Department of Social Work Student Handbook 2024-2025

Detroit Mercy
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Accredited by the Council on Social Work Education

Table of Contents

Introduction	2
Educational Purpose	2
Social Work Policy on Non-Discrimination	3
Social Work Mission Statement	3
Social Work Program Goals	3
Social Work Competencies	5
Definition of Generalist Social Work Practice	5
Department of Social Work – Admission Policy & Procedures	6
Department of Social Work – Dismissal Policy & Procedures	7
Department of Social Work – Academic Performance Review (Guidelines for Retention and Termination)	8
Department of Social Work – Standards for Admission, Retention and Graduation	11
Students in Academic Difficulty	15
Curriculum	16
Field Education	20
Professional Expectations for Student Behavior	21
Grading	23
Suggested 4-Year Curriculum Plan	24
Academic Advising Information	27
Detroit Mercy Student Social Work Association (SSWA)	27
Student Representation to the University of Detroit Mercy Department of Social Work Advisory Board	27
Social Work Teaching Faculty (Full-time)	28
Social Work Faculty Information	29
Council on Social Work Education EPAS	30
NASW – Code of Ethics	71
Department of Social – Work – Application for Admission	75

INTRODUCTION

The University of Detroit and Mercy College of Detroit legally merged in December 1990. Prior to then the University of Detroit and Mercy College of Detroit, each had separate CSWE accredited social work programs. The University of Detroit had been accredited since 1978 and Mercy College had been accredited since 1979. The program has evolved into a unified, quality educational program that prepares beginning social work generalist practitioners to serve the City of Detroit and its surrounding community.

EDUCATIONAL PURPOSE

Social work majors are prepared as entry-level generalist practitioners who receive a BSW degree from Detroit Mercy. Our students are highly regarded by the human services network in a large metropolitan area. Further, many of our students choose to seek a graduate degree and are well prepared for advanced standing status in local MSW programs.

The Department is dedicated to educating well-prepared students who are able to secure jobs in both traditional and contemporary settings. Some of the traditional settings include foster care services, nursing home services, and residential care for mentally ill or developmentally disabled, and adolescent services as well as some of the more timely public health and substance abuse settings. Further, some BSW graduates may secure jobs in hospitals or family services agencies which are settings usually reserved for MSW graduates.

SOCIAL WORK POLICY ON NON-DISCRIMINATION

The Department of Social Work admits and conducts all aspects of the educational program without discrimination based on race, color, gender, marital status, national or ethnic origin, age, creed, handicap, political or sexual orientation.

MISSION STATEMENT

The mission of the University Detroit Mercy Social Work program is to provide academic experience and curriculum that enables students to integrate and apply knowledge, values and skills of the social work profession in order to become competent baccalaureate generalist social workers who engage in ethical practice, provide leadership in service, work with diverse client systems in a variety of settings and are committed to social and economic justice. The social work program's mission statement is an extension of the University's mission statement and provides the framework for program goals.

SOCIAL WORK PROGRAM GOALS

1. To prepare BSW students for ethical, competent entry level, generalist professional social work practice, particularly in urban settings with diverse, poor, vulnerable and oppressed individuals, families, groups, organizations, and communities.
2. To foster a commitment to continuing education, maintaining competence in practice, and enhancing and increasing opportunities for BSW graduates for renewal and advancement within the profession.

SOCIAL WORK COMPETENCIES

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families Groups, Organizations, and Communities.

DEFINITION OF GENERALIST SOCIAL WORK PRACTICE

Entry level professional work/employment in social work is generalist practice. Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. The generalist practitioner views clients and client systems from a strengths perspective in order to recognize, support and build upon the capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational

development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

DEPARTMENT OF SOCIAL WORK ADMISSION POLICY AND PROCEDURES

Upon admission to Detroit Mercy, any student may request pre-social work status by submitting a Declaration of Major form to the Registrar's office. However, to gain formal admission to the social work major, the student must:

1. Have completed the University English competencies requirements (ENL 1310 or equivalent).
2. Have a cumulative GPA of 2.00 or better.
3. Submit a Social Work Program application, typed 1-2 page Personal Statement, and one personally signed (computer generated signature is unacceptable) letter of reference to the Chair of the Department (or his/her designee).
4. Complete an interview with the Department Chairperson or their designee (as needed).

Once the above requirements have been met and if there are no issues regarding the student's application, the student will be admitted to the BSW degree program. If there are any questions raised based on the student application and/or academic performance, the student may be required to meet with the Department Chairperson for an interview. Based on the interview, the Chairperson may make the final decision on the student and as needed, the social work faculty may be involved in the final acceptance or non-acceptance decision. In the case where a student is denied admission to the program, the student will receive a formal written acceptance, denial or conditional acceptance via email. A student who is not satisfied with the decision made by faculty may grieve the decision through the standard College grievance procedure.

Dismissal Policies and Procedures

Policy on Academic Termination/Dismissal from the BSW Program

A BSW student will automatically be terminated from the BSW program upon receipt of two grades of "C-" in BSW courses or following unsuccessful completion of Academic Probation. A student who has been terminated from the BSW program will not be eligible to enroll in future BSW program courses. A student who wishes to appeal his/her termination from the BSW program must submit a typed formal Letter of Appeal addressed to the Chair of the Department of Social Work prior to the end of the first week of classes for the semester immediately following termination. The Appeal Letter must detail the circumstances that contributed to the academic termination along with specific strategies the student will implement to increase potential for future success. Failure to submit a Letter of Appeal by the deadline will result in a period of termination from the BSW program not less than one academic year.

Policy on Reinstatement Following BSW Program Termination/Dismissal

Reinstatement to the BSW program following termination is not guaranteed. A student who has been terminated from the BSW program can, after a one-year absence, reapply for admission to the BSW program by submitting a new BSW application with supporting documentation. The student must indicate in the new Personal Statement what factors influenced their previous performance that resulted in termination and specific strategies he/she will implement to ensure the likelihood of future program success. If readmitted, the BSW student will be permitted to return to the program and repeat the BSW courses (if offered) that were unsuccessfully completed.

Policy on Leave of Absence from the BSW Program

A BSW student in good academic standing with the university and BSW program may request in writing a formal Leave of Absence from the BSW program not to exceed one academic year. A student who is not able to return within the approved timeline may request an extension by submitting a formal letter to the Chair of the Department of Social Work. The extension, if approved shall not exceed six-months. Failure to return to the BSW program within the approved timeline will result in the student's withdrawal from the BSW program. Students who have been withdrawn and wish to return in the future must submit a new BSW program application and supporting documentation. Readmission following a withdrawal is not guaranteed and students will be subject to the latest undergraduate catalog added to the curriculum since their original BSW admission date.

ACADEMIC PERFORMANCE REVIEW
Guidelines for Retention and Termination

Social work education has the responsibility of assuring competence of people who enter the social work profession. Consequently, programs sometimes find it necessary to assess and reassess a student's readiness or suitability for a career in social work. To fulfill its obligation, the social work faculty has outlined the following policies and procedures that govern how to handle issues associated with retention and termination when a concern is raised about a student's performance. Students who breach the Program's Academic Performance Standards may be subject to performance review. Below is a list of possible issues that could result in an academic performance review.

- The student fails to demonstrate professional responsibility of meeting the objectives of the program and fulfilling all program requirements.
- The student performs at levels of C- and below in course and/or field work.
- The student breaches the standards for academic conduct, including but not limited to plagiarism, giving, or falsifying any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, exams or other assigned school work projects.
- The student is excessively absent from class, as defined in the instructors' syllabus.
- The student is consistently irresponsible in meeting classroom and program requirements (e.g., tardiness, absences on exam days, late assignments).
- The student does not engage in ethical behavior as described in the NASW Code of Ethics.
- The student is found to be in serious violation of Detroit Mercy Student Disciplinary Rules.
- The student is convicted of a violent crime or other felony.

- The student is under the influence of alcohol or drugs in the classroom or field settings, which causes them to function in an impaired manner, exhibit inappropriate behavior, or demonstrate unprofessional conduct.
- The student is unable to pass a drug screen as required by the field practicum.
- The student interacts inappropriately or ineffectively with faculty, staff, peers, field instructors, or other collegial relationships.

ACADEMIC PERFORMANCE REVIEW COMMITTEE

The Academic Performance Review Committee will be a committee of the full-time faculty. The Program Director will serve as the chair of the committee.

RESPONSIBILITY OF THE COMMITTEE

The Academic Performance Review Committee will be concerned with problematic performance situations. Each student has the responsibility for discussing academic performance with his/her instructors, faculty field liaisons, and advisors.

ROLE OF COMMITTEE CHAIR AND COMPLAINANT

The committee chair is responsible for convening the committee, informing the student in writing that a complaint has come forward, gathering the information, recording the process, and communicating information to the student regarding the committee action and decisions. The complainant is viewed as the person(s) most knowledgeable about the situation under review and therefore responsible for presenting information and facts about the issue.

STUDENT PRIVACY AND CONFIDENTIALITY

All procedures relating to the performance review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. Members of

the committee are expected to observe the confidential nature of the information made available to them.

PROCEDURES AND PROCESS

A review meeting should be scheduled as soon as possible following the development of a concern or complaint. The chair will notify the student, the complainant, and the committee of the meeting time and place, as well as the nature of the problem to be discussed.

Attendance at the review meeting will be governed in the following manner:

- The student whose performance will be reviewed is expected to attend the performance review meeting. If the student has been notified but refuses to attend, the review will be conducted in his/her absence. The student may remain in the meeting until the committee begins its deliberations.
- The student may invite another student or staff person from within the institution to attend the Academic Performance Review Committee meeting and it is the student's responsibility to notify the chair of the committee ahead of time regarding who is being invited to attend.
- Other people who have significant knowledge of the problem or of the student's academic performance also may be invited by either the student or the committee chair.
- The chair has the authority to limit the number of people who can attend the review.

APPEAL

The student has the right to appeal the committee's decision. Since an Academic Performance Review is not a student disciplinary hearing, the level of appeal shall be left to the Dean of the College of Humanities, Arts and Social Sciences.

ACADEMIC PERFORMANCE STANDARDS FOR ADMISSION, RETENTION AND GRADUATION

Because of the responsibilities inherent in social work and the potential to do harm in positions, academic requirements are necessary in a social work program. In addition to scholastic requirements for successful completion of courses, social work students are expected to conduct themselves in a manner that is consistent with the values, ethics and conduct requirements of the profession in their three primary roles in the program: (a) as learners, (b) as students in a professional program, and (c) as future professional helpers. Academic performance standards in the social work program include cognitive, skill, scholastic, behavioral and professional components that are indicators of professional preparedness for practice.

The Academic Performance Standards for Detroit Mercy's Social Work Program include: scholastic standards, values and ethical standards, self-awareness, interpersonal relationship skills, professional responsibility, critical thinking and problem solving abilities, and communication skills.

Students who are unable, or unwilling, to achieve or demonstrate the essential behaviors identified in this document may come before the Social Work Academic Performance Review Committee, in accordance with the program policies and procedures that govern how issues of student continuation in or termination from the program are handled.

Scholastic Standard: Includes overall GPA, GPA in required social work courses, and course grades.

Essential Student Behavior:

- ✓ The student must achieve an overall GPA of 2.0.
- ✓ The student must achieve an overall GPA of 2.0 in required social work courses.

- ✓ The student must earn a C or better in all required social work courses.

Professional Values and Ethics Standard:

Essential Student Behavior:

- ✓ The student displays judgment and conduct that are consistent with the values and ethics of the profession as described in the NASW Code of Ethics, as well as with established laws, policies, and professional standards of care.
- ✓ The student will demonstrate ethical behavior in working with diverse client populations, validating the dignity and worth of all people.
- ✓ The student will demonstrate professional and academic integrity in meeting the objectives of the social work program and in fulfilling all program requirements.
- ✓ The student will demonstrate respect for the rights of others and uphold the ethical standards of client privacy and confidentiality at all times.

Self-Awareness Standard: Students demonstrate professional preparations through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty and other relevant parties from the adverse effects of performance problems and unprofessional behavior.

Essential Student Behavior:

- ✓ The student will demonstrate awareness of self and his/her impact on interpersonal and professional relationships.
- ✓ The student will demonstrate a willingness accept feedback and/or supervision in a positive manner and use the feedback to enhance his/her professional development.

- ✓ The student will prepare for, and effectively utilize, supervision and other forms of professional advisement and mentorship.
- ✓ The student will demonstrate a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance.

Interpersonal Relationship Skills Standard: Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as an appropriate understanding of professional role and appropriate boundaries.

Essential Student Behavior:

- ✓ The student will relate interpersonally in a manner that is respectful, non-disruptive, nondiscriminatory, and characterized by maturity.
- ✓ The student will use proper channels for conflict resolution.
- ✓ The student will demonstrate appropriate use of self in the professional role.

Responsibility and Professional Preparedness Standard: Appropriate levels of responsibility and professional preparedness are demonstrated over the program course of study.

Essential Student Behavior:

- ✓ The student will demonstrate responsible and self-directed behavior in accordance with the program of student and the sequencing of courses for program completion.
- ✓ The student will demonstrate adherence to agency protocols and policies, dress codes, and documentation requirements.
- ✓ The student will demonstrate behaviors on campus, in the classroom in the field placement, in the community and with peers that are in compliance with program policies, institutional policies and professional ethical standards.

- ✓ Refrains from illegal drug use and demonstrates behavior that is consistent with Detroit Mercy's Student Standards on Drugs and Alcohol.

Critical Thinking and Problem-Solving Abilities Standard: Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference, conclusions that are grounded in relevant data, information, and evidence.

Essential Student Behavior:

- ✓ The student will demonstrate the ability to identify ways in which biological, psychological, developmental, spiritual, socioeconomic, and environmental factors may affect an individual, family or groups of various sizes.

Communication Skills Standard: All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

Essential Student Behavior:

- ✓ The student will speak with dignity, respect, and cultural sensitivity to peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
- ✓ The student shows skill in building rapport and engaging clients, applying principles of sound communication.
- ✓ The student follows agency guidelines for recordkeeping.

STUDENTS IN ACADEMIC DIFFICULTY

Students whose cumulative grade point average is below a 2.0, may not enter social work courses and may not be admitted to the program. Social work students who are in the social work curriculum whose cumulative grade point average falls below 2.0 have one semester to bring their grade point above 2.0. If the student does not bring up their grade point to at least a 2.0 during the next semester then they will not be allowed in any further social work courses until their academic work is satisfactory (2.0 or better).

All social work students are subject to the academic probation process utilized by the College of Humanities, Arts & Social Sciences.

CURRICULUM

Courses

The academic and fieldwork components of the Department of Social Work are designed to prepare the student for beginning level generalist practice as a BSW. The purpose is to prepare students for beginning generalist practice with individual, families, small groups, organizations, and communities.

Since many of our students are non-traditional, older students with a wealth of life experiences we have attempted to develop a curriculum, which would expand on life experience with a liberal arts foundation and then a series of social work preparation courses. Our courses provide content on social work values and ethics, diversity, population at risk, social and economic justice: and include an emphasis on people of color, women, and those who live with disabilities in all our five (5) professional foundation areas:

Human Behavior and the Social Environment
Social Justice Issues & Policies
Social Work Practice
Research
Field Education

The social work curriculum is comprised of 15 required social work courses and 7 required supportive courses. Included in the 15 major course requirements are two 5-credit courses in Field Education. Please consult the Field Instruction Handbook for a complete description of the field component in our program.

College of Humanities, Arts & Social Sciences
Core Curriculum Requirements

Communication Skills:

Knowledge/Communications Skills (6 credit hours)

Written Communication: Writing Proficiency (ENL 1310 or equivalent)
Oral Communication: Speech (CST 1010)

Mathematical/Statistical Knowledge

Math/Computer Skills (6 credit hours)

Quantitative/Symbolic Reasoning – MTH 1010

Statistical and Probabilistic Reasoning
SWK 3700 – Social Research Methods

Scientific Knowledge

Physical Sciences (3 credit hours)

Social Science (3 hours)

Religious and Philosophical Knowledge

Philosophical Knowledge (3 credit hours)

Religious Knowledge (3 credit hours)

Philosophy/Religious Studies Depth Knowledge (3 credit hours)

Essential Humanities

Historical Experiences (3 credit hours)

Literary Experiences (3 credit hours)

Aesthetic Experiences (3 credit hours)

Ethics and Social Responsibility

Ethics (3 credit hours)

Integrating Theme 1: Reading, Writing and Research Across the Curriculum

SWK 2050: Critical Thinking and Writing for Social Workers – (3 credit hours)

Integrating Theme 2: Critical Thinking

SWK 2050: Critical Thinking and Writing for Social Workers – (3 credit hours)

Integrating Theme 3: Cultural Diversity

HUS 4410: Multicultural Understanding – (3 credit hours)

Integrating Theme 4: Human Difference

HUS 4410: Multicultural Understanding – (3 credit hours)

Integrating Theme 5: Personal Spiritual Development

3 credit hours

Integrating Theme 6: Spirituality and Social Justice

3 credit hours

Please refer to https://www.udmercy.edu/faculty-staff/governance/mfa/committees/core/current_core-curriculum.php for a complete list of courses that meet the core curriculum requirements.

Full-time students generally complete most of their liberal arts courses in their freshman and sophomore years since the social work curriculum encompasses nearly a full-time course load during junior and senior years. A student needs 120 credit hours for graduation.

SOCIAL WORK SUPPORTIVE COURSE REQUIREMENTS

Writing Proficiency - ENL 1310
Introduction to Psychology - PYC 1000
Introduction to Sociology - SOC 1000
Introduction to Political Science - POL 1000
Abnormal Psychology - PYC 3420
Fundamentals of Speech - CST 1010
Multicultural Understanding - HUS 4410
Introduction to Substance Abuse - ADS 1000
OR
Introduction to Criminal Justice - CJS 1300

Social Work Required Courses

SWK 2000 - Introduction to Social Work - 3 credit hours

SWK 2050 – Critical Thinking and Professional Writing for Social Workers – 3 credit hours

SWK 2100 - Social Welfare and Social Justice - 3 credit hours

SWK 3100 - Social Welfare Policy - 3 credit hours

SWK 3200 - Human Behavior in a Multicultural Environment I - 3 credit hours

SWK 3250 - Human Behavior in a Multicultural Environment II - 3 credit hours
(Pre-requisite is SWK 3200)

SWK 3700 - Social Research Methods - 3 credit hours

SWK 3990 - Social Work Practice I - 3 credit hours

SWK 4000 - Social Work Practice II - 3 credit hours
(Pre-requisite is SWK 3990, and must be taken simultaneously with Field Education SWK 4700 and SWK 4710)

SWK 4010 - Social Work Practice III - 3 credit hours
(Pre-requisite is SWK 4000, and must be taken simultaneously with Field Education SWK 4750 and SWK 4760.)

SWK 4700 - Field Instruction I - 5 credit hours
(Pre-requisite is SWK 2000, SWK 2100, SWK 3100, SWK 3200, SWK 3250, and SWK 3990. Students must make application and be accepted for Field Placement- see Field Placement Handbook for complete details)

SWK 4710 - Social Work Seminar I -2 credit hours
(Must be taken simultaneously with SWK 4700 and SWK 4000)

SWK 4750 - Field Instruction II - 5 credit hours
(Pre-requisite SWK 4700)

SWK 4760 - Social Work Seminar II - 2 credit hours
(Must be taken simultaneously with SWK 4750 and SWK 4010)

SWK 4999 – Social Work Ethics and Digital Advocacy - 3 credit hours

FIELD EDUCATION

Juniors must make an application for field placement prior to February 28th, if they are anticipating field placement in the subsequent Fall semester. An application for Field Internship is to be obtained from the coordinator of field instruction. Field Internship occurs during the student's last year in the BSW program. Field Education is a significant part of student's education for professional practice and is specifically designed to run concurrently with practice and seminar courses. The social work program has a wide array of human services agencies that are used as field placement sites. Students are required to successfully complete 400 hours in the field placement. The first 200 hours must be completed during Fall semester under SWK 4700 (5 credits), and the second 200 hours must be completed Winter semester under SWK 4710 (5 credits).

Students are required to spend 16 hours per week for two semesters (minimum 400 hours) in a human service agency where they are supervised by a qualified social worker. The personal interests of the student will be considered but placement will be based on the availability of appropriate social work supervision and agency conformity with the BSW program requirements.

DEPARTMENT OF SOCIAL WORK
PROFESSIONAL EXPECTATIONS FOR STUDENT BEHAVIOR

The University of Detroit Mercy Social Work program is designed to ensure that individuals who graduate from the program meet the requirements of an undergraduate level social worker. Attention to the standards is paid by faculty, advisors, field agency staff and other people who interact with the student during the course of their academic program. Students are responsible for familiarizing themselves with the Social Work Student Handbook and the University of Detroit Mercy Student Handbook.

Behavior:

Interactions address with the faculty, administrators, staff, agency personnel, client/consumers, and other students and in accordance with the missions of the social work program and the University of Detroit Mercy and the goals and standards of the Department of Social Work, the NASW Code of Ethics, including commitment to social justice, client self-determination, integrity, human dignity, and human diversity, the University of Detroit Mercy Code of Conduct the University policy on Academic Integrity and all academic and behavioral standards at the University of Detroit Mercy.

Self-Awareness:

Students will be open to new ideas, differing opinions and feedback from others, and integration of these into professional and student roles and performance and understanding that one's behavior and communications and the ability to modulate one's behavior to promote a productive professional environment and appropriate relationships, a willingness to accept one's beliefs, values and assumptions and change one's behavior to ensure professional and ethical practice.

Interpersonal:

Students will demonstrate the interpersonal skills essential for effective communications with students, faculty, school personnel, agency staff, clients and other professionals. These communications include compassion, empathy, respect, integrity, and consideration, reliability and responsibility for one's own behavior.

Self-Care:

Students will demonstrate the ability to seek self-care and appropriate resources or treatment for medical and personal problems that interfere with professional and academic performance. The Department created an elective course, SWK 3000: Self Care & Spirituality to support student self-care practices. SWK 3000 meets university Core IT5 (Personal Spiritual Development) and IT6 (Spirituality and Social Justice) and is open to all students without regard to academic major.

Appropriate Use of Channels of Communication:

Students communicate using the appropriate channels of communication i.e. faculty advisor, classroom instructor, administrators, field instructors and procedures to address concerns as outlined in the Handbook, understanding the importance of communicating directly with the involved personnel and through the appropriate process.

Professionally Appropriate Presentation of Oneself:

The student will be aware of the importance and attend to issues of professionally appropriate dress and personal hygiene in one's course of work and field agency, understanding and conducting oneself in a professional way within the social media context.

Consequences:

Failure to act in accordance with these standards may result in suspension or termination from the social work program at the University of Detroit Mercy if the faculty determine that the student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, program or institutional policies. In addition, if a student has been found guilty of a University policy or community standards is subject to suspension or termination.

*Adapted from the Boston University School of Social Work and Florida Atlantic School of Social Work

GRADING

Field Placements are graded on the standard University scale A through F, as well as all social work courses. In addition, any courses in which a student receives less than a C will need to be repeated. In fieldwork, the field instructor recommends a grade, but the Faculty is the one who submits the final grade.

UNIVERSITY OF DETROIT MERCY

DEPARTMENT OF SOCIAL WORK

4 -YEAR CURRICULUM PLAN

(SAMPLE)

Freshman Year - Term I	Credits
Core Curriculum (A1) - Fundamentals of Speech (CST 1010)	3
Supportive SWK (C2) - Introduction to Sociology (SOC 1000)	3
Core Curriculum (B1) - Math 1010	3
Core Curriculum (A2) - English 1310	3
	12

Term II	
Core Curriculum (C1) – Physical Science	3
Core Curriculum (D1) – Introduction to Philosophy	3
Core Curriculum (E1) – Historical Experiences	3
Core Curriculum (D2) – Religious Knowledge	3
Supportive SWK - Introduction to Psychology (PYC 1000)	3
	15

Sophomore Year - Term I	
Core Curriculum (IT5/IT6) Self-Care & Spirituality (SWK 3000)	3
Core Curriculum (D3) – Philosophy/Religious Studies	3
Core Curriculum (E3) – Aesthetic Experiences	3
Supportive SWK – Introduction to Political Science	3
Supportive SWK - Introduction to Substance Abuse (ADS 1000) **OR** Introduction to Criminal Justice (CJS 1300)	3
	15

Term II	
Social Welfare and Social Justice (SWK 2100)	3
Core Curriculum (F1) - Ethics	3
Core Integrating Theme/Elective	3
Core Curriculum (E2) – Literary Experiences	3
Elective	3
	15

Junior Year - Term I (Required Sequence)

SWK 2000 – Introduction to Social Work	3
SWK 2050 - Critical Thinking and Writing for Social Workers	3
SWK 2100 - Social Welfare & Social Justice	3
SWK 3200 - Human Behavior: Multicultural Environment I	3
Core Integrating Theme/Elective	3
	15

Term II (Required Sequence)

SWK 3100 - Social Welfare Policy	3
SWK 3250 - Human Behavior: Multicultural Environment II	3
SWK 3700 - Social Research Methods	3
SWK 3990 - Social Work Practice I	3
SWK 4999 - Social Work Ethics & Digital Advocacy	3
	15

Senior Year – Term I (Required Sequence)

SWK 4000 - Social Work Practice II	3
SWK 4700 - Field Instruction (Internship)	5
SWK 4710 - Social Work Seminar I	2
HUS 4410 - Multicultural Understanding	3
	13

Senior Year – Term II (Required Sequence)

SWK 4010 - Social Work Practice III	3
SWK 4750 - Field Instruction (Internship)	5
SWK 4760 - Social Work Seminar II	2
PYC 3420 - Abnormal Psychology	3
	13

BSW Full Time Accelerated Scheduling Transfer (FAST) Option
Community College Students

Summer I (Module 1)		**Summer II (Module 2)**	
Course	Credit	Course	Credit
SWK 2000 Introduction to Social Work	3	PYC 3420 Abnormal Psychology	3
SWK 2050 Critical Thinking and Writing for Social Workers	3	HUS 4410 Multicultural Understanding	3
SWK 3000 Self-Care and Spirituality	3	SWK 4999 Social Work Ethics & Digital Advocacy	3
Total	**9**	Total	**9**

Fall Term (Module 3)		**Fall Term (Module 4)**	
Course	Credit	Course	Credit
SWK 2100 Social Welfare & Social Justice	3	SWK 3100 Social Welfare Policy	3
SWK 3200 Human Behavior: Multicultural Environment I	3	SWK 3250 Human Behavior: Multicultural Environment II	3
SWK 3700 Social Research Methods	3	SWK 3990 Social Work Practice I	3
Total	9		**9**

Winter Term (Module 5)		**Winter Term (Year 3)**	
SWK 4000 Social Work Practice II	3	SWK 4010 Social Work Practice III	3
SWK 4700 Field Instruction I	5	SWK 4750 Field Instruction II	5
SWK 4710 Social Work Seminar I	2	SWK 4760 Social Work Seminar II	2
Total	**10**		**10**

NOTE: BSW FAST students will need one (1) additional credit hour taken at UDM beyond their BSW program requirements to meet the university's minimum 120 credit requirement for graduation. See BSW FAST faculty advisor for options.

ACADEMIC ADVISING INFORMATION

Upon admission to the University, the Department Chairperson or his/her designee should meet with all new pre-social work majors. The chair/faculty member will provide an orientation to the program, develop a project schedule of courses, and ensure that any transferring credits are evaluated to complete the student's file. The student will then be assigned to a regular advisor/faculty from the social work program who will assist them with registering for classes each semester and serve as a liaison for any academic problems.

UNIVERSITY OF DETROIT MERCY STUDENT SOCIAL WORK ASSOCIATION (SSWA)

The Detroit Mercy Student Social Work Association is a student run organization designed to promote students' interest and cooperative activities within the University and Social Work Department. The Association also serves as a liaison with the Department to facilitate student/program concerns and often represents the social work student body in the University-wide committees as well as Department committees. A department faculty member serves as faculty advisor for the Association.

STUDENT REPRESENTATION TO THE UNIVERSITY OF DETROIT MERCY DEPARTMENT OF SOCIAL WORK ADVISORY BOARD

The Department of Social Work maintains an Advisory Board that provides recommendations on curriculum and policy/procedures matters, which affect the program. Advisory Board members include representatives from various human services agencies in the community, as well as liaisons from various interrelated higher education and social work programs in Michigan. The current president of the student association serves on the Social Work Program Advisory Board.

SOCIAL WORK TEACHING FACULTY

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2022 EPAS

Educational Policy and Accreditation Standards

for Baccalaureate and Master's Social Work Programs

CSWE

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The Council on Social Work Education's Commission on Accreditation (COA) and Commission on Educational Policy (COEP) are responsible for developing the 2022 Educational Policy and Accreditation Standards (EPAS). The educational policy was developed by COEP and approved by the CSWE Board of Directors on June 3, 2022. The accreditation standards were developed and approved by COA on June 9, 2022, and amended on September 1, 2022.

Contents

Introduction 5

EPAS Revision Process 6

About the 2022 EPAS Document 6

Competency-Based Education 7

The Nine Social Work Competencies 8

Competency 1: Demonstrate Ethical and Professional Behavior 8

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice 9

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice 9

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice 10

Competency 5: Engage in Policy Practice 10

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities 11

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities 11

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities 12

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 12

Program Mission 14

Educational Policy 1.0: Program Mission 14

Accreditation Standard 1.0: Program Mission 14

Anti-Racism, Diversity, Equity, and Inclusion (ADEI) 16

Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI) 16

Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI) 16

Explicit Curriculum 17
Educational Policy 3.0: Explicit Curriculum 17
Educational Policy 3.1: Generalist Practice 17
Accreditation Standard 3.1: Generalist Practice 18
Educational Policy M3.2: Specialized Practice 18
Accreditation Standard M3.2: Specialized Practice 19
Educational Policy 3.3: Signature Pedagogy—Field Education 20
Accreditation Standard 3.3: Field Education 20

Implicit Curriculum 24
Educational Policy 4.0: Implicit Curriculum 24
Educational Policy 4.1: Student Development 24
Accreditation Standard 4.1: Student Development—Admissions; Advisement, Retention, and Termination; and Student Participation 25
Educational Policy 4.2: Faculty 27
Accreditation Standard 4.2: Faculty 28
Educational Policy 4.3: Administrative and Governance Structure 29
Accreditation Standard 4.3: Administrative and Governance Structure 30
Educational Policy 4.4: Resources 34
Accreditation Standard 4.4: Resources 34

Assessment 36
Educational Policy 5.0: Assessment 36
Accreditation Standard 5.0: Assessment 36

Introduction

Accreditation is a system for recognizing educational institutions and the professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Accreditation (CHEA) to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring that the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, the COA administers a multistep peer-review accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of social work education programs in institutions and encourages continuous improvement. These findings are based on the Educational Policy and Accreditation Standards (EPAS) developed by the COA and the Commission on Educational Policy (COEP). Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

CSWE's COA uses the EPAS to accredit baccalaureate and master's-level social work programs. The EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership. Social work educators serve the profession through their teaching, research, scholarship, and service. Social work educators are responsible for ensuring that students are prepared to practice safely, competently, and ethically with all clients, constituents, and the public. Additionally, social work education prepares competent practitioners to develop socially responsible policy, address the policy implications of their work, and implement strategies to address inequalities and inequities.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the CHEA also requires that accreditors have a process whereby standards are reviewed periodically by the COA. The EPAS review process has taken more than 5 years, and drafts have been issued for public review and comment. The intent of the COA and the COEP is to solicit feedback from as many constituents as possible in as many ways as possible. The COA and the COEP thank the programs, individuals, organizations, and communities of interest that provided feedback on the drafts.

About the 2022 EPAS Document

The 2022 EPAS adopts a competency-based education framework identifying the nine social work competencies accompanied by a set of behaviors for each competency. Following the nine social work competencies, the EPAS describes five elements of an integrated program design:

1. Program mission (EPAS 1.0)
2. Anti-racism, diversity, equity, and inclusion (EPAS 2.0)
3. Explicit curriculum (EPAS 3.0)
4. Implicit curriculum (EPAS 4.0)
5. Assessment (EPAS 5.0)

The five elements of the EPAS each include educational policies and accreditation standards, which are conceptually linked to one another. Educational policies describe each of the five program elements. Accreditation standards are informed by the educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate or master's level.

Each accreditation standard is preceded by a number, followed by the text of the standard. Compliance statements used in accreditation reviews are located underneath each accreditation standard. Viewed together, the accreditation standard and compliance statements provide an indication of whether the standard has been met. The compliance statements are considered by the Commission on Accreditation (COA) in determining whether the social work program meets each accreditation standard.

Accreditation standards with numbers preceded by the letter "B" apply only to baccalaureate-level social work programs. Accreditation standards with numbers preceded by the letter "M" apply only to master's-level social work programs. Accreditation standards with numbers preceded by no letter are applicable to baccalaureate-level and master's-level social work programs.

Competency-Based Education

CSWE has adopted a competency-based education framework for its EPAS. A competency-based approach identifies and assesses what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being.

The EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base.

Competency-based education is an outcome-oriented approach to curriculum design. The goal of the outcome-oriented approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In the EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that consist of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, program developers produce the substantive content, pedagogical approaches, and educational activities that provide learning opportunities for students to demonstrate competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows that programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. Programs use assessment methods to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Because social work practice is complex and multidimensional, the assessment methods used by programs and the data collected may vary by context.

The Nine Social Work Competencies

The nine social work competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

Master's programs extend and enhance the nine social work competencies, and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing the competencies, programs provide master's-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is developed to incorporate the four dimensions and specialized behaviors for each competency and any additional competencies added by the program.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

c. use technology ethically and appropriately to facilitate practice outcomes; and

d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.

Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation

as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

a. apply research findings to inform and improve practice, policy, and programs; and

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global

influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human

behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.

Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients

and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

a. select and use culturally responsive methods for evaluation of outcomes; and

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Educational Policy 1.0: Program Mission

The program mission reflects a process informed by a commitment to student attainment of the nine social work competencies. It is grounded in the profession's purpose and in the core values of the social work profession and informed by the program's context.

Purpose

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.

Program Context

Program context encompasses the needs and opportunities of practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, institutional, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0: Program Mission

1.0.1 The program has a program-level mission statement that is consistent with the profession's purpose and values. Institutions with accredited baccalaureate and master's programs have a separate mission statement for each program.

a. The program provides the program-level mission statement.

b. *The program describes how the program's mission statement is consistent with the profession's purpose and values, as described in Educational Policy 1.0.*

c. *The program addresses all program options.*

1.0.2 *The program's mission statement is consistent with the program's context.*

a. *The program describes its context, including a description of its program options.*

b. *The program describes how the program mission statement is consistent with the program's context, as described in Educational Policy 1.0.*

c. *The program addresses all program options.*

Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

Social work programs integrate anti-racism, diversity, equity, and inclusion (ADEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of White supremacy and privilege and prepare students to have the knowledge, awareness, and skills necessary to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood

as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status,

immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important ADEI discourse. The program's commitment to ADEI is reflected in its explicit and implicit curriculum. Together the implicit and explicit curricula are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity, and inclusion, and the development of cultural humility. The program has an inclusive approach to addressing the vast range of student learning needs, including intentional planning and implementation of inclusive practices

and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. Students are responsible for their learning, collaborating with peers and colleagues, and practicing with historically and currently oppressed populations through an anti-racist lens.

Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

2.0.1 The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.

a. *The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0.*

b. *The program addresses all program options.*

2.0.2 The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.

a. *The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0.*

b. *The program addresses all program options.*

Educational Policy 3.0: Explicit Curriculum

The explicit curriculum is the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options. Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design. The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum includes anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research.

Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master's levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master's programs provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities.

The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporate experientially based learning opportunities informed by teaching that includes digital and information literacy and technology-supported learning. The program's commitment to continuous curriculum improvement is guided by evolving contemporary science and interprofessional research.

Educational Policy 3.1: Generalist Practice

The baccalaureate and master's programs in social work prepare students for professional practice at a generalist level. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors indicative of competence at a generalist level of practice.

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

Accreditation Standard 3.1: Generalist Practice

3.1.1 The program's generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.

a. *The program provides a rationale for its generalist practice curriculum design.*

b. *The program describes how its generalist practice curriculum integrates classroom and field.*

c. *The program describes how its generalist practice curriculum is informed by the professional practice community.*

d. *The program addresses all program options.*

3.1.2 The program's generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

a. *The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable).*

b. *The program submits Form AS 3.1.2.*

c. *The program provides a syllabus in Volume 2 for each course listed on Form AS 3.1.2 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice.*

d. *The program addresses all program options.*

Educational Policy M3.2: Specialized Practice

The master's program in social work prepares students for specialized practice. Specialized practice builds on generalist practice as described in Educational Policy 3.1 by integrating the nine social work competencies that manifest in holistic professional practice. Specialized practitioners extend and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention. In each area of specialized practice defined by the program,

the program extends and enhances the nine social work competencies that are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice.

Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values. They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery.

Accreditation Standard M3.2: Specialized Practice

M3.2.1 The program has at least one area of specialized practice. For each area of specialized

practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).

a. *The program provides its area(s) of specialized practice, as described in Educational Policy M3.2.*

b. *The program provides its extended and enhanced nine social work competencies and corresponding behaviors (and any additional competencies added by the program) for each area of specialized practice.*

c. *The program addresses all program options.*

M3.2.2 The program's area(s) of specialized practice builds on elements of generalist practice.

a. *The program explains how each area of specialized practice, as described in Educational Policy M3.2, builds on the elements of generalist practice, as described in Educational Policy 3.1.*

b. *The program addresses all program options.*

M3.2.3 The program's specialized practice curriculum integrates classroom and field and is informed by the professional practice community.

a. *For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design.*

b. *For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field.*

c. *For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community.*

d. *The program addresses all program options.*

M3.2.4 The program's specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

a. *For each area of specialized practice, the program submits Form AS M3.2.4.*

b. *The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice.*

c. *The program addresses all program options.*

Educational Policy 3.3: Signature Pedagogy—Field Education

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a

learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education.

Accreditation Standard 3.3: Field Education

3.3.1 The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

a. *The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:*

   i. *individuals,*

   ii. *families,*

   iii. *groups,*

   iv. *organizations, and*

   v. *communities.*

b. *The program addresses all program options.*

M3.3.2 The field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice.

a. *The program identifies the relevant system level(s) for each area of specialized practice.*

b. *For each area of specialized practice, the program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings with each identified system level.*

c. *The program addresses all program options.*

3.3.3 The The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master's programs.

a. *The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master's programs.*

b. *The program describes how its field hour requirement is articulated to students and field personnel.*

c. *The program addresses all program options.*

3.3.4 The The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.

d. *The program describes the field education program's process for:*

i. *identifying, approving, and engaging with field education settings;*

ii. *orienting and engaging with field instructors; and*

iii. *evaluating field instructor and field education setting effectiveness.*

e. *The program describes how these processes are articulated to students and field personnel.*

f. *The program addresses all program options.*

3.3.5 The The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

g. The program describes the field education program's process for:

i. orienting students;

ii. placing students;

iii. monitoring and supporting student learning;

iv. implementing student safety protocols; and

v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

h. The program describes how these processes are articulated to students and field personnel.

i. The program addresses all program options.

B3.3.6 The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE-accredited program[1] and who has at least two years of post-social work degree practice experience in social work.

a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.

b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.

c. The program describes how these processes are articulated to students and field personnel.

d. The program addresses all program options.

M3.3.6 The program ensures that all master's students receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work.

a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.

1 This, and all future references to degrees from social work programs accredited by CSWE, includes degrees from CSWE-accredited programs, those recognized through CSWE's International Social Work Degree Recognition and Evaluation Service (ISWDRES), or those covered under a memorandum of understanding with international social work accreditors.

b. *The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.*

c. *The program describes how these processes are articulated to students and field personnel.*

d. *The program addresses all program options.*

3.3.7 The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

a. *The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program's policy includes:*

   i. *how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);*

   ii. *how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and*

   iii. *how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.*

b. *The program describes how these policies are articulated to students and field personnel.*

c. *The program addresses all program options.*

Educational Policy 4.0: Implicit Curriculum

The implicit curriculum consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development, admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program's commitment to anti-racism, diversity, equity, and inclusion (ADEI). The culture of human interchange, the spirit of inquiry, the support for difference and diversity, and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. These elements are manifested through policies that are equitable and transparent in substance and implementation, the qualifications of the faculty, and the distribution of resources. The student learning experience and environment are as important as the academic curriculum in shaping the professional character and competence of the program's graduates.

Educational Policy 4.1: Student Development

Programs recognize the need to support student development both in and out of the classroom. Both aspects of the learning environment manifest holistic characteristics that communicate the values, commitments, priorities, and culture of the program and the institution. Thus, a program's commitment to student development includes program structures and resources that facilitate student participation and input into the development and delivery of the explicit and implicit curriculum. The professional development of the student requires a program's commitment to adequate resources from admission through graduation. These resources include clear admissions, advising, retention, and termination policies that reflect the program's commitment to ADEI. Programs also recognize the need to resource student-centered activities and initiatives designed to further student professional identity and comportment as well as student preparation for professional practice. These resources include but are not limited to academic advising, career services, alumni services, networking and mentoring opportunities, licensure preparation, and community engagement and advocacy opportunities.

Accreditation Standard 4.1: Student Development— Admissions; Advisement, Retention, and Termination; and Student Participation

Admission

4.1.1 The program's admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.

a. *The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.*

b. *The program addresses all program options.*

B4.1.2 The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.

a. *The program provides its:*

i. *criteria for admission;*

ii. *process for the evaluation of applications;*

iii. *admission decision types; and*

iv. *process for the notification of each decision type.*

b. *The program describes how the admission criteria and processes are articulated.*

c. *The program addresses all program options.*

M4.1.2 The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization.

a. *The program provides its:*

i. *criteria for admission, which include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization;*

ii. *process for the evaluation of applications;*

iii. *admission decision types; and*

iv. *process for the notification of each decision type.*

b. *The program describes how these admission criteria and processes are articulated.*

c. *The program addresses all program options.*

M4.1.3 The program offers advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE. The program has a policy to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.

a. *The program provides its policy for awarding advanced standing.*

b. *The program provides its policy for ensuring that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master's level that has been achieved at the baccalaureate level.*

c. *The program describes how these policies are articulated.*

d. *The program addresses all program options.*

4.1.4 The program has policies for the transfer of social work course credit.

a. *The program provides its policies for the transfer of social work course credit.*

b. *The program describes how these policies are articulated.*

c. *The program addresses all program options.*

4.1.5 The program does not grant social work course credit for life experience or previous work experience.

a. *The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.*

b. *The program describes how this policy is articulated.*

c. *The program addresses all program options.*

Advising, Retention, and Termination

4.1.6 The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.

a. *The program provides its policy for academic advising.*

b. *The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff.*

c. *The program describes how these policies are articulated.*

d. *The program addresses all program options.*

4.1.7 The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program.

a. *The program provides its policies for evaluating academic performance.*

b. *The program provides its policies for evaluating professional performance.*

c. *The program provides its policies for student termination from the program.*

d. *The program provides its policies related to due process for reasons of academic performance.*

e. *The program provides its policies related to due process for reasons of professional performance.*

f. *The program provides its policies related to due process for reasons of student termination from the program.*

g. *The program describes how these policies are articulated.*

h. *The program addresses all program options.*

Student Participation

4.1.8 The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.

a. *The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum.*

b. *The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum.*

c. *The program describes how these policies are articulated.*

d. *The program addresses all program options.*

Educational Policy 4.2: Faculty

Appropriate and qualified faculty representing diverse perspectives are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty model the behavior and values expected of professional social workers in the context of ADEI. Faculty are available to function as appropriate role models for students in their learning and socialization into the discipline and profession. Faculty incorporate recognition of the program's essential functions, which may include recruitment; enrollment; advising; student engagement; retention; curriculum development; teaching; research; scholarship; mentorship; oversight of student research; assessment; service on institutional or program committees; field education support and program management; appropriate class sizes and sufficient course offerings to meet program aims; and monitoring and evaluation of student progress.

Faculty demonstrate sufficient educational qualifications and experience related to the nine social work competencies. Programs demonstrate that faculty are qualified to teach the courses to which they are assigned. Learning experiences are to be designed, delivered, and assessed by faculty (full- or part-time) or other appropriate professionals who are qualified for the positions they hold and the work they do. Faculty are provided with opportunities, resources, and support for professional growth and innovation.

Accreditation Standard 4.2: Faculty

B4.2.1 The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master's degree in social work from a CSWE-accredited program.

a. *The program submits Form AS 4.2.1.*

b. *The program submits a Faculty Data Form for each full- and part-time baccalaureate social work program faculty member.*

c. *The program identifies the total number of full-time faculty whose principal assignment is to the baccalaureate program. Of those faculty, the program identifies the number that have a master's degree in social work from a CSWE-accredited program.*

d. *The program includes faculty for all program options.*

M4.2.1 The master's social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master's program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master's program have both a master's degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

a. *The program submits Form AS 4.2.1.*

b. *The program submits a Faculty Data Form for each full- and part-time master's social work program faculty member.*

c. *The program identifies the total number of full-time faculty whose principal assignment is to the master's program. Of those faculty, the program identifies the number that have a master's degree in social work from a CSWE-accredited program and a doctoral degree.*

d. *The program includes faculty for all program options.*

4.2.2 Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work.

a. The program identifies its social work practice courses.

b. The program identifies the faculty who teach each social work practice course and affirms that they have the requisite experience and credentials.

c. The program includes faculty and practice courses for all program options.

B4.2.3 Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

a. The program provides its full-time equivalent faculty-to-student ratio.

b. The program describes how this ratio is calculated.

c. For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

d. The program's calculation is inclusive of all program options.

M4.2.3 Inclusive of all program options, the master's program has a full-time equivalent faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

a. The program provides its full-time equivalent faculty-to-student ratio.

b. The program describes how this ratio is calculated.

c. For programs that do not meet the 1:12 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence [AS 5.0.1(b)] and program outcomes (AS 5.0.3).

d. The program's calculation is inclusive of all program options.

Educational Policy 4.3: Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions about the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure that reflects and affirms respect for anti-racism, diversity, equity, and inclusion. Faculty develop curriculum and formulate and implement policies that support the education of culturally competent social workers.

Administrative sufficiency includes distribution of resources across program options and program levels, and numbers of students enrolled in social work programs and registered in field practicum, modalities, and locations in order to carry out the program's mission. In recognition of the importance of field education as the signature pedagogy, programs implement administrative structures for the field program that provide adequate and equitable resources, based on the number of students in field practicum, for systematically designing, supervising, coordinating, and evaluating the quality of the field education curriculum within all program options.

Accreditation Standard 4.3: Administrative and Governance Structure

4.3.1 The program has the necessary autonomy to achieve its mission.

a. *The program provides an organizational chart of its administrative structure.*

b. *The program describes how it has the necessary autonomy to achieve its mission.*

c. *The program addresses all program options.*

4.3.2 The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).

a. *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the EPAS.*

b. *The program addresses all program options.*

4.3.3 The program's administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.

a. *The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the:*

   i. *recruitment and hiring of program personnel;*

   ii. *retention of program personnel;*

   iii. *promotion of program personnel; and*

   iv. *tenure of program personnel (if applicable).*

b. *The program addresses all program options.*

4.3.4(a) The program has a program director[2] who administers all program options. The program director has a full-time appointment to social work, with a principal assignment to the

2 It is within the program's purview to determine the title that aligns with institutional norms for this position. This applies to all references to "program director."

program they administer. Institutions with accredited baccalaureate and master's social work programs have a separate director appointed for each program.

a. *The program identifies the program director who administers all program options.*

b. *The program provides documentation that the program director has a full-time appointment to social work, with a principal assignment to the program they administer.*

c. *Institutions with accredited baccalaureate and master's programs identify the separate directors appointed to each program.*

B4.3.4(b) The baccalaureate program director has a master's degree in social work from a CSWE-accredited program. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

a. *The program attests that the program director has a master's degree in social work from a CSWE-accredited program.*

b. *The program describes the program director's ability to provide leadership to the social work program.*

M4.3.4(b) The master's program director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

a. *The program attests that the program director has a master's degree in social work from a CSWE-accredited program.*

b. *The program describes the program director's ability to provide leadership to the social work program.*

B4.3.4(c) The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.

a. *The program provides the program director's workload.*

b. *The program describes the procedures for calculating the program director's assigned time to administer the baccalaureate social work program.*

c. *The program provides the program director's percentage of assigned time to administer the baccalaureate social work program.*

d. *The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.*

M4.3.4(c) The master's program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program.

a. The program provides the program director's workload.

b. The program describes the procedures for calculating the program director's assigned time to administer the master's social work program.

c. The program provides the program director's percentage of assigned time to administer the master's social work program.

d. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.

4.3.5(a) The program has a field education director[3] who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master's social work programs may have the same field education director appointed to both programs.

a. The program identifies the field education director, who administers all program options.

b. The program provides documentation that the field education director has a full-time appointment to social work.

c. Institutions with both accredited baccalaureate and master's social work programs identify the field education director for each program.

B4.3.5(b) The baccalaureate field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master's social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.

a. The program attests that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master's social work degree practice experience in social work.

b. The program describes the field director's ability to provide leadership to the field education program.

3 It is within the program's purview to determine the title that aligns with institutional norms for this position. This applies to this and to all future references to "field education director."

M4.3.5(b) The master's field education director has a master's degree in social work from a CSWE- accredited program and at least two years of post-master's social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and/or administrative or other relevant academic and professional activities in social work.

a. *The program attests that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience in social work.*

b. *The program describes the field director's ability to provide leadership to the field education program.*

B4.3.5(c) The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.

a. *The program provides the field education director's workload.*

b. *The program describes the procedures for calculating the field education director's assigned time to administer the field education program.*

c. *The program provides the field education director's percentage of assigned time to administer the field education program.*

d. *The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.*

M4.3.5(c) The master's field director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 50% assigned time to administer the field education program.

a. *The program provides the field education director's workload.*

b. *The program describes the procedures for calculating the field education director's assigned time to administer the field education program.*

c. *The program provides the field education director's percentage of assigned time to administer the field education program.*

d. *The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.*

4.3.6 The program has sufficient personnel and technological support to administer the field education program.

a. The program provides an organizational chart for the administration for field education.

b. The program describes whether its resources are sufficient to administer field education, including:

i. personnel, and

ii. technological support.

c. The program addresses all program options.

Educational Policy 4.4: Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of culturally competent social workers. Social work programs have the necessary resources to carry out the program's mission and to support learning and professionalization of students and program improvement.

Accreditation Standard 4.4: Resources

4.4.1 The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission.

a. The program describes the process for budget development and administration it uses to:

i. achieve its mission, and

ii. continuously improve the program.

b. The program submits a program-level Form AS 4.4.1 for the baccalaureate or master's social work program.

c. The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program.

d. The program addresses all program options.

4.4.2 The program has sufficient support staff to carry out its educational activities and achieve its mission.

a. The program describes its support staff or other personnel structure.

b. The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission.

c. The program addresses all program options.

4.4.3 The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.

a. The program submits Form AS 4.4.3 to demonstrate access to social work and other informational and educational resources.

b. The program describes whether its library resources are sufficient to achieve its mission.

c. The program addresses all program options.

4.4.4 The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.

a. The program describes its:

i. technological access;

ii. technology support; and

iii. office and classroom space (if applicable).

b. The program describes whether these resources are sufficient to achieve its mission.

c. The program addresses all program options.

4.4.5 The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.

a. The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:

i. supportive technology,

ii. student services, and

iii. physical spaces (if applicable).

b. The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students.

c. The program addresses all program options.

Educational Policy 5.0: Assessment

Assessment is an integral component of competency-based education and continuous programmatic improvement. Assessment involves the systematic gathering of data that serve as evidence of student learning outcomes; anti-racism, diversity, equity, and inclusion (ADEI);

and program outcomes through demonstration of the nine social work competencies at both the generalist and specialized levels of practice. Assessment reflects the intentional and continuous improvement that is anchored in competency-based research, student learning outcomes, student learning experience feedback, professional practice community, and higher education practices.

Assessment of student learning outcomes is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires

the demonstration of multiple competencies simultaneously; therefore, assessment of those competencies is optimally carried out at the same time. Programs assess students' demonstration of the nine social work competencies through the use of multiple and effective assessment methods. Effective assessment incorporates internal and external input relevant to the knowledge, values, skills, and cognitive and affective processes that students have developed and demonstrated and uses recognized methods of evaluating explicit and implicit criteria. Field education curriculum data are included in the overall data collection methods that will help programs make decisions about the delivery of social work education.

Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program's efforts to foster ADEI in the student learning environment. Data from ADEI assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of nine social work competencies.

Program outcomes are assessed as evidenced by the program's graduation rates and at least one additional outcome. Data related to program outcomes are used to foster ongoing program evaluation, informing decision making for continuous program improvement.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum and program overall, and strengthen the assessment methods used. Program assessment methods and data are transparent and publicly available. Data are recent and presented clearly for stakeholders to make informed decisions about the program.

Accreditation Standard 5.0: Assessment

5.0.1(a) The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist

and specialized practice for master's social work programs. The program assesses each competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.

a. *The program submits Form AS 5.0.1(a).*

b. *The plan includes:*

   i. *a description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education;*

   ii. *how each instrument is implemented;*

   iii. *when each competency is assessed;*

   iv. *by whom each competency is assessed;*

   v. *an explanation of the expected level of student achievement, including:*

      - *the expected level of achievement of each competency and for each instrument;*
      - *how the program calculates student achievement for each instrument; and*
      - *how the program calculates student achievement for each competency, including all instruments used.*

   vi. *copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials.*

c. *The program addresses all program options.*

5.0.1(b) The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan.

a. *The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a).*

b. *The program provides the calculations for the nine social work competencies (and any additional competencies added by the program), including all instruments.*

c. *The program provides its outcomes in relation to its expected level of student achievement for each competency.*

d. *The program provides outcomes for each program option and in aggregate.*

5.0.1(c) The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.

a. *The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program).*

b. *The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data.*

c. *The program addresses all program options.*

5.0.1(d) The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.0.1(d). The findings are updated every two years, at minimum.

a. *The program submits Form AS B5.0.1(d) or Form AS M5.0.1(d) to report its assessment plan and most recent assessment summary outcomes.*

b. *The program provides a hyperlink to the program's webpage where the assessment plan and summary outcomes are publicly displayed.*

c. *The program provides outcomes for each program option and in aggregate.*

5.0.2(a) The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program's implicit curriculum.

a. *The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2.*

b. *The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.*

c. *The program explains its data collection procedures.*

d. *The program provides copies of all instruments used to assess ADEI efforts.*

e. *The program addresses all program options.*

5.0.2(b) The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.

a. *The program presents its ADEI assessment outcomes from the most recent year.*

b. *The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a).*

c. *The program describes the processes used to formally review its ADEI assessment outcomes.*

d. *The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(a), with clear links to the data.*

e. *The program addresses all program options.*

5.0.3 The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.

a. *The program submits Form AS 5.0.3.*

b. *The program identifies the program outcome(s) it monitors.*

c. *The program provides the program-determined benchmark for its graduation rates and identified program outcome(s).*

d. *The program provides the benchmark rationale for its graduation rates and identified program outcome(s).*

e. *The program explains how it calculates its graduation rates and identified program outcome(s).*

f. *The program provides a minimum of the three most recent years of available graduation rates and identified program outcome(s) and presents the data.*

g. *Data are reported for each program option and in aggregate, including all program options.*

h. *The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s).*

CSWE

2021
National Association of Social Workers
Code of Ethics

https://www.socialworkers.org/About/Ethics/Code-of-Ethics

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. The 2021 update includes language that addresses the importance of professional self-care. Moreover, revisions to Cultural Competence standard provide more explicit guidance to social workers. All social workers should review the new text and affirm their commitment to abide by the Code of Ethics. Also available in Spanish.

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, **Purpose of the NASW Code of Ethics**, provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, **Ethical Principles**, presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, **Ethical Standards**, includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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 dual 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, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

Furthermore, 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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

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 should take measures to care for themselves professionally and personally. 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 >>**
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 >>**
6. **Social Workers' Ethical Responsibilities to the Broader Society >>**

Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2020.
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College of Humanities, Arts & Social Sciences

Bachelor of Social Work Program

Application for Admission

Name:_____ Date:_____

Permanent Home Address: _____ _____
Street City/State Zip Code

Dorm Bldg. _____ Room #: _____ Student Number: _____ GPA: _____

Cell PH #:_____ University Email Address:_____

Students interested in declaring a Social Work major must: 1) complete this formal Bachelor of Social Work (BSW) Program Application for Admission; 2) provide unofficial college transcript(s); 3) submit one letter of reference (with original signature) from a current/past employer, college-level instructor, academic advisor, etc. who can attest to your commitment to and readiness for professional education (References from family members or personal friends are unacceptable); and 4) complete a typed-written, 1-2 page Personal Statement in APA format based on the items indicated below.

1. Discuss why you wish to enter the Social Work profession.
2. If you currently know, discuss what area of Social Work practice (i.e., probation, health, child welfare) appeals to you.
3. Discuss if there are certain populations with whom you would like to work (ages, specific problems, social economic classes, racial/ethnic group), and conversely if there is a specific population(s) you are not interested in pursuing.
4. Discuss why you selected the Social Work program at the University of Detroit Mercy.
5. Discuss what personal/professional obligations you have, if any that might potentially interfere with your education and ability to be academically successful.
6. Discuss in what way you think you would make a good Social Worker.
7. Indicate if you have ever been convicted of a felony, and if so, include a copy of your final Disposition Paperwork. In your Personal Statement explain the circumstances of the charge, what you learned as a result of this experience, and how your life is different today.

Return this Application and all supporting materials to: Dr. Janet Joiner, Chair, Department of Social Work - Room 313 Briggs Building - University of Detroit Mercy – 4001 W. McNichols Road - 48221

Note: Incomplete BSW Applications will not be considered for admission. The Department of Social Work will render a final admission decision within 1-2 weeks of receiving a complete Application packet. The College of Humanities, Arts & Social Sciences (CHASS) will notify all applicants of the final admission decision. It is to be understood that the BSW Program prepares students for entry-level generalist Social Work practice. Only students who have successfully completed pre-admission requirements can advance to upper-level Social Work courses. The Department of Social Work reserves the right to engage in a personal interview with any applicant for whom additional information is needed.