INTRODUCTION

It is the over-all goal of the social work program to prepare students for generalist social work practice. The program supports the mission of Asbury College to “equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership, and service to the professions, society, family, and the church.” A commitment to serving others is vital and continually serves our ethos in our educational programs. Asbury College is a liberal arts college and as such emphasizes the importance of education for the whole person: spiritual, intellectual, physical, emotional, and social.

ASBURY COLLEGE SETTING

Asbury College is incorporated as a non-profit educational institution by the Commonwealth of Kentucky. Currently Asbury offers the following degrees: the Bachelor of Arts (B.A.), and the Bachelor of Science (B.S.). Within each of the bachelor’s level programs, students will complete a core curriculum of 48-57 semester hours in general study, and the remaining hours in specialization studies, for a combined total of 124 semester hours. One field of specialization is in Social Work. In addition to the core curriculum requirements, those majoring in Social Work must complete an additional 51 hours of Social Work curriculum courses.

Asbury College is approved by the Kentucky Council on Postsecondary Education to offer the master’s degree. The Asbury College Department of Education is accredited by the State of Kentucky through the Education Professional Standards Board (EPSB). The programs in special education and instructional media to be offered in the graduate program have been approved by the EPSB. Asbury College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

At its February 2001 meeting, the Council on Social Work Education (CSWE) Commission on Accreditation (Commission) reviewed the application for candidacy status for the baccalaureate social work program at Asbury College. The review included an assessment of the evaluative criteria document, the commissioner's report, and the program's response. The Commission voted to grant the Asbury College Social Work Program candidacy status, effective February, 2001. Candidacy is granted to programs that, in the judgment of the Commission, have the potential to be awarded full accreditation. Candidacy is granted for a maximum period of three years. The social work program received full accreditation as of the October 2004 meeting of the Council on Social work Education (CSWE) Commission on Accreditation.

ASBURY COLLEGE MISSION STATEMENT

Our global mission, as a Christian Liberal Arts College in the Wesleyan-Arminian and Holiness traditions, is to equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership, and service to the professions, society, family, and the Church.

SOCIAL WORK PROGRAM MISSION STATEMENT

The Department of Sociology and Social Work supports the mission of Asbury College to “equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership, and service to the professions, society, family, and the church.” A commitment to
serving others is vital in the fields of sociology and social work and continually serves as our ethos in our educational programs. Our courses are rooted in the liberal arts perspective that emphasize the importance of education for the whole person—physical, spiritual, intellectual and emotional. Our educational programs are founded on the belief that every person has the right to impartial love and assistance in enabling them to overcome personal and environmental obstacles that hinder them from being all that God would have them be.

The department’s programs are designed to provide foundational courses that each major must take to establish their knowledge base and to offer electives in a variety of courses that will challenge them to think critically about issues affecting diverse population groups. Special attention is given to the study of special population groups, including racial and ethnic minorities, those with disabilities, the elderly, children and victims of oppression and injustice. Application of knowledge is a vital component. All social work students must take two practicums where they will be challenged to integrate classroom knowledge with practical experience.

**GENERALIST SOCIAL WORK**

Standards for social work programs are established by the Council on Social Work Education (CSWE) and the Commission on Accreditation (COA) in the *Handbook Accreditation Standards and Procedures*. Graduating students who are competent in generalist social work practice is extremely important to the fulfillment of the Social Work Program's mission. Generalist Social Work practice is the ability to apply knowledge, values, and skills within a problem solving framework to diverse client systems of all sizes i.e., working with individuals, families, groups, communities, and organizations. This is an important definition for Field Faculty and students to be aware of as the Student Learning Contract is developed.

In the area of knowledge, students must be made aware of a broad array of fields of practice. “The seven fields of practice currently characterizing the profession include: family and children’s services; health; mental health; occupational social work; aging, education; and corrections” (Kirst-Ashman, Hull 1993).

In addition, the Social Work Program endeavors to follow the requirements set forth by CSWE in the Education Policy and Accreditation Standards. Students are exposed to course content which includes: human behavior and the social environment, research, policy, practice, and human diversity. All of this is built upon a core curriculum which comprises both a liberal arts perspective as well as a biblical one.

Secondly, the Asbury College Social Work Program seeks to educate students in the area of competent social work skills. All social work majors are required to take two practice theory courses, either concurrently, or prior to their field practicum experiences. The practice courses must emphasize the generalist model, i.e.: assessment planning, intervention, evaluation, termination, and follow-up. Each course overlaps with one another adding a different emphasis to multiple size client systems. By the time they reach their field setting, students should have the knowledge and skills to implement the generalist model with individuals, groups/families, and organizations/communities.

Finally, social work values, listed in the NASW Code of Ethics (Appendix B) are first introduced the sophomore year and interwoven throughout the entire curriculum. All social work students are expected to know and be able to integrate these values within their respective field settings. Particular emphasis is placed on remaining client-centered, directing and maximizing the client's right to self-determination, and confidentiality.

All social work courses are sequenced to ensure coverage of the professional foundation outlined by CSWE. This foundation includes content on social work values and ethics, diversity, social and economic justice, populations at risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. A course sequence sheet, which describes when courses are taken throughout the student’s educational experience, is included in this handbook.
PHILOSOPHY OF FIELD INSTRUCTION

The Social Work Program views the task of field instruction as one of collaboration between program faculty and social work agencies, with the Director of Practicum retaining the primary responsibility for directing the total educational program of the students. The guidelines in The Field Manual are intended to be flexible in order to promote continued growth and development in Field Instruction without compromising the standards set forth by CSWE and Asbury College Social Work Program.

Since social work is understood as a method of helping people in the social context of their lives it is recognized that social knowledge, values, and skills can only be adequately learned as they are applied. Practice is a major part of the learning experience. Therefore, the main objective of field placement is to provide a student with experience in doing social work with clients and working with agency staff under professionally trained field instructors.

CONCURRENT STUDENT EMPLOYMENT AND PRACTICUM POLICY

Field placements in an agency in which the student is employed are highly discouraged. When they are used, they must meet the same criteria for “Selection of Agencies,” and “Selection of Field Instructors” as other field sites. (See Practicum Field Manual, page 14). Additionally, if a student is employed in an agency where the field practicum takes place, there must be release time to fulfill practicum assignments. Both the job assignment and the supervision are essentially different because the goals and objectives for each will be different.

SAMARITAN SERVICES: SOCIAL WORK STUDENT ORGANIZATION

There are many opportunities for participating in college organizations. Social work majors are strongly encouraged to participate in the Social Services Club. This club is designed for social work students to have a chance to meet from time to time for recreation, for service, special projects, and to share interest and concerns related to the major or general social issues. Professor Steve Dawson is the faculty advisor. Students provide the leadership, planning, and activities for the organization.

THE SOCIAL WORK MAJOR

BSW Statement of Mission:

The mission of the Asbury College Social Work Program is to prepare social work graduates who are rooted in the liberal arts, the Christian and Wesleyan perspectives and social work values and ethics as preparation for generalist social work practice and as agents of change in a variety of diverse settings.

Program Goals:

In order to provide a quality, generalist social work education, the program’s faculty has established the following goals for beginning generalist practitioners through the curriculum’s knowledge, ethics, and practice with diverse populations. The following goals are intended to
fulfill the purposes of Educational Policy Section 1. The eight goals of the Asbury College Social Work program are:

1. Provide the knowledge, values, skills, and ethics to serve diverse client systems of all sizes and types; integrating knowledge about how individuals, families, groups, communities, and organizations grow and change, using a bio-psycho-social-spiritual perspective, and how these systems function together within the global context of their environment.

2. Develop generalist social work practitioners who are both knowledgeable and understanding of diverse client systems of all sizes including: minorities of color and ethnicity, socioeconomic status, women, mentally and/or physically disabled, gay and lesbian populations, and oppressed populations, whether individuals, families, groups or communities.

3. Based on the historical context of social welfare rooted in the Judeo-Christian heritage, graduates are prepared to work with clients by infusing throughout the curriculum social work values and ethics, as stated in the NASW Code of Ethics for professional generalist practice.

4. Prepare graduate who can think critically about social work knowledge, integrate this knowledge and practice in an ethical manner, can effective communicate with clients, colleagues and supervisors using oral and written skills; and value the continuation of learning and avenues of both personal and professional development throughout their careers.

5. Develop practitioners who understand, integrate knowledge, and practice in evaluation of programs and client systems of all sizes.

6. Develop practitioners who will use their generalist knowledge and practice base to work as advocates and agents of change at all levels of service within organizations and with diverse cultural groups, including policy analysis and social change strategies.

7. Develop generalist social work practitioners who are aware of the concerns of the poor and oppressed in American society and the world, as stated in the Bible; foster within the program an understanding of God’s grace to all individuals; and teach students to demonstrate God’s grace in the world by using generalist practice skills to protect the “rights” of the poor and oppressed.

8. Within a professional community of academic and professional excellence, graduates are prepared for generalist social work practice through supportive and sustaining relationships with fellow students, faculty and field instructors, which leads to the development of a professional identity; and lifelong learning both personally and professionally.

**Program Objectives**

In accordance with the mission and goals of the Social Work program, and consistent with the EPAS; the following are the program objectives for the BSW program at Asbury College. The objectives are as follows:

1. Demonstrate understanding and use of critical thinking processes and skills at a level appropriate for beginning generalist practitioners.
2. Demonstrate both the knowledge of and integration of social work values and ethics as stated in the NASW Code of Ethics, and the Asbury College Statements of Mission and Purpose. The understanding of values and ethics are demonstrated in classroom, and in generalist practice experiences with diverse client systems of all sizes.

3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Understand the forms and mechanisms of oppression and discrimination and the strategies for change that advance social and economic justice.

5. Understand the history of social welfare institutions, policies and practices, and how social work professionals relate to these institutions in current structures and issues.

6. Apply the knowledge and skills of generalist social work practice with systems of all sizes and types.

7. Apply knowledge of bio-psycho-social variables that affect human development and behavior in social context and integrate theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities), and the diversity between and among these various systems.
8. Analyze and integrate knowledge of the impact of social policies (agency, local, state, and community) on client systems, workers, and agencies, advocating, and intervening when possible.

9. Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.

10. Pursue and use effective communication skills differentially with diverse client systems, colleagues, and community members.

11. Utilize supervision appropriate to generalist practice, enhancing this experience through literature, seminars/workshops, and other support systems to further students’ development and insights into self and practice.

12. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

13. Use understanding of individual development and understanding in demonstration of the professional use of self, putting this understanding into practice through self-awareness in relationships with clients, colleagues, teachers, and making use of supervision.

14. Utilize avenues available at Asbury College to pursue spiritual, personal, and professional growth and development through ethical and appropriate service to community, nation, and the world.
SOCIAL WORK MAJOR REQUIREMENTS

(54 hour major + 48-60 general education + electives)
SW 200, 211, 251, 252, 302, 310, 331, 340, 402, 410, 440, 475; plus 12 hours from MIS 201, 322, 330, PSY 210, 360, PS 300, PHIL 343, SOC 301, 312, 315, 322, 323, 341, 352, 411, 414, 421, 432, 472, SW 311, 351, 422.

Social Work Courses

SW 200 (3) Introduction to Social Work  An introduction course designed to study the development of the social work profession and the role of the social worker in society. The values and attitudes of the social worker are explored. The course includes field trips in which the student has opportunity to observe various social service agencies and the role and responsibilities of the social worker within these settings. Prerequisite: Interest in major in Social Work.

SW 211 (3) Social Service Systems  A conceptual framework is established that will provide the student with the knowledge base necessary to approach the various systems in social services. The student will begin to utilize practical skills needed to serve client systems. 45 hours of volunteer service in an agency setting is required. Prerequisite: SW 200.

SW 251 (3) Human Behavior and the Social Environment I: Birth to Adolescence  Study of human growth and activity of the individual as a basis for understanding of oneself and the individuals of society. Emphasis will be on change, and growth at different stages across the life span. An interdisciplinary approach examining biological, psychological, sociological, cultural, environmental, and spiritual aspects of human behavior will be used and applied to social work practice and understanding. Several theoretical approaches to explain human behavior and personality development are included. Prerequisite: SW 200.

SW 252 (3) Human Behavior in the Social Environment II: Adolescence through Adulthood and Aging  Study of human growth and activity of the individual as a basis for understanding of oneself and the individuals of society. An interdisciplinary approach examining biological, psychological, sociological, cultural, environmental, and spiritual aspects of human behavior will be used and applied to Social Work Practice and understanding. Several significant theoretical approaches to explain human behavior and personality development are included, with focus on change and growth from adolescence through adulthood and aging. Prerequisite: SW 251.

SW 302 (3) Contemporary Issues in Social Work  A study of contemporary issues and trends in social work set within an historical context of the development of the social work field. Emphasis is placed on value and ethical dilemmas of practice and policy issues encountered by the social worker. Attention is given to problem and policy analysis to a wide range of activities and events that influence the quality of life for individuals, groups and society.

SW 310 (3) Social Work Practice Theory I  Students will be expected to demonstrate an integration and utilization of the knowledge base developed in Social Service Systems. Interviewing and counseling techniques will be emphasized through video-taped role-playing during the first half of the course. The second half will focus on furthering skills in working with groups and families. Prerequisite: SW 211.
SW 311 (3) Social Services for Children and Families  A study of the various social services for children. This will include a historical perspective of child welfare and an awareness of societal problems which creates a need for social services to children and their families. Alternative placements outside the home, such as adoption, foster care, and institutionalization will be discussed as well as the supportive services offered to intact families and children. Prerequisite: SW 200, 211 or permission of professor.

SW 331 (3) Introduction to Research Methods  (Same as SOC 331 and PSY 331)

SW 340 (5) Practicum I  The student is placed for a minimum of 200 hours per semester at an agency providing social services. Requires a two-hour weekly seminar and individual, regular meetings with both field and academic instructors. The practicum and practice seminar provide additional opportunity for the student to integrate classroom knowledge with practical experience. The practicum is designed to give the student experience in working with individuals and/or groups in an agency setting. Assigned readings, process recording, and other tools are used to enhance the field practicum experience. Must be taken either fall or spring semester. Prerequisite: SW 310 or concurrently. Junior or senior social work majors only.

SW 351 (3) Family Life Education (same as SOC 351)  Examines the historical development, current problems, and emerging trends in Family Life Education, with special attention to family, church, school, and community. Emphasis is given to application of knowledge of spiritual and cultural concerns in topical presentations as part of students' preparation for family life work and ministry.

SW 393 (2) Seminar  Two-hour seminars will be offered in specific subject matters as necessary to further prepare students in the social work field. These courses could be independent study or a regular class format. Course will be an elective unless stipulated for a specific option in social work. (as needed)

SW 402 (3) Social Welfare Policies  To develop an understanding of the history, concepts and consequences of social welfare policies of national, state, local and agency organizations. Analyzes effects on functioning of social workers at various agency and governmental levels. Examines methods of achieving change in social policy as well as policy implementation. Prerequisite: SW 200, 211 or SOC major.

SW 410 (3) Social Work Practice Theory II  Designed to further the students' knowledge and competence as a skilled case worker and counselor. Designed to provide an overview of the divergent forms of counseling and therapy, the class will help students increase their knowledge and competence in the selection and use of various therapies. The course will emphasize personal dimensions as counselors. Prerequisite: SW 310, 340.

SW 422 (3) Social Work Administration  A study of administration and management principles in which students are introduced to organizing, community and organization needs assessment, goal setting, recruiting, selecting and organizing employees, securing and managing financial resources, grant writing, evaluating agency and program efforts.

SW 440 (8) Practicum II  The student is placed for a minimum of 320 hours per semester in a social services agency. Every effort will be made for a placement compatible with the student's skills and interests. In addition the student is to meet individually on a regular basis with both field and academic instructors. The practicum and required practice seminar provide additional opportunity for the student to integrate classroom knowledge with practical experience. The practicum is designed to give the student experience with individuals, groups and organization in the agency setting. Assigned readings, process recording and other tools are used to enhance the field practicum experience. Prerequisite: SW 410 or concurrently. Senior social work majors only.

SW 475 (2) Senior Seminar  Serves as the senior capstone course for social work program for the integration of theory, knowledge, skills, and values. Case studies, reading and final written paper will be used as learning and discussion tools. Emphasis will be on ethical and value consideration as they apply
to generalist social work practice. Exit interviews and testing, and resume preparation are a part of the course.

**SW/SOC 490 (2-3) Senior Social Work Practicum** This is an opportunity for the student to do a practicum in an area of special interest and to increase skills and knowledge related to practical experience. Open only to seniors who have completed the first two practica or to senior Sociology or Psychology majors who are seeking an internship experience. Details are to be coordinated carefully with the supervising instructor and field placement supervisor. (as needed)

**SOC/PSY 315 (3) Statistics for Behavioral Science** An introduction to descriptive statistics, inferential statistics, and probability with emphasis on the application of these statistical procedures to experimentation. Prerequisite: PSY 100, MAT 120. (Strongly recommended as a prerequisite for SW 331 and for those students planning for graduate school soon after college graduation).

**THE SOCIAL WORK ELECTIVES**

Students in the Social Work Major are required to take at least 12 hours from the following list of Social Work Electives:

**MIS 201 (3) Christianity & Contemporary World Religion** A critical analysis of the belief systems and behavioral practices of contemporary religious systems such as Islam, Buddhism, Hinduism, Confucianism, animism, secular humanism, etc. Special attention is given to the development of effective missionary strategies for reaching those people groups who practice such religious systems with the message of the Gospel.

**MIS 322 (3) Christianity and Culture** Examines the impact of culture upon Christianity in all cultures, including our own, and the need for effective contextualization of the Gospel in every culture in order to establish an indigenous church. Attention is given to the implications of “Being North American” in another culture as well as to the issue of “dynamic equivalency” in missionary strategy.

**MIS 330 (3) Latin American Culture and Religion** Provides the student with a general introduction to the intertwining of culture and religion in a present-day Roman Catholic Latin America as well as the historical, political and social conditions which gave rise to that culture. Attention is given to the phenomenon of religious change, to the Protestant sub-culture which is often formed as a result of such a change, and to modern socio-religious forces such as Liberation Theology, the role of multinational cooperation, the influence of United States government policy, etc.

**PHL 343 (3) Political and Social Philosophy** (Same as SOC 343) Surveys the nature and development of political and social theories with special interest in those factors which give cohesion to human community. Ideas pertaining to humanity, justice, law, and the social good are addressed.
PS 300 (3) Washington Federal Seminar  A study of the actual and potential role of evangelical Christians in elected, appointed and career positions in the federal government. Includes approximately two weeks of formal classroom time for a survey of American national government and a one week intensive intercollegiate Federal Seminar in Washington, D.C. Travel and on site costs in Washington are in addition to tuition. Fee.

PSY 210 (3) Social Psychology  (Same as SCO 210) A study of the ways in which individual think about, influence, and relate to other people. A scientific analysis of human social behavior. Prerequisite: PSY 100.

PSY 360 (3) Abnormal Psychology  Studies abnormal behavior and psychological disorders with consideration of causal factors, symptom patterns, and treatment options. Prerequisite: PSY 100.

SOC 301 (3) Social Problems  An analysis of present day social problems in American society arising from personal and social disorganization. Particular attention to the social variable involved in the development, continued existence, and amelioration of these conditions. Prerequisite: SOC 200.

SOC 312 (3) Issues in Intercultural Relations  A study of the cultural, political, economic, linguistic and social relationships between racial and ethnic groups in multicultural America, and within and between other nations. Emphasis will be on understanding the origins, history and current state of racial and ethnic groups, the appreciation of other cultures, and the Christian responses to conflict. Prerequisite: SOC 200 or permission of professor.

SOC 315 (3) Statistics for Behavioral Science  (Same as PSY 315 and ECN 315) MAT 232 also satisfies requirement. An introduction to descriptive statistics, inferential statistics, and probability with emphasis on the application of these statistical procedures to experimentation. Prerequisite: PSY 100, MAT 120.

SOC 322 (3) Rural Studies  A study of the rural culture, its role, socialization, interaction processes, and of their effect upon society. Emphasis upon the Appalachian culture, its institutions, folkways, and social structure. Prerequisite: SOC 200. Fee.

SOC 323 (3) Urban Studies  A study of urban social, economic, and political growth and their effects upon mass society. Emphasis on patterns of urban growth, demographic and ecological processes, institutions, folkways, and dynamics of social class. Prerequisite: SOC 200. Fee.

SOC 341 (3) Family Studies  Development of the family as a social institution with emphasis on the contemporary American family its structure and interaction. Emphasis will also be placed on family organization, interaction, and communication in the parental and post-parental family. Prerequisite: Junior standing or permission of the professor.

SOC 352 Juvenile Delinquency  A study of the problems of juvenile delinquency in America and across cultures; including its nature and causes, the juvenile court system, methods of treatment, probation, detention, parole and prevention. Prerequisite: SOC 200.

SOC 411 (3) Sociology of Religion  Cross-cultural analysis of religion as a social institution as it relates to culture, society, and the individual. Prerequisite: SOC 200 or 212.

SOC 414 (3) Sociology of Aging and Death  Emphasis on social factors as they relate to aging and death processes; survey of theories and research related to special problems of aging. An exploration of processes of death, dying, and bereavement. Prerequisite: SOC 200 or permission of professor.

SOC 421 (3) Sociology of Crime and Corrections  A study of the general social conditions as they relate to understanding of crime, juvenile delinquency, and the corrections systems. An analysis of the incidence, causes, the court systems, methods of treatment, punishment, reform, and measures for prevention of crime and delinquency is included in this study. Prerequisite: SOC 200 or 212.
**SOC 432 (3) Marriage**  Courtship and marriage given special emphasis. Mate selection problems, adjustments in marriage, communication, human sexuality, finances and other important factors included. Prerequisite: Junior standing or permission of the professor.

**SOC 472 (3) Sociological Theory**  A study of the development of the discipline of sociology in terms of the major trends of sociological theory, past and present, including the theorists and the major theoretical problem areas of the discipline. Prerequisite: Senior standing; Sociology, Social Sciences or Philosophy majors.

**SW 311 (3) Social Services for Children and Families**  A study of the various social services for children. This will include a historical perspective of child welfare and an awareness of societal problems which creates a need for social services to children and their families. Alternative placements outside the home, such as adoption, foster care, and institutionalization will be discussed as well as the supportive services offered to intact families and children. Prerequisite: SW 200, 211 or permission of professor.

**SW 351 (3) Family Life Education (same as SOC 351)**  Examines the historical development, current problems, and emerging trends in Family Life Education, with special attention to family, church, school, and community. Emphasis is given to application of knowledge of spiritual and cultural concerns in topical presentations as part of students' preparation for family life work and ministry.

**SW 422 (3) Social Work Administration**  A study of administration and management principles in which students are introduced to organizing, community and organization needs assessment, goal setting, recruiting, selecting and organizing employees, securing and managing financial resources, grant writing, evaluating agency and program efforts.
ADMISSION REQUIREMENTS

Professional education in social work ideally begins in the first semester of the sophomore year. Students who select social work as a major, enter as “pre-social work” majors.

1. Any student who wishes to enter the social work program will be impartially considered. Students interested in the social work major should declare their interest by spring semester of their sophomore year and no later than fall semester of their junior year and be assigned an advisor. (Students who declare their interest are first listed as “pre-social work majors). The assigned Social Work faculty advisor will then guide the student through the admission process. The advisor is the first resource and support.

2. Application for admission to the Social Work program. To begin the formal admission process the student obtains and completes an application obtained from the Social Work Program Director's Office or the Program Handbook. The form is completed in consultation with the faculty advisor and application for admission is submitted to the program director's office.

Completion of the following criteria is necessary for admission to the program:
   a. Minimum GPA of 2.50 overall.
   b. Completion of the program application form.
   c. Applicants may be asked to provide clearance from the Office of Student Development concerning moral, ethical and social behavior acceptable to college community standards and the community at large.
   d. Recommendations by three persons familiar with the applicant.
   e. Recommendation from one non-social work faculty member.
   f. Interview by a minimum of two social work faculty.
   g. Recommendation by social work faculty.

3. Students who wish to transfer credits from other social work programs must meet the following criteria:
   a. transfer credits from a CSWE accredited program
   b. have the approval of the Associate Academic dean, Registrar, and Social Work Program Director
   c. meet the requirements of the 2007-2008 Bulletin.

4. Students will be considered to be admitted to the social work program when they have completed the application process and have received a formal letter of acceptance from the Social Work Program Director.

5. Continuance in the social work program is not guaranteed. Students must maintain an acceptable level of performance according to community, academic, and professional social work standards. Reviews of student performance are held prior to SW 340, Field Practicum I, prior to graduation, or other times as required by circumstances. Students are responsible for completing forms and scheduling performance reviews through their individual faculty advisors. Probationary status or dismissal may be assigned to students not meeting program criteria.
The academic criteria that must be met for continuance in the social work program are as follows:

1. Maintain academic standing according to the academic progress scale of category (2) under the academic progress scales listed under the polices’ section of the Asbury College Bulletin.

2. Maintain a cumulative GPA of 2.5. Both the semester’s GPA and the cumulative grade are examined at the end of each semester. Even though the cumulative GPA is 2.5, if the semester’s GPA drops below 2.5, the student may be put on departmental probation, after consultation with the academic advisor and the program director. Both the Bulletin guidelines for academic standing and departmental guidelines apply to the student’s standing.

3. At any point if a faculty member believes a student is having difficulty with course content or requirements, the faculty member may refer the student to the program director and consultation will be held with the student to determine causes and/or remediation for the problem. Social work students should understand that it is the goal of professors to work with each student to the end of being knowledgeable, skilled, and competent students and emerging professionals.

4. Violation of basic rules of integrity such as academic cheating, lying or plagiarism may result in failure of the assignment or the class according to the professor’s standards. Egregious violations, or failure to resolve the problem will result in dismissal from the social work program.

The Asbury College Social Work Department maintains the following criteria for meeting professional standards:

1. Knowledge of and maintaining the NASW Code of Ethics. (Copies are in the field manual and program handbook.)

2. Demonstrate personal and professional qualities consistent with working with people. Qualities, which will be assessed upon entry into the program, through references and interview, and prior to the first practicum, will include, but are not limited to:
   a. personal integrity and emotional stability requisite for professional practice.
   b. behaviors toward peers, faculty or staff (at school or field placement) are appropriate.
   c. value system consistent with the standards of the social work profession and appropriate to the college standards.
   d. sensitivity to the needs of people, respect and acceptance of people where they are in their own growth and environment, as demonstrated in the field placement as well as on campus and in the classroom.
   e. self-awareness – demonstrating effective interpersonal skills for professional helping relationships.
   f. responsibility in class work, contributions to college and community life.
   g. openness to faculty observations of both strengths and weaknesses.
that will either enhance or diminish academic or professional status. Good relational skills and communication skills can be enhanced. Weaknesses and areas of needed growth will be addressed during the progress of the students program.

Termination from the social work program will happen when it is determined by department faculty and program director that the “inadequacies in student ability to demonstrate professional conduct and relationship skills and behavior consistent with the values and ethics of the profession.” (Guidelines for Termination for Academic and Professional Reasons, Handout at Baccalaureate Program Director’s Conference, Author not identified.) The termination and appeals policies are included in this handbook.

The Asbury College Social Work Department expects that students will be in compliance with standards for college community life as identified in the 2007-2008 Asbury College Bulletin and Handbook for Community Life.

**Nondiscrimination:**

The Social Work Program is committed to a policy of nondiscrimination in all aspects of its program activities. The program respects and values diversity and does not discriminate on any basis including the following: race, color, gender, age, creed or religion, ethnic or national origin, disability, political orientation, or sexual orientation.
APPENDIX A
Asbury College
Social Work Course Sequence

The social work program is designed so that each course builds on previous theory, knowledge, and practice. For this reason, courses should be taken in the following sequence, and during the suggested semester. This course sequence is highly recommended so that the social work student may proceed through the program in the most efficient way.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Introduction to Social Work</td>
<td>SW200</td>
<td>2\textsuperscript{nd} or 3\textsuperscript{rd} semester</td>
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<tr>
<td>Social Service Systems</td>
<td>SW211</td>
<td>3\textsuperscript{rd} semester</td>
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<tr>
<td>Human Behavior in the Social Environment</td>
<td>SW251</td>
<td>3\textsuperscript{rd} semester</td>
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<td></td>
<td>SW252</td>
<td>4\textsuperscript{th} semester</td>
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<tr>
<td>Research</td>
<td>SW331</td>
<td>one of 5\textsuperscript{th} – 7\textsuperscript{th} semesters</td>
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<tr>
<td>Contemporary Issues and Ethics</td>
<td>SW302</td>
<td>4\textsuperscript{th} or 6\textsuperscript{th} semester</td>
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Note: You must be officially admitted into the major prior to engaging in field practicums.

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<th>Course</th>
<th>Code</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Theory I (offered Fall only)</td>
<td>SW310</td>
<td>5\textsuperscript{th} semester</td>
</tr>
<tr>
<td>Field Practicum I</td>
<td>SW340</td>
<td>5\textsuperscript{th} or 6\textsuperscript{th} semester</td>
</tr>
<tr>
<td>Social Welfare Policy</td>
<td>SW402</td>
<td>7\textsuperscript{th} semester</td>
</tr>
<tr>
<td>Practice Theory II (offered Fall only)</td>
<td>SW410</td>
<td>7\textsuperscript{th} semester</td>
</tr>
<tr>
<td>Field Practicum II</td>
<td>SW440</td>
<td>7\textsuperscript{th} or 8\textsuperscript{th} semester</td>
</tr>
<tr>
<td>Social Work Administration</td>
<td>SW 422</td>
<td>8\textsuperscript{th} semester</td>
</tr>
<tr>
<td>Senior Seminar</td>
<td>SW475</td>
<td>last semester</td>
</tr>
</tbody>
</table>

Social Work Electives (12 hours) See Major Sheet

Prerequisite Courses:
Students are to work SOC 200 and PSY 100 into their schedules in the first two years of General Education courses since these two courses are prerequisites to many of the Social Work electives.
APPENDIX B
GRADUATION COMPETENCIES

Prior to graduation, each Social Work Major will:

1. Meet requirements for formal admission into the program.
2. Complete the following courses with a minimum grade of C

   SW 200    Introduction to Social Work
   SW 211    Social Service Systems
   SW 251    Human Behavior and the Social Environment I
   SW 252    Human Behavior and the Social Environment II
   SW 302    Contemporary Issues in Social Work
   SW 310    Social Work Practice Theory I
   SW 331    Introduction to Research Methods
   SW 340    Field Practice I
   SW 402    Social Welfare Policies
   SW 410    Social Work Practice Theory II
   SW 440    Field Practicum II
   SW 475    Senior Seminar


3. Complete an exit exam (for assessment purposes)
4. Complete an exit interview.
5. Maintain the required GPA for continuation in the program
APPENDIX C
GUIDELINES FOR TERMINATION FOR ACADEMIC OR PROFESSIONAL REASONS

The Council on Social Work Education accrediting standards (SW and MSW standards) requires that social work programs have policies and practices for “terminating a student’s enrollment … for reasons of academic and professional performance.” The interpretative guideline refers to professional or “nonacademic” as “performance or behaviors of students that provide relevant information regarding their likely performance as social work practitioners” CSWE (2003). Handbook of Accreditation Standards and Procedures, 5th edition.

In addition to the national social work standards, Asbury College has published “Lifestyle Standards of the Asbury Community,” in Handbook for Community Life. All students are expected to follow these guidelines in a manner that reflects the values of Asbury’s traditions. The 2003-2004 Asbury College Bulletin, “Academic Policies and Procedures,” delineates academic guidelines for the student to follow. Social work students are encouraged to review the Handbook for Community Life and the College Bulletin so as to abide by these standards.

The Asbury College Social Work Department has the following guidelines for admissions and academic standards.

Admission requirements

Any student who wishes to enter the social work program will be impartially Considered. Students who think they have an interest in social work as a major and a profession may arrange with the registrar to declare a “pre-social work major,” and be assigned an advisor. The next step is to take SW 200, Introduction to Social Work no later than the sophomore year. There is an established course sequence so entrance into the program should begin in the sophomore year and no later than fall semester of the junior year. The social work advisor will guide the student through the admission process.

Completion of the following criteria is necessary for admission to the program.

1. Minimum GPA of 2.5 over-all.
2. Completion of the program application form.
3. Clearance from the office of Student Development concerning moral, ethical, and social behavior acceptable to community standards, and the community at large.
4. Recommendations by three persons familiar with the applicant.
5. Recommendation from one non-social work faculty member or residence staff.
6. Interview by a minimum of two social work faculty.
7. Recommendation by social work faculty.

Students are considered to be admitted to the social work program when they have completed the application and have received a formal letter of acceptance from the Social Work Program Director.

Continuance in the social work program is not guaranteed. Students must maintain an acceptable level of performance according to community, academic, and professional social work standards. Reviews of student performance are held prior to SW 340, Field Practicum I, prior to graduation, or other times as required by circumstances.

Students are responsible for completing forms and scheduling performance reviews through their individual faculty advisors. Probationary status or dismissal may be assigned to students not meeting program criteria.
The academic criteria that must be met for continuance in the social work program are as follows:

1. Maintain academic standing according to the academic progress scale of category (2) under the academic progress scales listed under the polices section of the Asbury College Bulletin.

2. Maintain a cumulative GPA of 2.5. Both the semester grade and the cumulative grade are examined at the end of each semester. Even though the cumulative GPA is 2.5, if the semester’s GPA drops below 2.5, the student may be put on departmental probation, after consultation with the academic advisor and the program director. Both Bulletin guidelines for academic standing and departmental guidelines apply to the student’s standing.

3. At any point if a faculty member believes a student is having difficulty with course content or requirements, the faculty member may refer the student to the program director and consultation will be held with the student to determine causes and/or remediation for the problem. Social work students should understand that it is the goal of professors to work with each student to the end of being knowledgeable, skilled, and competent students and emerging professionals.

4. Violation of basic rules of integrity such as academic cheating, lying or plagiarism may result in failure of the assignment or the class according to the professor’s standards. Egregious violations, or failure to resolve the problem will result in dismissal from the social work program.

The Asbury College Social Work Department maintains the following criteria for meeting professional standards:

1. Knowledge of and maintaining the NASW Code of Ethics (included in this handbook)

2. Demonstrate personal and professional qualities consistent with working with people. Qualities which will be assessed upon entry into the program, through references and interview, and prior to the first practicum will include, but are not limited to:

   a. personal integrity and emotional stability requisite for professional practice.

   b. behaviors toward peers, faculty or staff (at school or field placement) are appropriate.

   c. value system consistent with the standards of the social work profession.

   d. sensitivity to the needs of people, respect and acceptance of people where they are in their own growth and environment.

   e. self-awareness – demonstrating effective interpersonal skills for professional helping relationships.

   f. responsibility in class work, contributions to college and community life.

   e. openness to faculty observations of both strengths and weaknesses that will either enhance or diminish academic or professional status. Good relational skills and communication skills can be enhanced. Weaknesses and areas of needed growth will be addressed during the progress of the students program.

Termination from the social work program will happen when it is determined by department faculty and program director that the “inadequacies in student ability to demonstrate professional conduct and
relationship skills and behavior consistent with the values and ethics of the profession.” (Guidelines for Termination for Academic and Professional Reasons, Handout at Baccalaureate Program Director’s Conference, Author not identified.)

The Asbury College Social Work Department expects that students will be in compliance with standards for college community life as identified in the 2006-2007 Asbury College Bulletin and Handbook for Community Life.

TERMINATION PROCESS

Any student believed to be in violation of one or more academic or professional standards will be notified with verbal and written notification of impending termination from the program. A personal interview will be scheduled with the program director, and one or more social work faculty. If an option or remediation is negotiated, a contract will be agreed on between the director and the student, which both will sign. The student will be considered to be on departmental probation during this time period. Specific steps to be taken toward solving the problem will be noted and a time limit will be established for the accomplishment of this plan.

At the end of the probationary time, a final interview with the director of the social work program will be scheduled to determine if the terms of the contract have been successfully accomplished. At the end of this time, the student will either be reinstated or terminated from the program. The student is encouraged to take responsibility for correcting any problems and to make regular contact with the faculty advisor and the program director.

APPEALS PROCEDURE

Academic Appeals:

Any social work student who has a concern about matters related to academic issue (class assignments, materials procedures, field practicum or grades) should meet first with the faculty member involved and then, if no resolutions is achieved, with the Social Work Program Director. If the problem is not resolved satisfactorily, the student will follow the remaining criteria in the current Asbury College Bulletin, under Academic Policies and Procedures.

Guidelines for Appeals:

1. Students who have concerns about matters related to an academic course (class assignments, materials, procedures, or grades) should meet with the Faculty Member involved and then, if no resolution is achieved, with the Department Chair of that Faculty Member.

2. Issues not resolved at the Department Chair level (see #1 above) and issues related to broader institutional academic policies and procedures (such as advising, course selection, credit, registration, or degree requirements) should be referred to the Associate Academic Dean.

3. Students whose concerns are not resolved in conference with the Associate Academic Dean may file a written appeal. Letters of appeal should be addressed to the Associate Academic Dean and should be filed within thirty days of the occurrence of the issue in question. (If needed, forms for this purpose are available in the Office of the Registrar.)

4. The Associate Academic Dean will refer such written appeals to the Academic Petitions Subcommittee or other appropriate person for action. The student will receive a decision in writing.
5. The student may appeal the decision of the Academic Petitions Sub-committee to the Academic Policies and Curriculum Committee as a whole. The decision of the Academic Policies and curriculum Committee will be considered final.

Non-academic Appeals:

Non-academic reasons for terminating a student’s enrollment in the social work program is “performance or behaviors of students that provide relevant information regarding their likely performance as social work practitioners” CSWE (1994). Handbook of Accreditation Standards and Procedures, 89 & 127. There may be compliance problems with Asbury community standards or issues related to the NASW Code of Ethics, the standard for professional social work. In this instance, the campus Dean or the Social Work Program Director may be the first to address the student about the problem depending on circumstances. Since dismissal from the program whether for academic or non-academic reasons, has primarily academic repercussions, the appeals process will ordinarily follow the guidelines for appeal in the most recent Asbury College Bulletin.

It is understood that dismissal from the social work program does not mean the student is dismissed from enrollment in Asbury College. That is a separate issue and would be handled by appropriate administrators.
APPENDIX D
APPLICATION TO SOCIAL WORK PROGRAM

Baccalaureate Social Work Program
Admission Application

Name ___________________________ SS# ____________
(Last) (First) (Middle or maiden)

School Address ___________________________ School Phone # ____________

Home Address ___________________________ Home phone # ____________

- Reference letters are required of three persons familiar with you and your potential as a social worker. These persons may be former employers, pastor, youth minister, parent, etc. Please fill in the names and addresses of the references on the lines below and the program director will send the requests to your references.

Reference one: ____________________________

Reference two: ____________________________

Reference three: ____________________________

- Please supply the name of one faculty member who is not a member of the Sociology/ Social Work Department and is qualified to evaluate your potential as a social worker.

- Please supply a one-page vita of your employment and volunteer experiences, starting with the most recent experience.

- Please check one of the following two options.

☐ I waive my right to review any and all references pertaining to my application to the Asbury College Social Work Program.

☐ I do not waive my right to review any and all references pertaining to my application to the Asbury College Social Work Program.

Asbury College non-discrimination policy:

Asbury College does not discriminate on the basis of race, color, gender age, ethnic origin, or handicap in the admission of students, educational policies or programs, employment policies, and activities. In addition, Asbury College does not discriminate on the basis of religion in the admission of students and student access to educational programs.
In a one page essay, please write your reasons for wanting a career in social work. Identify the influences, life experiences, and strengths you possess that can be used to help people. Discuss ways in which your Christian faith can be integrated with your social work profession. Please place your signature and date at the end of the essay.
APPENDIX E

Educational Policy and Accreditation Standards

Preamble

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession’s future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program’s development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.
Functions of Educational Policy and Accreditation

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master’s, and doctoral levels. Baccalaureate and master’s programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master’s program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master’s levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program’s self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.
Educational Policy

1. Purposes

1.0 Purposes of the Social Work Profession
The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education
The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes
Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
• Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.

• Promoting continual professional development of students, faculty, and practitioners.

• Promoting interprofessional and interdisciplinary collaboration.

• Preparing social workers to engage in prevention activities that promote well-being.

• Preparing social workers to practice with individuals, families, groups, organizations, and communities.

• Preparing social workers to evaluate the processes and effectiveness of practice.

• Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

• Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.

• Preparing social workers to recognize the global context of social work practice.

• Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.
APPENDIX F
Code of Ethics
of the National Association of Social Workers

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

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

1. **The Code** identifies core values on which social work's mission is based.

2. **The Code** summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. **The Code** is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. **The Code** provides ethical standards to which the general public can hold the social work profession accountable.

5. **The Code** socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

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

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

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

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

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

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

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

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

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

**Ethical Principles**

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

**Value: Service**

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

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

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

NASW has an extensive list on ethical standards with subsequent criteria for each standard. There are six areas of ethical standards that 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 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. A complete copy of the Social Work Code of Ethics is available from the Program Director or on-line at www.socialworkers.org/pubs/code/code.asp