Women's Center
The stated purpose of the Women's Center is to increase knowledge and awareness of women's issues in order to raise the level of respect for women on campus and worldwide. The Center offers referral services, support groups, short-term counseling, educational programs, and awareness campaigns. Its resource library offers books, videos, and DVDs on topics including sexual assault, masculinity, child abuse, mental health, and more. All services are free. Additional information is available by visiting the Women's Center or visiting their website at http://www.una.edu/womensstudies/.

Lion Alert Emergency Notification System
Lion Alert is an emergency communications system which allows students, faculty, and staff to receive time-sensitive emergency messages in the form of email, voicemail, and text messages. Participation in the voice and text messaging notification components is optional, but enrollment is strongly encouraged. The following website offers additional information and enrollment instructions for Lion Alert: http://www.una.edu/lionalert/.

SECTION X: Appendix

Nondiscrimination Policy
Americans with Disabilities Act
Sexual Harassment Policy
CSWE Educational Policy and Accreditation Standards 2015 NASW
NASW Code of Ethics

Nondiscrimination Policy

The Department of Social Work adheres to the policy of nondiscrimination established by the University of North Alabama and stated in UNA's Policies and Procedures (https://www.una.edu/titleix/Documents/UNA%20One%20Policy%20One%20Process.pdf) and the *Faculty Handbook, Chapter 2 (*http://www.una.edu/academics/handbook/):

> UNA adheres to all federal and state civil rights laws banning discrimination in public institutions of higher education. UNA will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of race, color, sex, pregnancy, religion, creed, ethnicity, national origin, disability, age, sexual orientation, gender identity, veteran or military status, predisposing genetic characteristics, domestic violence victim status or any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any grievance process on campus or within the Equal Employment Opportunity Commission or other human rights agencies.
>
> This policy covers nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the campus community, guest or visitor who acts to deny, deprive or limit the educational, employment, residential and/or social access, benefits and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of the UNA policy on nondiscrimination. When brought to the attention of the UNA, any such discrimination will be appropriately remedied by UNA according to the procedures below. The coordinator for non-discrimination policies for students is the Title IX Coordinator, Room 207, Guillot University Center, 256-765-4223, http://www.una.edu/titleix. The coordinator for employees is the Assistant Vice President for Human Resources, Room 222, Cramer Way, 256-765-4291, http://www.una.edu/humanresources.

The Department of Social Work has established a policy which builds upon and further expands the University's nondiscrimination policy, as is previously articulated in Section III of this *Department of Social Work Student Handbook*:

> *The Department of Social Work prohibits discrimination against students and others on the basis of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion, sex, sexual orientation, veteran status, or other aspects of diversity.*

The Department of Social Work adheres to the Equal Opportunity policy as available below:

> The University's policy on Equal Opportunity can be located on the university's website at http://www.una.edu/employee-policy-manual/policies/equal-employmentopportunity-policy.html.

Americans With Disabilities Act

The Americans with Disabilities Act (ADA), Public Law 101-336, was enacted on July 26, 1990 to provide a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities. The University of North Alabama is subject to the requirements of the Act which prohibits discrimination against qualified individuals with disabilities with regard to the employment, services, programs, and activities. The following statement is included in course syllabi to advise students of this policy:

> *In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II*

of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made.
Students needing assistance should contact Disability Support Services (256-765-4214).

Sexual Harassment Policy - Title IX

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. Both the Equal Employment Opportunity Commission and the State of Alabama regard sexual harassment as a form of sex/gender discrimination and, therefore, as an unlawful discriminatory practice. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing. Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA's policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix

CSWE Educational Policy and Accreditation Standards 2015

The Department of Social Work adheres to the policies and standards established by the Council on Social Work Education. As an undergraduate program continuously accredited by CSWE since 1974, the Department exemplifies commitment to establishing and maintaining high quality MSW education for students who enroll at UNA.

The document entitled *Educational Policy and Accreditation Standards 2015 (EPAS)* defines the policies, procedures and standards which the Department of Social Work must meet in order to remain nationally accredited. This document can be viewed on the CSWE website at http://www.cswe.org/Accreditation/EPASRevision.aspx**.** Additional information regarding accredited social work education is available at the website for the Council on Social Work Education at http://www.cswe.org/.

NASW Code of Ethics (unabridged)
National Association of Social Workers
(Approved by the 1996 NASW Delegate Assembly and revised by the 2008 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 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 cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such 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

1.1 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.)

1.2 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.

1.3 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.

1.4 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.

1.5 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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.6 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.

1.7 Privacy and Confidentiality

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

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

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

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential

information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

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

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

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

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

(j) Social workers should protect the confidentiality 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 client's 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 client's records in a manner that protects clients' confidentiality and is consistent with state statues 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.

1.8 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.

1.9 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. 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.

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

(d) 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.

(e)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

2.1 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, gender identity or expression, age, marital status, political belief, religion, immigration status, 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

2.2 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.

2.3 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.

2.4 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.

2.5 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.

2.6 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.

2.7 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.

2.8 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.

2.9 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

3.1 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.

3.2 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.

3.3 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.

3.4 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.

3.5 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.

3.6 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.

3.7 Administration

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

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

(c) 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.

3.8 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.

3.9 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

4.1 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.

4.2 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

4.3 Private Conduct

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

4.4 Dishonesty, Fraud, and Deception

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

4.5 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.

4.6 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.

4.7 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.

4.8 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

5.1 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.

5.2 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

6.1 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 public in shaping social policies and institutions.

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

6.4 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 opportunities for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encouraged 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

Forms

Checksheet for Masters of Social Work Degree:

https://www.una.edu/socialwork/MSW%20curriculum-checksheet.html

Graduation Application and Instructions: https://www.una.edu/registrar/graduation.html

Student Action Remediation Plan

Date: _____

Present at Meeting:

_____

_____

Issues and Concerns Addressed:

_____

_____

_____

_____

_____

Student Action Plan:

_____

_____

_____

_____

Comments:

_____

_____

_____

_____

_____ _____

Social Work Faculty Student

_____ _____

Social Work Faculty Academic Advisor

DEPARTMENT OF SOCIAL WORK
ADVISEMENT

_____ _____
Student Name Student Number

__ Spring __ Summer __ Fall _____ Year

COURSE RECOMMENDATIONS

_____
_____
_____
_____

Comments: _____
Email Advisor if unable to enroll in agreed upon courses.

_____ _____
Advisor's Signature Date

_____ _____
Student's Signature Date

_____
Student Telephone Number

PIN NUMBER: _____

UNIVERSITY OF NORTH ALABAMA
DEPARTMENT OF SOCIAL WORK

MSW Field Placement Application

Name: _____ Student ID #: _____

Mailing Address: _____

_____

Cell Phone #: _____ Permanent Phone # _____

Name of person to notify in case of an emergency: _____

Relationship: _____ Telephone #: (H) _____ (W) _____

Do you have a valid Drivers License? Yes___ No___ State and DL Number _____

Do you have a physical or mental impairment that limits your work activities?
Yes ___ No ___

Have you ever been convicted of an offense other than a minor traffic violation?
Yes ___ No ___

If the answer is "Yes" to either give details on the back of this form.

List the names of the elective courses you have taken at UNA:

_____

Social Work Experience: Begin with present position and include any volunteer work.

Agency	Position	Dates	Salary

Non-Social Work Employment:

Employer	Position	Dates

(If additional space is needed, use back of form)

Signature _____ Date _____