CHICAGO STATE UNIVERSITY

# MSW
# STUDENT HANDBOOK

## September 2016
## A Reference Guide

***This handbook is intended to provide you with information about the policies and practices of the Department of Social Work MSW Program. This handbook is subject to revision; nevertheless, it seeks to provide answers to questions students frequently ask.***

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***The Chicago State MSW program was granted full initial accreditation by the Council on Social Work Education in November 2003.***

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CHICAGO STATE UNIVERSITY

# Master of Social Work

# Student Handbook

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# CHICAGO STATE UNIVERSITY

Dear MSW Graduate Student:

I wish to extend a warm welcome to the Chicago State University MSW program. I want you to know that you have joined a community of individuals committed to personal growth, successful academic achievement and giving back to the community.

You will be learning new theories, concepts and ideas and revisiting old ones and the MSW faculty hope that you enjoy your learning experience as much as they enjoy providing it.

During your course of study, you will face challenges, struggles and sacrifices, but you will find instructors and peers to support and encourage you at each step. Keep open communication with your instructors and advisor because they can offer advice and information to keep you on track and suggest options for difficulties you may encounter.

I wish you the best of luck in this academic program and in your future career. I look forward to meeting each of you. My door is always (more or less!) open.

Sincerely,

Dr. Sherri Seyfried
MSW Program Director
Chair Department of Social Work

## GENERAL INFORMATION

Chicago State University is a fully accredited public, urban, commuter and residential institution. Originally founded in 1867 as an experimental teacher training school, the institution has evolved into a multipurpose university committed to meeting the needs of the urban community.

Chicago State University is sensitive to the diverse needs and characteristics of its commuter student population. The university's multiracial student body reflects the demographics of Chicago metropolitan area, particularly the southern and western areas of the city and adjacent suburbs. In addition, the student body includes more females than males; many part-time students who hold full-time employment; a substantial population of students from low-income backgrounds ; and many students who are older than the traditional college age.

The university is located in a residential community on the south side of Chicago, approximately 12 miles from the Loop. The 161-acre campus has contemporary buildings attractively placed in a carefully preserved woodland setting. The university is conveniently served by the Dan Ryan Rapid Transit, Metra, and several bus routes. Parking is also available.

## MISSION, GOALS, NON-DISCRIMINATION POLICY STATEMENT

### Mission of the Master of Social Work Program

The MSW Program joins with the University to provide an accessible, affordable advanced professional educational opportunity designed to encourage non-traditional and minority students from greater Chicago, surrounding counties and beyond.

*The Mission Statement of the master's degree program at Chicago State University is to prepare graduate social work students for a life-long commitment to: competent, evidence informed principled, strengths-based, trauma-informed, and family-centered social work practice; leadership and service to urban communities; addressing human rights issues including social, racial and economic injustice; and to a spirit of inquiry.*

### Department of Social Work MSW Goals

**Goal 1:** Provide students with foundation social work knowledge and skills for competent social work practice with individuals, families, groups, organizations, and communities.

**Goal 2**: Provide students with advanced knowledge and skills for competent social work practice with individuals, families, groups, organizations, and communities.

**Goal 3:** Prepare students for practice with diverse urban populations.

**Goal 4:** Prepare students for transformative social and economic justice.

**Goal 5:** Prepare students for lifelong development of critical thinking, and evaluation of social work practice.

**Goal 6:** Prepare students to understand and apply values and ethics in social work practice.

**Goal 7:** Prepare students for lifelong leadership service.

## Mission of Chicago State University

Chicago State University, (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous positive and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship.

## Mission of the School of Graduate and Professional Studies

The School of Graduate and Professional Studies provides centralized administrative oversight and support to the colleges and departments administering programs and services to graduate and professional studies. We support the University's mission with regards to the provision of a high quality teaching, learning, and research environment for graduate and professional students and graduate faculty.

## Non-Discrimination Policy Statement

Chicago State University is an Equal Opportunity and Affirmative Action Institution. The University does not discriminate on the basis of age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethic origin, disability, veteran or marital status in its student admissions, employment, access to program, and administration or educational policies.

The University Equal Opportunity Director is the coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs. This office is located in the Cook Administration Building, Room 317 ; the telephone number is (773) 995-2462.

The Director of the Abilities Office coordinates services under the Americans with Disabilities Act and Section 504, which prohibits discrimination on the basis of disability. This office is located in the Cordell Reed Student Union Building, Room 190, and the number is (773) 995-4401.

# ACADEMIC POLICIES AND PROCEDURES

## Statement on Student Rights

The CSU MSW program faculty supports in philosophy and policies the right of students for freedom of inquiry and expression, the right to redress through open communication and/or written petition. The rights are coupled with responsibility for joining with faculty in the promotion of a climate of mutual respect and ethical behavior between and among students and faculty without regard to race, ethnicity, class, gender, affection preference, religion, physical or mental status, age, national origin or political beliefs.

The specific guidelines for rights and responsibilities are described in Appendix 2.

## Statement on Plagiarism and Academic Honesty

Students in the CSU MSW program are expected to be guided in their academic studies by the standards of honest and ethical behaviors reflected in the commitment to professional integrity. In both the practicum setting and in the classroom, students are held to the plagiarism policy as summarized below:

> "Plagiarism is defined as the appropriation or imitation of the language (see words), ideas, thoughts of another author and representation of them as one's original work." (CSU Code of Excellence, 2001)

Compliance with the academic standards about plagiarism requires students to correctly cite each idea, fact, etc. that is not originally yours, whether you have paraphrased, quoted directly, summarized, cited dates, events or otherwise referred to the work or words of an author or the speaker. MSW faculty requires the

APA format for references and bibliographies. A reference book for format/style for APA is required for all students.

Academic Misconduct (cheating) is a violation of the Student Judicial Code. It includes, but is not limited to, receipt or transmission of unauthorized aid on assignments or examinations, plagiarism, unauthorized use of examination materials, encouraging academic dishonesty, falsifying academic records or other forms of dishonesty in academic matters.

An instructor who believes that a student enrolled in his/her class has engaged in academic misconduct shall give the student the opportunity to resolve the matter by meeting with the faculty member and the chair of the department. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying one of the following sanctions:

- An oral reprimand
- A written reprimand presented only to the student
- A written reprimand placed in the student's file
- An assignment to repeat the work, to be graded on its merits
- Adjustment of grade downward (including F), for the test, assignment, paper, course, or other related activity in question.

In such instances, the instructor shall notify the student and department, of such action in writing. In grievous situations the Office of Judicial Affairs shall receive a copy of the **Academic Misconduct Incident Report** indicating final disposition of the case, which will be placed in the student's judicial file. The student has a right to appeal.

Sanctions greater than an "F" in a course can be levied only through the University judicial system.

Academic dishonesty is regarded as serious ethical misconduct that may effect the student's continuation in the program. Students may not present the work of anyone else as their own achievement. Students may not **submit** a written assignment prepared for one course as original work for another course. Work prepared for one course must be clearly cited if included in an assignment for another course.

See College of Arts and Sciences policy on plagiarism.

## Transfer, Waivers and Prior Graduate Credits

Up to 30 credits may be transferred if they are "B" or better and they must also be from a CSWE accredited graduate social work program. The courses must be less than 6 years old at the time of your graduation from the CSU MSW Program. Transcripts and syllabi are necessary for all courses. Please keep in mind that courses can be transferred only in the context of the program's requirements. No academic credit is given for life experience and previous work experience. Courses that are waived to avoid duplication may not reduce the number of hours to graduate. All requests for course waivers must be approved by the MSW Program Director.

## ACADEMIC ADVISORS

### The Role of the Academic Advisor

Your academic advisor will be a key member of the faculty throughout your MSW study. During the course of your time in the program you are strongly encouraged to meet regularly with your advisor to build this critical relationship. Regular contact with the advisor will allow you to build a trusting relationship that will assist the advisor in providing you with needed support and resources throughout the program.

### Specific responsibilities of your advisor are as follows:

### Developing a Plan of Study

During the first semester in the program your faculty advisor will meet with you to plan your course of study. This includes providing you with information on the courses you will take each semester. It is imperative that you notify your advisor of any changes that you are considering in the course of study. Your advisor has created this plan with careful attention to your goals, required departmental pre-requisites, and probable course availability. **Failure to consult with your advisor about alterations in the plan can result in significant extensions in the time required to complete required courses.**

### Serving as a Liaison to the School of Graduate and Professional Studies

**Your advisor will act as your liaison to the** School of Graduate and Professional Studies **for matters such as**

- Providing official notice to the Graduate School of substitutions in your course of study. If you are bringing in transfer credits your advisor will review your official transcript and syllabi and will submit required documentation to the Graduate School for review. All final determinations regarding substitutions are subject to the approval of the MSW Program Director.
- Conducting a final audit for Graduation. The final audit certifies that all requirements of the MSW have been met and authorizes you for receipt of the degree.

### Providing Authorization for Registration

Each semester you will need the authorization of your advisor to enroll for courses for the following semester. Program changes also require signature of your advisor and/or Department Chair. You will receive a registration form if you plan to enroll for courses on campus. If you choose to enroll for courses via the internet you will receive a PIN code from your advisor. **Please note: PIN codes change each semester so you are required to contact your advisor prior to each registration.**

### Providing Career Planning Guidance

What are your plans for this degree? Discussion of your plans and aspirations are a critical component of the advising process. Students are building a career when they seek graduate education. Many students find it is a helpful process to think beyond employment or promotion to discussions about building a satisfying professional career. Explore long-range career options with your advisor.

**Providing Personal Support**

Stress is a normal part of graduate school. Use your advisor as a resource during difficult times. While your advisor is not expected to act as a professional counselor they may provide support or make needed referrals. It is recommended that you seek your advisor if significant life stressors occur during the course of the program so that you can discuss strategies to assist you in successfully completing your MSW education.

**Providing Recommendations**

Advisors provide recommendations for students for field placements and for employment possibilities. Your recommendation will reflect your performance and your relationship with the advisor. Advisors (and other faculty members) are able to offer more detailed recommendations for students that they know well.

**Change of Advisor**

Students have the right to select another faculty member if he or she has professional interest that is more compatible with those of the student. The request should be made to the program Director. In the interest of equity in workload, the Advisor has to agree to add additional students.

Get to know your advisor!

## EDUCATIONAL STANDING AND STATUS CHANGE

**Change of Status**

Students who wish to change their academic status are required to consult with their faculty advisor. Change of Status categories in the Master's program include (a) change from full-time to part-time, (b) leave of absence, (c) withdrawal and d) conditional to full admit status.

The Department Chair reviews and makes a decision regarding change of status requests based on the written documentation and consultation with student advisors. In all instances, student's academic standing and performance are reviewed by the Advisor when considering a change of status request. Approval of change of status may contain conditions to be met by students.

Status changes may not be made at the student's discretion through the registration process. Formal approval by an advisor must be requested. Implications should be discussed with a faculty advisor.

**Leave of Absence**

In the course of your time at CSU you may find that you are having difficulties meeting the demands of the program. Life circumstances may require that you consider a leave of absence if you are unable to successfully complete course assignments or field practicum. The first step, if any of these situations occur is to ***contact your faculty advisor*** who will help you examine the problem, consider alternatives and make plans.

The Department of Social Work may agree to grant a formal Leave of Absence. The leave may not exceed two years and is **not** counted as part of the four year limit within which students must complete work for the M.S.W. degree. A Leave of Absence is only granted to students in good academic standing. A leave that extends beyond two years will require re-application that includes a statement supporting the request to be considered.

The request for Leave of Absence involves the following:

1. A written request must be submitted to the Department Chair **after** the student has consulted with his/her advisor.
2. The Department Chair grants the Leave based on good academic standing (**with at least one completed semester**) and may indicate conditions the student must meet before returning to School.
3. Students with a grade of "Incomplete" when granted a Leave of Absence must follow School policy on completion of work for the course. (See information re: "Incomplete".) If this is not achieved, the School will consider the "Incomplete" as a WP (withdraw passing) or WF (withdraw failing). The student not in good standing will have to apply for re-admission by filing a new application in the usual fashion. Exceptions to these procedures and conditions may be granted only with the approval of Department Chair and the Dean of Graduate Studies.
4. Students taking a leave for medical reasons are required to submit a letter from their physician prior to the leave and a release statement upon return that indicates the student can meet the demands of the program.

## Withdrawal From The School

Withdrawal status may be granted to students who are in good academic standing. The request for withdrawal involves the following:

1. Students who wish to withdraw from the School are expected to submit a written statement to that effect to the Chair after consultation with their assigned faculty advisor. Students not finishing a term and not officially withdrawing will have a grade of "F" assigned their courses.
2. Official CSU Withdrawal forms must be filed through the Admissions/Student Records Office located in the Cook Administration Building, Room 128.
3. Students wishing to return to the program following the period of withdrawal are required to consult with the Chair of the MSW program prior to re-admission.
4. Students with grades of incomplete or no-credit are obliged to complete all required academic work before being re-admitted.
5. In some instances, students may be asked to formally re-apply for re-admission.
6. Students are not automatically re-admitted.

## Re-Enrollment

Students must send a letter to the Department Chair indicating their intent to re-enroll. Reinstatement forms are available from the Graduate School Office and should be completed prior to the term for which the student plans to re-enter.

# ACADEMIC GRADING SYSTEM

Students are graded according to the following:

"A" reflects an outstanding level of performance that exceeds the expected requirements for graduate level study.
"B" meets the expected level of performance for graduate level study
"C" does not meet expectations for graduate level performance but is sufficient to merit credit
"D" fails to meet the majority of the expectations for the course. Must be repeated.
"F" fails at multiple levels of performance (e.g. written work, oral participation, preparation, attendance, etc.). May result in dismissal from the program.

Field Practica are graded on a "Pass/Fail" based on satisfactory progress evaluated by the Field Instructor and Faculty Field Liaison.

Graduate students must maintain a GPA of 3.00 to graduate. If at any time a student's GPA falls below 3.0, a conference that includes the instructor, advisor, chair and the student, will be scheduled to ascertain if the student will be granted a probationary semester to improve the GPA or if dismissal is recommended.

Incomplete: An "Incomplete" (I) may be given as an interim grade under certain circumstances such as:

(a) Satisfactory work has been demonstrated by the student, although not all required work for the semester has been completed.

(b) The student has requested, and received permission from the instructor in advance to submit material later than the end of the semester. Since students are expected to complete all work by the end of the semester, the instructor is under no obligation to grant this request.

(c) In addition, in granting a request for an incomplete grade, the instructor will set a date for completion of the work. The extension may be a week or a month, etc. The maximum period of extension, regardless of extenuating circumstances, is one year after the course has ended. If an incomplete grade remains after two "long" semesters, it automatically becomes an "F". This means that required work cannot be completed after this expiration of time. If the course is needed to fulfill degree requirements, the student will have to repeat the course.

(d) Students may not enter Field with more than one incomplete which must be completed within the first semester of Field.

(e) If the "Incomplete" is for a course that is offered sequentially, the student will not be allowed to proceed with the advanced course if less than ninety percent of the work has been satisfactorily completed.

## ACADEMIC REVIEWS AND GRIEVANCE PROCEDURES

**Grade Appeal**

### The following procedures emphasize communication and mutual understanding of expectations:

**Step I** –Speak with the Instructor to reach a resolution. If not resolved:

**Step II**– Write a letter to the Chair of the Department with a copy to the Instructor (with all supporting papers, exams, etc.) stating rationale for grade change and desired outcome. Chair will review/speak with both parties and may consult another instructor with relevant expertise. The outcome will be communicated in writing within 30 days. A faculty member may agree to change a grade with or without conditions. The final decision rest with the instructor. Should the student find this decision unacceptable:

**Step III** –Send all correspondences and request for appeal to Dean of the College of Arts and Science who will refer the matter to the College of Arts and Science Grievance Committee who will evaluate the matter and make a recommendation to the Chair of the Department and the Dean.

**Appeal of Program Policy**

If a student believes a policy of the department has been unfairly administered the following procedures apply:

1. Students are encouraged to resolve the matter with the faculty member(s) involved. Students may wish to consult with their advisor or another faculty member.
2. If the matter is not resolved the student should document their concern in writing, with specific reference to the policies that are relevant to the student's situation. Copies should be provided to the Chair of the Department and the faculty members involved.
3. The Chair will convene a meeting with all relevant parties to discuss the matter and to review all relevant documentation. Based upon the findings of this meeting, the Chair will apprise the student of the department's recommendation in writing within 14 working days of the meeting.
4. The student may appeal the determination of the department to the Dean of the College of Arts and Sciences and may also seek consultation from the Office of the Student Ombudsperson and if

appropriate, the Abilities Office who may refer the matter to the College of Arts and Sciences Grievance Committee.

**Policies on Academic Progress**

A student whose GPA falls below 3.00 is considered not in good standing.

Policies regarding academic progress and probation are established by the School of Graduate and Professional Studies. Once admitted to a degree program, no more than two grades of C can be earned in any graduate course taken within the curriculum offered in that graduate program whether or not the courses are part of the student's program. However, no graduate student may earn more than two grades of C in any graduate course taken at the university during his or her current tenure of enrollment. No graduate student may accumulate more than six credit hours of graduate work with a grade of D or F on his or her academic record, whether the grade is part of the graduate program or not. Where a student has two or more grades of I outstanding on the graduate record, the student will be reviewed for probationary status.

Courses taken prior to admission to a master's program must be approved at the time of admission if they are to be counted towards the degree. These courses must have a grade of B or better. Approval must be granted by both the department and the Graduate Dean. To gain the Dean's approval an extra original transcript must accompany the application.

Students who have been admitted to degree status must maintain a minimum 3.0 cumulative grade point average to demonstrate satisfactory academic progress and good academic standing. A student is placed on probation if the cumulative grade point average falls below 3.0 for any term. After being placed on probation, a student must attain a minimum cumulative grade point average of 3.0 within the next term or be dismissed from the graduate program.

A dismissed student may not continue to take courses in the department in which he or she was in degree status, but may continue to take courses as a student-at-large or apply for admission to a degree program other than the one from which he or she was dismissed. After a two year period, the student may apply for readmission to the degree program from which he or she was dismissed, provided that there is new evidence of potential for success in graduate study. If readmitted, the student is placed on a two-course contract, and a minimum grade of B must be earned for the courses. After readmission, the department may include no more than 15 semester hours or previous work to the degree, if such hours fall within the six-year limit. If the two-course contract is not completed satisfactorily, the student will be dismissed permanently from the program

In consultation with the Social Work Department's Academic Review Committee, the Department Chair may grant one semester probation to a student whose GPA falls below 3.0.

Students who receive a grade of "C" may repeat the course with consultation of the advisor ; however, students will not be permitted to repeat a course more than once.

Students may not re-take more than two courses during the course of the program.

**WHEN A STUDENT HAS ANY COMBINATION OF TWO OR MORE INCOMPLETES, FAIL, OR "C" GRADES, THE FACULTY ADVISOR FOR THE STUDENT MAY REFER THE STUDENT TO THE ACADEMIC REVIEW COMMITTEE FOR ADVICE ABOUT AN APPROPRIATE EDUCATIONAL SUPPORT PLAN TO RETURN TO GOOD STANDING.**

## Academic Problems

Students are encouraged to talk with an instructor and their advisor when academic struggles become intense. Often there are alternative options that will allow a student to find a satisfactory outcome. (Do not wait until you are drowning!)

Should academic problems occur, possible outcomes may include, but are not limited to:

1. Setting dates for completion of incomplete work
2. Repeating course(s)
3. Tutoring
4. Reducing credit hours
5. Probationary status
6. Recommendation for counseling
7. Recommending a different academic program
8. Termination from the Program
9. Leave of Absence

## Dismissal From The Program

Students may be dismissed from the MSW program for academic or non-academic reasons. Academic dismissal is contingent upon the inability to demonstrate satisfactory academic progress. Efforts to address academic problems are outlined in the Graduate Catalog.

## Non-Academic Dismissal

All students enrolled at Chicago State University are expected to abide by the standards of conduct set forth by the University. In addition, students seeking graduate degrees in the Department of Social Work are expected to abide by the NASW Code of Ethics. A student may be considered for non-academic dismissal for failure to comply with the NASW Code of Ethics.

Non-academic dismissal may be considered for the following reasons:

- The commission of acts that render the student ineligible for licensure as a professional social worker by the Illinois Department of Professional Regulation (For example, felony convictions that are not waived by IDPR or sexual harassment offenses).
- A pattern of behavior in the field internship that indicates that the student is unable to meet the expectations of professional social work practice. Examples include:
  Racial, Sexual Harassment or demonstration of inability to monitor, moderate and/or suspend personal bias in provision of services or in interactions with students, faculty, staff, and practicum clients.
- The inability to engage clients in helping relationships or the inability to maintain the helping relationship.
- The inability to secure or maintain a field placement.
- An inability to follow agency policy and procedures.
- An inability to utilize professional judgment regarding professional boundaries with colleagues and clients.
- An inability to exercise the professional objectivity required to support client self-determination or to maintain non-judgmental professional behavior.
- A pattern of conduct in the classroom or field agency that reflects emotional instability (for example, inappropriate or disruptive behavior toward staff, faculty, colleagues or clients).
- Threatens to harm himself/herself or others.

- Commission of a criminal act that compromises the values of the profession or Code of Ethics prior to or after admission to the MSW Program.
- Does not honestly present one's background, experiences, qualifications.

Students identified as in jeopardy of dismissal may be referred to the Chair by a faculty member, advisor, field instructor, law enforcement officer, self-referred or in some cases by another student.

All efforts will be made to remediate academic difficulties whenever possible. Ethical violations may or may not lend themselves to remediation.

Serious violations of the professional Code of Ethics may result in dismissal from the programs.

Physical and/or mental incapacity that renders a student unable to meet the demands of a relationship oriented profession may result in dismissal (notwithstanding ADA compliance).

**Procedures For Review of Non-Academic Dismissal**

When the Chair of the Department of Social Work becomes aware of circumstances or a pattern of behavior that may warrant consideration for non-academic dismissal s/he will:

a) Notify the student in writing.
b) Establish a Review Committee comprised of a faculty member in the Department of Social Work, the student's advisor and an additional faculty person selected by the student, and if appropriate, a representative from the Abilities Office.
c) The student may request that the Student Ombudsman participate in the review.
d) The Chair will obtain any written documentation (remediation plans, field evaluations, correspondence, etc.) that pertains to the identified problem.
e) The student may chose to provide releases of information that may address identified disabilities that may shed light on the identified problem. The student has the right to withhold the release of this information. The University has the right to dismiss a student where serious questions regarding the student's competence to practice as a professional social worker could only be resolved by external evaluation (e.g.., a psychiatric evaluation).
f) A hearing will be held within 30 days of the written notice. The hearing notice will include all parties requested by the Department and by the student to be in attendance.
g) The committee will provide the Chair with a written determination and/or recommendations for appropriate action.
h) The Chair will notify the student of the decision within 14 days.

**Decisions regarding dismissal of a student are taken very seriously. Any and all efforts to advise students early and throughout their academic career are designed to mitigate the decision to dismiss a student. We view our strengths perspective as applicable to students and are committed to the individualized support of students while maintaining the best interest of the program and the profession.**

Any decision to dismiss may be appealed. Generally the grounds for appeal are:

1. The existence or revelation of new information from the student, not previously reviewed by the Academic Review Committee when it reached its decision.
2. Failure of the Academic Review Committee to follow due process, i.e. notice of timely hearing and decision.
3. Failure of written notice of decision.

## STUDENT EVALUATION OF FACULTY PERFORMANCE

Student evaluations of faculty teaching and course organization is a significant factor in the professional appraisal of faculty performance for purposes of reappointment, promotion and tenure. In addition to aiding individual faculty in reviewing and improving classroom teaching, these evaluations have a direct bearing on faculty retention.

Evaluations are formally done at the end of the semester. At the end of each semester there is a systematic evaluation of instructors to identify strengths and areas for improvement.

To assure a full opportunity for all students to evaluate, the procedures guarantee anonymity. The evaluation is available on-line and the evaluation outcomes are available to the professor.

## STUDENT GOVERNMENT AND COMMITTEE PARTICIPATION

Students are able to contribute to the ongoing life of the School through active participation in learning opportunities in class and field, student organizations, student and/or faculty committees.

The Department of Social Work encourages student participation in the Student Senate, student ad hoc and task force committees, but more particularly in the GSA (Graduate Student Association).
Students are encouraged to participate in the department planning for scheduling, curriculum and faculty search activities. Volunteers are solicited at the Fall All Student Meeting through the Department through the Graduate Student Association.

| | |
|---|---|
| **CURRICULUM COMMITTEE:** | Reviews all matters pertaining to the curriculum of the master's degree program. |
| **FACULTY SEARCH COMMITTEE:** | Participation in search for tenure track positions. |
| **ASSESSMENT COMMITTEE:** | Reviews assessment protocols for effectiveness. Reviews Data collected and its implications for the program. Makes recommendations to Department Chair. |

## THE CURRICULUM FOR THE MASTER'S DEGREE PROGRAM

**Overview**

The Master of Social Work program, accredited by the Council of Social Work Education (CSWE) prepares students with knowledge, skills and values for advanced social work practice. The program complies with the goals and objectives of professional social work education as specified in the Curriculum Policy Statement of CSWE found in the Appendix of this Handbook. The Handbook appraises students of the most current information about the program; however, the program is continually evolving. Every effort is made to keep students informed of changes.

A copy of the MSW Self-Study prepared for CSWE is available for student review in the Department office. The curriculum outline that follows shows the requirements for the foundation and advanced curriculum.

| **Foundation Curriculum (to be taken by all students)** | | **Credit Hours** |
|---|---|---|
| 5410 | Social Welfare Policy I | 3 |
| 5416 | Diversity and Social Work Ethics | 3 |
| 5420 | Human Behavior and the Social Environment I | 3 |
| 5421 | Human Behavior and the Social Environment II | 3 |
| 5430 | Integrated Methods | 3 |
| 5431 | Community Practice | 3 |
| 5432 | Family Support and Development | 3 |
| 5440 | Social Work Research Methods I | 3 |
| 5460 | Foundation Field Practicum and Integrative Seminar I | 3 |
| 5461 | Foundation Field Practicum and Integrative Seminar II | 3 |
| | **Total Foundation Credits** | **30** |

**Advanced Concentration Curriculum**

***Family Centered Direct Practice***

| | | |
|---|---|---|
| 5411 | Social Welfare Policy II: Families and Children | 3 |
| 5433 | Advanced Family-Centered Practice I | 3 |
| 5434 | Advanced Family-Centered Practice II | 3 |
| 5441 | Social Work Research Methods II | 3 |
| 5462 | Advanced Field Practicum and Integrative Seminar III | 3 |
| 5463 | Advanced Field Practicum and Integrative Seminar IV | 3 |
| 5490 | Capstone Seminar | 3 |
| | **Total Advanced Concentration Credits** | **21** |

**Advanced Concentration Curriculum**

***Program Planning and Administration***

| | | |
|---|---|---|
| 5411 | Social Welfare Policy II: Families and Children | 3 |
| 5451 | Program Planning and Evaluation | 3 |
| 5452 | Human Service Administration | 3 |
| 5441 | Social Work Research II | 3 |
| 5462 | Field Practicum III | 3 |
| 5463 | Field Practicum IV | 3 |
| 5490 | Capstone Seminar | 3 |
| | **Total Advanced Concentration Credits** | **21** |

**Advanced Concentration Curriculum**

***School Social Work***

| | | |
|---|---|---|
| 5411 | Social Welfare Policy II: Families and Children | 3 |
| 5471 | Advanced School Social Work Practice I | 3 |
| 5472 | Advanced School Social Work Practice II | 3 |
| 5441 | Social Work Research II | 3 |
| 5462 | Field Practicum III | 3 |
| 5463 | Field Practicum IV | 3 |
| 5490 | Capstone Seminar | 3 |
| | **Total Advanced Concentration Credits** | **21** |

***Electives – 9 Credit Hours Required***

| | | |
|---|---|---|
| 5480 | Children and the Law | 3 |
| 5481 | Supervision in Human Service Administration | 3 |
| 5482 | Treatment of Childhood Trauma | 3 |
| 5483 | Spirituality & Social Work | 3 |
| 5484 | Social Work Practice with Children and Adolescents | 3 |
| 5489 | Social Work with Groups | 3 |

| | | |
|---|---|---|
| 5495 | Special Topics | 3 |
| 5301 | Exceptional Child (Education) | 3 |
| 5359 | Social Work and the Aged (Sociology) | 3 |
| 5363 | Addictions (Psychology) | 3 |
| 5453 | Progressive Social Work | 3 |
| | **Total Elective Credits** | **9** |

**THE MSW PROGRAM RESERVES THE RIGHT TO INTRODUCE REQUIREMENTS FOR THE DEGREE DIFFERENT FROM THOSE LISTED IN THE HANDBOOK IF, IN THE JUDGEMENT OF ADMINISTRATION AND FACULTY, THEY ARE WARRANTED. STUDENTS FULFILL THE REQUIREMENTS IN EFFECT AT THE TIME THEY ARE ADMITTED. IF A STUDENT WITHDRAWS OR IS DISMISSED, HE/SHE MAY BE REQUIRED TO MEET THE NEW STANDARDS.**

## M.S.W. Degree Pathways

### Full -Time Program

The two-year full-time Program is available for students who can devote themselves to full-time academic and field study in social work. Students complete 60 academic credits required for graduation in two years.

### Advanced Standing Program

The Advanced Program at the Chicago State University Department of Social Work is an intensive program for students who have graduated from a CSWE (Council of Social Work Education) accredited baccalaureate social work program. Applicants must have received their BSW undergraduate degree within four years prior to admission.

Applicants to the Advanced Standing Program must have an overall grade point average (GPA) of 2.85 and a GPA of 3.0 in social work. Applicants accepted into the program may be waived from courses required in the foundation year of the M.S.W. program based on an evaluation of transcripts.

Full-time advanced standing students must begin in the summer in order to complete the program in 3 semesters. Part-time advanced standing students begin in the Fall semester and complete the program in 2 years.

### Part-Time Program

The Part-Time Program allows students flexibility in meeting the requirements for the M.S.W. degree in three of four years. Students are expected to register for a minimum of two courses per semester, including summer.

## FIELD PRACTICUM

**Description**

The Field Practicum (also referred to as field work, field instruction, field education, field placement) totals 12 of 60 credit hours of a student's course work in the graduate social work curriculum and is concurrent with other specific coursework. The field work component of the MSW program is an integral part of the overall educational experience and provides opportunities for the development, integration and application of professional knowledge, skills, values and attitudes. The Director of Field Education makes all referrals and placements of students. Students may not arrange placements independently. Students usually are assigned different sites for foundation and advanced practica.

**Number of Clock Hours**

MSW students must complete a minimum of 950 hours of field instruction, 400 hours in the first year and 550 hours in the second year during the regular business hours of the agency. Human services organizations and institutions provide a wide range of opportunities for internships. Students in the School Social Work concentration must complete a minimum of 600 in their second year.

The field practicum requirements are usually met by 2 days per week for 4 semesters.

Students must plan to be available during the day as evening and weekend placements are rarely available.

**Practicum Assignments at Place of Employment**

If you are employed at a social service agency, placements may be arranged within the agency if the following conditions are met:

1. No academic credit is given for a students' employment
2. The practicum assignment must be completely different from job responsibilities
3. The agency administrators must agree for 2 days release time.
4. A different supervisor with a MSW and 2 years post MSW experience.
5. The work assignment must reflect the objectives of a graduate educational experience.

All Field Practicum are negotiated and arranged by the Director of Field Instruction.

**Insurance**

Professional Liability Insurance is provided through Chicago State University. All students will be reasonably insured against certain acts or omissions that may occur in the performance of their assigned duties in practicum. The fee to cover the cost of professional liability insurance is included in the student fee. If an agency requires proof of liability insurance coverage provided for the student by the university, the agency must complete the request form found in the appendix of this manual as well as on the website. Return the completed form to Lolita Godbold at lgodbold@csu.edu or mail to 9501 S. King Drive/SCI 11A, Chicago, IL. 60628 fax (773)995-2843.

Health insurance is required for all students enrolled at Chicago State University. The fee is payable at the time of registration.

**LIST OF PRACTICUM SITES**

A list of affiliated approved practicum sites with address and service focus is available in the Department of Social Work office.

**PROBLEMS IN THE FIELD**

Problems in the field may be identified by the field instructor, student or faculty field liaison. In all instances early identification of any difficulty is stressed. A remediation plan to resolve problems is coordinated by the Field liaison and/or Faculty Field Liaison committee if warranted, with notification and dialog with all parties involved.

**Possible recommendations may include but are not limited to:**

1. Continuing in courses and field with no changes
2. Dismissal from field
3. Continuing in field with conditions*
4. Dismissal from the program
5. Repeating the term of field practicum when a student has a field practicum grade of Incomplete

or Fail, or it appears that the student is not able to achieve a grade of Pass. Students who repeat field must achieve a passing grade. Two consecutive or interrupted failing grades results in automatic dismissal from the program.

*Those conditions may include, but are not limited to:

a) Change in assignment, field instructor, and/or faculty liaison
b) A testing period to be followed up with a progress report, by a specified date, to the Faculty Field Liaison Committee.
c) An extension of time beyond the planned ending date of the field practicum
d) Change in field practicum
e) External Professional Evaluation to better plan a suitable outcome.

The Field Review Committee, in consultation with the Director of Field may recommend replacement ; however, the Director of Field Education is ultimately responsible for all replacements.

The Field Review Committee consists of faculty field liaison, student's advisor and the Director of Field

The Field Practicum is graded on a stringent evaluation for "Pass" or "Fail"

**SEE THE FIELD PRACTICUM MANUAL FOR ADDITIONAL POLICIES AND PROCEDURES.**

## STUDENT GOVERNMENT AND COMMITTEE PARTICIPATION

**The Chicago State Student Senate**

- MSW Graduate Student Association

**Committees with Student and Faculty Membership**

- MSW Curriculum Committee
- MSW Search Committee
- MSW Assessment Committee

## REGISTRATION AND FINANCIAL AID

**RECORDS AND REGISTRATION**

The dates and basic procedures for registration are determined by the Registrar's Office at the University however, registration materials are distributed by the Social Work Department. Filing of additional forms, validation, and payment of fees are completed at the Cook Administration or Business & Health Science Building.

During or at the end of the registration process, class lists are reviewed by the Director and Dean of the College of Arts and Sciences. Adjustments may be made in order to relieve overcrowding, equalize class size, cancel classes because of insufficient registration or open new sections.

We strongly urge you to keep all bursar's receipts, copies of official registration and grade records sent to you by the University. Grades are available through e-mail after the deadline indicated in the catalog. Also, keep all copies of materials distributed during the registration period that update academic policies.

**THE REGISTRATION PROCESS**

***Q. WHAT DOES REGISTRATION INVOLVE?***

Registration occurs prior to the beginning of each semester and is organized in two parts:

1. Course registration at Chicago State University is conducted on campus and through the

WEB. PIN numbers are available from advisors each semester.

2. Payment of fees is completed at the Cook Administration Building. Keep your Bursar's receipt for your records. Student ID cards can be obtained in the Library during formal registration.
3. Please remember there is a $100.00 fee for late registration.

***Q. WILL I SEE ANAD VISOR PRIOR TO REGISTRATION?***

Except for incoming students, all students should consult with their advisor prior to registration. Incoming students receive specific registration information and instructions in the summer prior to the beginning of classes.

***Q. HOW MUCH IS TUITION?***

Please contact the Bursar's Office at (773) 995-2470 for up-to-date information on tuition charges for the Social Work Department. The Bursar's Office is located in the Cook Administration Building. Tuition costs are also published in the Class Schedule book ("the Bulletin") which is also available through CSU website www.csu.edu.

***Q. HOW DO I GET INFORMATION ABOUT REGISTRATION?***

Incoming students receive official registration information during the summer. In subsequent semesters, this information will be available in the Social Work Department several weeks before registration. Course sections and registration dates are posted in advance on the Program Bulletin Boards outside the office. Course schedule books are available 4-6 weeks prior to registration. Registration information is also available on the CSU Website ; however actual web registration requires a PIN from your advisor

***Q WHO HAS EXPERTISE ON THE IN'S AND OUT'S OF REGISTRATION?***

If you have a problem with the registration process, contact the Admissions/Student Records Office, ADM, Room 200, (773) 995-2513. Your Academic Advisor or Program Director should be able to answer most questions or provide direction to other responsible CSU personnel.

**TRANSFER, WAIVER AND PRIOR GRADUATE CREDITS**

***Q. CAN MY CREDITS FROM ANOTHER SCHOOL OF SOCIAL WORK BE ACCEPTED AT CHICAGO STATE UNIVERSITY?***

Yes, up to 30 credits may be transferred if they are "B" or better. The courses must be less than 6 years old at the time of your graduation from the CSU MSW program. They must also be from a CSWE accredited graduate social work program. Transcripts and syllabi are necessary for all courses. Please keep in mind that courses can be transferred only in the context of the program's requirements. No academic credit is given for life experience and previous work experience. Courses that are waived to avoid duplication may not reduce the number of hours to graduate. All requests for course waivers must be approved by the MSW Program Director.

***Q DOES THE UNIVERSITY OR DEPARTMENT OFFER ANY FINANCIAL AID?***

Yes. However, resources are primarily limited to Perkin and Stafford loans. Military scholarships may be available through the office of Veteran's Affairs (SUB 260, 773-995-2413) who administers tuition for spouses, children of MIA/POW's and 100% disabled veterans. Most financial aid requires students to have their eligibility determined through the FASA application process. (Forms available in the department of the Office of Financial Aid, Cook Building, Room 207). We recommend that all students complete the FASA in anticipation of the possibility of a scholarship or grant.

The Department of Social Work offers limited partial tuition waivers to full-time students and an annual tuition award from the Gladys Scott Community Scholarship Fund on a competitive basis.
Graduate assistantships and work-study opportunities are available based on funding. Information and application for Department assistance is provided to all students through the department newsletter, student meetings and class announcements.

A limited number of tuition waivers are offered by the Graduate School to students with a GPA of 3.5 who have completed nine (9) semester hours.

The Office of Hispanic Programs offers annual scholarships to students with a 3.2 GPA or more.

***Q. HOW DO I GO ABOUT TRANSFERRING MY CREDITS?***

If the courses were taken as a non-matriculant at another school of social work or graduate level program, student must request credit in writing from the Department Chair at the time of admission. Course descriptions and outlines must be included. All decisions regarding transfers are made by the Department Chair.

***Q. CAN COURSES AT THE GRADUATE LEVEL IN OTHER FIELDS BE ACCEPTABLE FOR CREDITAT CHICAGO STATE?***

**Yes, up to six credits may be used to meet elective requirements, if the courses were taken in <u>related fields</u> in graduate level courses and <u>not used for another degree.</u> Final approval is made by the Department Chair**. **The courses must be less than 6 years old at the time of graduation from the CSU MSW program. Any graduate courses taken at another institution must have prior approval to receive credit in the MSW program.** Evaluation of course credit will be made by advisors at the time of admission.

***Q. I HAVE WORKED IN SOCIAL SERVICE FOR MANY YEARS. CAN YOURECEIVE CREDIT***

No. We do not give credit for work or life experience.

**<u>Smoking</u>**

Smoking is prohibited throughout the buildings on campus.

## MSW BULLETIN BOARD (OUTSIDE OF SOCIAL WORK OFFICE, WM SCI 116A

To be sure you are up to date on school matters such as required meetings, scholarship deadlines, registration and the like you are encouraged to read the bulletin boards outside the Department office. Important information may include:

- Notices from faculty or administrative offices
- Notices re: employment opportunities
- Field placement office notices
- Special events
- Class changes/room changes/etc.

## STUDENT MAIL BOXES

Students are encouraged to check their individual mailbox located within the social work office for returned papers and student specific communications from faculty and other students

## FINISHING UP: GRADUATION PROCESS

Graduation application deadlines are posted on the very front page of the Class Schedule Bulletin which is printed each semester. Deadlines may vary for the summer session. If you have any questions about the deadlines you can contact the Graduate School (Ext. 2404).

The graduate student must go to the Graduate School in Library 338 to file for graduation. There is a non-refundable processing fee and a cap and gown fee to participate in the ceremony.

The Graduate School will send the application in addition to a blank final summary form and an unofficial copy of the student's transcript to the department advisors who will audit the student's record to verify that all requirements have been meet.

Students will not graduate from Chicago State University with less than a 3.00 GPA in the 60 hour MSW program. Students must earn a minimum grade of "B" in the Capstone Seminar (SWK 490) to graduate.

## EXIT SURVEYS

Students will be asked to complete the Department of Social Work Exit Survey form when they receive a graduation application. All responses are confidential (i.e. distributed and collected by support staff and are anonymous). The information is sought to assist the Director and Faculty to assess student satisfaction and student learning and to consider suggestions for program modification.

## FINAL PROJECT/PAPER

All students must successfully complete an in-depth integrative professional research paper or project as part of the Capstone Seminar. A Poster presentation to faculty, Advisory Board members, and other social work or related professionals is required.

The final paper or project must be completed with a "B" or better. SWK 490 requires a minimum grade of "B" for graduation.

## CAREER DEVELOPMENT SERVICES

Career Development Office is located in the Cordell Reed Student Union Building Room 280 and offers the following services:

| | |
|---|---|
| Individual Advisement: | Staff/ Students appointments<br>Resume and Job Search Correspondence Critique<br>Interview Feedback and Evaluations |
| Career Education: | Resume Writing Workshops<br>Company and Staff Administered Mock interviews<br>Interviewing Workshop Cover Letter Workshop How to Work a Job Fair Choosing a Career/career Planning |
| Recruiting: | On-campus Interviews<br>Company Information Sessions<br>Resume Referrals<br>Career Fairs |
| Cougar Job Connection: | The automated system that allows students to:<br>Have 24- hour access to all job postings<br>Post Resumes<br>Sign-up for Interviews and other events<br>Check on the status of scheduled events<br>Apply for jobs directly<br>www.ecampusrecruiter2.com/csu |
| Minority Internship Program: | A one semester paid internship ($1000/month) |

program.

**Requirements:**

- A full-time student
- At least a 3.25 GPA ; must complete application and adhere to deadline dates

CO-OP Program: A multiple semester paid Work Study ($12.00/hr) program.

**Requirements:**

- A full-time student

Job Location Development: A multiple semester paid part-time job search program.

**Requirement:**

- A student registered for at least six credit hours

CareerCruising: This is a comprehensive and interactive career Guidance resource that provides different career choices information

www.careercruising.com **Username: csu Password: career**

## Additional Resources

Students are encouraged to become members of the National Association of Social Workers-Illinois Chapter, www.naswil.org.

For information on Illinois licensure, contact the Department of Professional Regulations (Social Work Examining and Disciplinary Board). (See Appendix).

Presentations by local NASW staff are offered at the January All Student Meeting.

## STUDENT SUPPORTS SERVICES

**Services for Students with Disabilities -** The Office of Abilities, Admissions and Student Records will assist students with disabilities to ensure reasonable accommodations and full and equal inclusion in the academic and social life of the School in accordance with **the Americans with Disabilities Act (ADA)**, and **Section 504 of the Rehabilitation Act of 1973.** Eligibility for reasonable accommodations are students with written certified mobility, visual or hearing impairments, learning disabilities, and any psychiatric or medical condition that limits one of life's basic functions. Also eligible are students in recovery from alcohol or substance addiction, and those diagnosed HIV/AIDS. (All information is kept confidential and only released with your written permission in order to access accommodations.) Students eligible for special accommodations under ADA must inform the instructor before or at the beginning of the class.

## LIBRARY

Located in the New Academic Library, a collection of books, periodicals, and videos support the curriculum of the Department. Open to all CSU students and alumni with valid identification, it provides loan services, and bibliographic assistance. It is open seven days a week during the Fall and Spring semester. During intercessions and in summer, the hours of service are reduced. You may call 773-995-2000 for hours of operation or assistance from the Reference Librarian.

Computer labs are available in the library for student use.

## LIBRARY SERVICE FOR STUDENTS WITH DISABILITIES

### I ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES

**The following resources are available:**

1. ZOOM-TEXT enlargement on all computer screens in the Computer Lab.
2. Reading-Edge (IBM) available in the Student Union Lab, Room 167
3. Tape recorders available in the Student Union Lab.
4. Accessible bathroom facilities.
5. Accessible tables for people using wheelchairs are available in the Library and in computer lab.
6. Tutors and readers.
7. Visualtek Reading Machine
8. Braille typewriter
9. Talking calculators

### II. ACCESS TO MATERIALS IN THE OPEN STACKS

Students with disabilities who wish to have materials retrieved for them from the stacks may make a request at the Circulation Desk. For more extensive assistance, arrangements can be made with the Abilities Office.

Students with disabilities may call the Library, (773) 995-2341 for information on specific items. If information is not immediately available, the library will contract the student to report on availability of the materials and to arrange a date for the student to pick them up. When contacting the library, the student should identify himself/herself as being a student with a disability.

### III. ACCESS TO COMPUTER TERMINALS

A Librarian at the Circulation Desk or another staff will assist students with disabilities in using the public access catalogue computer terminals.

## IMPORTANT NUMBERS

Department of Social Work
9501 S. King Drive
Williams Science Center 116A
Chicago, Illinois 60628
(773) 995-2207

CSU Web Address: www.csu.edu

Douglas Library Room 338 Chicago, Illinois 60628
(773) 995-2404

Bursar's Office
(773) 995-2470

Financial Assistance (Student Loans) (773) 995-2304

Registrar's Office (Fee & Payment) (773) 995-2470

CSU Bookstore
(773) 995-2323

Library Reference Desk
(773) 995-2251

Dr. Akujieze, Interim Dean,
College of Arts and Sciences
(773) 995-3788

# APPENDIX 2

## STUDENTS RIGHTS & RESPONSIBILITIES

**Specific Rights and Responsibilities**

Specific student rights and responsibilities within the Program parallel those of the University as a whole. These rights and responsibilities are enumerated in several University documents pertaining to student conduct, student organizations, etc. The MSW Program's statements about student rights, privileges and responsibilities are predicated upon the following:

- That freedom of inquiry and freedom of expression are indispensable elements of academic life ;
- That a thoughtful and reasoned search for truth can be conducted only in an atmosphere free of coercion and intimidation ;
- That respect for the rights of others is essential ;
- That tolerance for differing opinions is a fundamental requirement of the open forum ;
- That adaptation and change are necessary processes for preserving and renewing an institution ; and

That neither violence nor the threat of violence has any place within the learning environment.

Specific student rights and responsibilities emanating from these philosophical tenets include the following:

**Rights:** Every aspect of the MSW educational program shall be free from discrimination because of race, religion, color, national origin, marital status, age, gender, affection preference, social or economic status political beliefs, physical or mental status..

**Responsibility:** It is the responsibility of all members of the academic community to ensure that discrimination is not present in the university community. Students with concern of discrimination or harassment should consult with the Director of MSW Program and/or other officials of Chicago State University, including the Dean of the College of Liberal Arts & Sciences, Director of the Abilities Office, Dean of Students and/or the Equal Opportunity Director.

**Right:** All members of the MSW Program community should be free to participate in the governance of the program. Students should be represented on specified committees and, whether or not represented on a given committee, have the right to expect that recommendations they submit will have an adequate hearing and that there will be a response to these recommendations within a reasonable period of time.

**Responsibility:** It is the responsibility of all members of the MSW Program community, including students, to utilize existing channels of participation, communication and appeal to involve themselves in and express their opinions of decisions made in the governance process. Actions which disrupt the normal operations of the Program and/or University will place individuals in violation of University rules and/or Civil codes and subject them to all resultant penalties.

**Right:** Students individually and collectively have the freedom to examine and discuss all questions of interest to them and to express their opinions publicly or privately on these issues. Students have right to support causes by orderly means.

**Responsibility:** Students have the responsibility to refrain from illegal expressions of opinions as well as expressions which substantially or materially disrupt the activities of the Program, or University, or with the rights of others.

**Right:** Students are free to demonstrate for or protest against any issue of importance to them

**Responsibility:** The freedom to demonstrate or protest carries within the responsibility to insure that the freedom of non-protestors is protected. Students may not claim to represent the CSU MSW program unless authorization has been obtained supporting the activity.

**Right:** Students have the right to be protected from improper disclosure of information pertaining to academic records, evaluations of others, and personal comments made in confidence.

**Responsibility:** Information about students will be released only to persons who have a legitimate "need to know" as defined by the Family Educational rights and Privacy Act as amended, or by other University or Program policies.

**Right:** Students have a right to express their thoughts and positions on all issues pertaining to curricular material presented in the classroom. There should be freedom to express opposing views on all subjects by all individuals.

**Responsibility:** It is the responsibility of all participants in the classroom to present their thoughts in a clear, logical and coherent manner. Evidence should be presented to support controversial statements. Students have the responsibility to recognize that the University and Program do not provide exemption for statements held to be libelous or slanderous. It is furthermore the responsibility of students to refrain from conduct which materially disrupts class work or involves substantial disorder or invasion of the right of others or is in violation of the NASW Code of Ethics.

**Right:** All members of the Program community, including students, should be free to present proposals for curricular revision and to be included in discussions regarding proposals and be informed of the rationale for decisions.

**Responsibility:** Students have a responsibility to recognize that curricular decisions involve the entire University. Students must be willing to accept decisions reached after careful review of all proposals.

**Right:** Students should be free to affiliate and organize for educational, political, social, religious and cultural purposes. Student associations should be free to voice their position on issues while avoiding substantial disruption of normal University activity in the process.

**Responsibility:** Student organizations have a responsibility to protect the rights of individuals who do not desire to affiliate or sympathize with their position. Members of organizations should be responsible for their actions as individuals.

**Right:** Student organization should be free to invite speakers to present material on any topic of interest to students. There should be freedom to use the facilities of the Program and University and scheduling of these facilities should not be used as a selective deterrent for excluding controversial speakers.

**Responsibility:** Students and student organizations have a responsibility to recognize that the presentation of a balanced program of speakers and topics is essential for a true and exhaustive analysis of critical issues. The opportunity to hear opposing premises is vital if an informed student body is to result. Students are not however required to shoulder the burden of "balance" alone.

**Right:** Students have a right to be free from the restrictions of the University and Program when they are off-campus. Codes of conduct for the program and University do not extend beyond the boundaries of the campus except where the name of the Program, University, or campus is authorized in an activity of a group of students. Note that practicum placements are to be "on-campus" as they are required program experiences.

**Responsibility:** Individuals must be responsible for their own actions off-campus without expecting University or Program assistance. It is the responsibility of student to divorce membership in the Program or

University by the Program or University. Behaviors in “off campus” practica are held to the same standard as a classroom on campus.

**Right:** No student shall be expelled from or refused admission as a student for the reason that he/she is unable, because of religious beliefs, to attend classes or participate in any examination, study or work requirements on a particular day or days.

**Responsibility:** Students must inform the instructor in writing that he/she can not attend class or field because of religious practice at the beginning of the term so that alternative arrangements can be made. Make-up will be equivalent to in class and field time.

# APPENDIX 3

## STATEMENTS OF NON-DISCRIMINATION

Chicago State University is an Equal Opportunity and Affirmative Action Institution. The University does not discriminate on the basis of age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, disability, veteran or marital status in its student admissions, employment, access to program, and administration or educational policies.

The University Equal Opportunity Director is the coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs. This office is located in the Cook Administration Building, Room 318 ; the telephone number is (773) 995-2462.

The Director of the Abilities Office coordinates services under the Americans with Disabilities Act and Section 504, which prohibits discrimination on the basis of disability. This office is located in the Cordell Reed Student Union Building, Room 190, and the number is (773) 995-4401.

# APPENDIX 4

# Chicago State University

## POLICY ON SEXUAL HARASSMENT IN THE CAMPUS COMMUNITY

I. Chicago State University explicitly condemns sexual harassment of students, staff and faculty. Sexual harassment is unlawful and may be subject to University sanctions as well as civil penalties. Harassment on the basis of sex is a violation of Sec. 703 of Title VII and the State of Illinois Human Rights Act.

**Sexual harassment has been defined as:**

**Any unwelcome sexual advances, request for sexual favors and other verbal and physical conduct of a sexual nature. It includes instances when such conduct is indicated to be a term or condition of an individual's academic or employment decisions, interferes with an individual's academic or employment performance, or creates an intimidating, hostile or offensive academic or employment environment.**

Chicago State University recognizes its obligation to provide for students and employees an atmosphere free of sexual harassment and has established the following policy and will take whatever action is needed to prevent, stop, correct, and/or discipline behavior that violates this policy. The University reserves the right to discipline individuals including but not limited to, oral or written warnings, demotion, transfer, suspension, or dismissal for cause in accordance to the Faculty Bargaining guidelines, Article 14, the BGU guidelines regulating Administrators' conduct, the State Universities Civil Service Merit System rules and the provisions of the CSU Student Conduct Code.

In order to resolve complaints of this nature, CSU will adhere to the legal definitions as well as to the ethnical standards of professional behavior that should exist in an academic environment.

II. Any form of threat, intimidation or retaliation against individuals filing a complaint, or against witnesses and/or any other staff involved in the investigating process, shall constitute a separate violation and shall be subject to direct administrative action.

# APPENDIX 5

# CODE OF ETHICS

**Code of Ethics**
**of the**
**National Association of Social Workers**

## Preamble

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

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

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

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

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

## Purpose of the NASW Code of Ethics

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

The *NASW Code ofEthics* serves six purposes:

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code ofEthics* 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, 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 ofEthics* 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 ofEthics* 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 char-acter who discern moral questions and, in good faith, seek to make reliable ethical
judgments.

## Ethical Principles

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

**Value:** *Service*

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

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

**Value:** *Social Justice*

**Ethical Principle:** Social workers challenge social injustice.

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

ensure access to needed information, services, and resources ; equality of opportunity ; and meaningful participation in decision making for all people.

**Value:** *Dignity and Worth of the Person*

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

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

**Value:** *Importance ofHuman Relationships*

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

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

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

## Ethical Standards

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

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

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

**1.01 Commitment to Clients**

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

**1.02 Self-Determination**

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

**1.03 Informed Consent**

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

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

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

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

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

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

**1.04 Competence**

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

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

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

**1.05 Cultural Competence and Social Diversity**

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

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

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

**1.06 Conflicts of Interest**

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

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

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

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

**1.07 Privacy and Confidentiality**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

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

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

**1.08 Access to Records**

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

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

**1.09 Sexual Relationships**

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

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional

boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(f) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

**1.10 Physical Contact**

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

**1.11 Sexual Harassment**

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

**1.12 Derogatory Language**

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

**1.13 Payment for Services**

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

### 1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

### 1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

### 1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

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

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## 2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to indi-viduals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

**2.02 Confidentiality**

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

**2.03 Interdisciplinary Collaboration**

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

**2.04 Disputes Involving Colleagues**

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

**2.05 Consultation**

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

**2.06 Referral for Services**

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

**2.07 Sexual Relationships**

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

**2.08 Sexual Harassment**

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

**2.09 Impairment of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

**2.10 Incompetence of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

**2.11 Unethical Conduct of Colleagues**

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

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

**3. Social Workers' Ethical Responsibilities in Practice Settings**

## 3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

**3.02 Education and Training**

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

**3.03 Performance Evaluation**

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

**3.04 Client Records**

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### 3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

### 3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### 3.07 Administration

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

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

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

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### 3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

**3.09 Commitments to Employers**

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

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

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

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

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

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

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

**3.10 Labor-Management Disputes**

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

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

**4. Social Workers' Ethical Responsibilities as Professionals**

**4.01 Competence**

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

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

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

**4.02 Discrimination**

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

**4.03 Private Conduct**

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

**4.04 Dishonesty, Fraud, and Deception**

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

**4.05 Impairment**

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

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

**4.06 Misrepresentation**

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

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

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

**4.07 Solicitations**

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

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

**4.08 Acknowledging Credit**

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

**(b)** Social workers should honestly acknowledge the work of and the contributions made by others.

**5. Social Workers' Ethical Responsibilities to the Social Work Profession**

**5.01 Integrity of the Profession**

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

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

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

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

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

**5.02 Evaluation and Research**

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

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

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

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

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

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

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

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

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

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

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

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

**6. Social Workers' Ethical Responsibilities to the Broader Society**

**6.01 Social Welfare**

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

**6.02 Public Participation**

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

### 6.03 Public Emergencies

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

### 6.04 Social and Political Action

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

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

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

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

# APPENDIX 6
## COURSE DESCRIPTIONS

The Department of Social Work offers a 60-credit-hour Master of Social Work (M.S.W.) degree program on a full-time (two academic years) or part-time (three or four academic years) basis. The course requirements for the two-year and three-year programs of study are set forth below. These models are subject to revisions.

**Full Time Sample Program Models**

**First Semester (Fall) 15 hours**
SWK 5410: Social Welfare Policy I
SWK 5416: Diversity and Social Work Ethics
SWK 5420: Human Behavior and the Social Environment I
SWK 5430: Social Work Practice I: Integrated Methods
SWK 5460: Foundation Field Practicum and Integrative Seminar I

**Second Semester (Spring) 15 hours**
SWK 5421: Human Behavior in the Social Environment II
SWK 5431: Community Practice
SWK 5432: Family Support and Development
SWK 5440: Social Work Research Methods I
SWK 5461: Foundation Field Practicum and Integrative Seminar II

**Third Semester (Fall) 15 hours**
SWK 5411: Social Welfare Policy II: Families and Children
SWK 5441: Social Work Research Methods II
Elective: 1
SWK 5462: Advanced Field Practicum and Integrative Seminar III
(Choice of 1)
SWK 5433: Advanced Family-Centered Practice I
SWK 5451: Program Planning and Evaluation
SWK 5471: Advanced School Social Work Practice I

**Fourth Semester (Spring) 15 hours**
Electives: 2
SWK 5463: Advanced Field Practicum and Integrative Seminar IV
SWK 5490: Capstone Seminar
(Choice of 1)
SWK 5434: Advanced Family-Centered Practice II
SWK 5452: Human Service Administration
SWK 5472: Advanced School Social Work Practice II

**Total 60 hours**

**Part Time Sample Program Models**

**First Semester (Fall) 6 hours**
SWK 5410: Social Welfare Policy I
SWK 5420: Human Behavior and the Social Environment I

**Second Semester (Spring) 6 hours**
SWK 5421: Human Behavior and the Social Environment II
SWK 5431: Community Practice

**Third Semester (Summer) 6 hours**
SWK 5411: Social Welfare Policy II: Families and Children
Elective: 1

**Fourth Semester (Fall) 9 hours**
SWK 5416: Diversity and Social Work Ethics
SWK 5430: Integrated Methods
SWK 5460: Foundation Field Practicum and Integrative Seminar I

**Fifth Semester (Spring) 9 hours**
SWK 5432: Family Support and Development
SWK 5440: Social Work Research Methods I
SWK 5461: Foundation Field Practicum and Integrative Seminar II

**Sixth Semester (Summer) 6 hours**
Electives: 2

**Seventh Semester (Fall) 9 hours**
SWK 5462: Advanced Field Practicum and Integrative Seminar III
SWK 5433: Advanced Family-Centered Practice I
(Choice of 1)
SWK 5441: Social Work Research II
SWK 5451: Program Planning and Evaluation
SWK 5471: Advanced School Social Work Practice I

**Eighth Semester (Spring) 9 hours**
SWK 5463: Advanced Field Practicum and Integrative Seminar IV
SWK 5490: Capstone Seminar
(Choice of 1)
SWK 5434: Advanced Family-Centered Practice II
SWK 5452: Human Service Administration
SWK 5472: Advanced School Social Work Practice II

**_____ _____ Total 60 hours _____**

# MSW Course Descriptions

**SWK 5410 Social Welfare Policy I**

Historical/philosophical analysis of social policy and the role of the social work professional in its development. National and international policy legislation will be evaluated within the context of economic, political, and social justice.

**SWK 5411 Social Welfare Policy II: Families and Children**

An examination of the historical and contemporary impact of major public policies and programs affecting the welfare of children and families. Exploration of local, national and international issues.

**SWK 5416 Diversity and Social Work Ethics**

The history and contemporary life experiences of marginalized and oppressed people. Both theoretical knowledge and experiential awareness of prejudice and discrimination are needed for ethical and culturally competent practice.

**SWK 5420 Human Behavior and the Social Environment I**

Theory and empirical data that are inclusive of populations at-risk used in a life cycle approach to the study of the behavior of individuals and families and the impact of the environment on development.

**SWK 5421 Human Behavior and the Social Environment II**

Mastery of the developmental and diagnostic issues in deviant or abnormal functioning of individuals, families and communities. Assessment strategies and diagnostic tools (e.g. DSM-IV) within the context of race, gender, class, and sexual orientation are used to better understand the diversity in human behavior.

**SWK 5430 Integrated Methods**

Examination of the social work profession and its value and ethics. Emphasis on the theories and methods of intervention which address behavioral, emotional, and situational problems of diverse families and children.

**SWK 5431 Community Practice**

Professional social work practice in urban communities. Analysis of the structure, function and policies of social agencies and other community institutions ; strategies to facilitate change. Development of community resources to support diverse families.

**SWK 5432 Family Support and Development**

Focus on understanding diverse family structures, strengths, limitations and threats to family development. Emphasis on mastery of family treatment models that address stressors disruptive of normal family functioning.

**SWK 5433 Advanced Family-Centered Practice I**

Focus on problematic family functioning and skills for resolution and change. Emphasis on multi-system interventions that include culturally sensitive therapeutic models.

**SWK 5434 Advanced Family-Centered Practice II**

Emphasis on assertive interventions and services to safeguard the welfare and development of children separated or in jeopardy of temporary or permanent separation from family. Develop advocacy skills to empower children and parents to access and cope with the institutions the serve them.

**SWK 5440 Social Work Research Methods I**

Introduction to qualitative research methods pertinent to social work. Emphasis on research design options, ethics, sampling and data collection. Analysis of past and current social work research.

**SWK 5441 Social Work Research Methods II**

Advanced study of qualitative and quanitative research methods and data analysis pertinent to social work. Emphasis on survey design, statistical analysis, ethnographical research, grounded theory, focus group strategies and research interviewing techniques.

**SWK 5451 Program Planning & Evaluation**

Planning theory and processes including problem analysis, program design, assessment and evaluation. Proposal and grant writing, funding strategies and evaluation technologies are included.

**SWK 5452 Human Service Administration**

Knowledge, values, and skills utilized in administration of human service. Emphasis on managed care, administrative roles and processes.

**SWK 5453 Human Rights and Social Work Practice (Progressive Social Work)**

Progressive, critical/structural frameworks utilized to guide practice, focusing on interfacing levels of oppression, facilitating empowerment and incorporating social justice issues.

**SWK 5460 Foundation Field Practicum and Integrative Seminar I**

Supervised field placements of 200 clock hours in community based settings ; in addition to an integrative seminar that meets 5 times per semester.

**SWK 5461 Foundation Field Practicum and Integrative Seminar II**

Supervised field placements of 200 clock hours in community based settings ; in addition to an integrative seminar that meets 5 times per semester.

**SWK 5462 Advanced Field Practicum and Integrative Seminar III**

Supervised field placements of 275 clock hours in community based settings ; in addition to an integrative seminar that meets 5 times per semester. School Social Work students complete 300 clock hours.

**SWK 5463 Advanced Field Practicum and Integrative Seminar IV**

Supervised field placements of 275 clock hours in community based settings ; in addition to an integrative seminar that meets 5 times per semester. School Social Work students complete 300 clock hours.

**SWK 5471 Advanced School Social Work Practice I**

Advanced study and preparation for social work practice within a school context with attention given to empowering vulnerable youth and their families to enhance their social, emotional developmental and academic functioning.

**SWK 5472 Advanced School Social Work Practice II**

Advanced study and preparation for social work practice within a school context with attention given to the development, and implementation of collaborative and consultative relationships within the school and community context.

**SWK 5480 Children and the Law**

The law, the judicial system, and the influence of racial, ethnic, and economic prejudice on decisions affecting children and families. Confidentiality, court preparation and malpractice are included.

**SWK 5481 Supervision in Human Service Administration**

Educational, administrative, and developmental models of supervision and the diverse roles of the supervisor/supervisee in creating and maintaining a positive organizational climate.

**SWK 5482 Treatment of Childhood Trauma**

Focus on children whose victimization has led to arrested or impaired psychological development. Systemic, ethnocultural factors and the roles and resources of the family will guide assessment and intervention models.

**SWK 5483 Spirituality and Social Work**

Exploration of the concept of spirituality and its distinctions from religion in social work practice. A framework for increasing knowledge of diverse spiritual traditions, developing of spiritually sensitive practice interventions and clarification of values will be examined.

**SWK 5484 Social Work Practice with Children and Adolescents**

Focus on using relational and cognitive theory for differential assessment and intervention methods using therapeutic games, play approaches, family and community collaborations and group methods. Skills in culturally competent engagement and therapeutic interviewing will be emphasized.

**SWK 5489 Social Work with Groups**

Focus on concepts, values, skills, and techniques germane to the practice of social group work. Examines the history, roles, theoretical underpinnings, interventive strategies, and modes of group work practice.

**SWK 5500 Mindfulness Practice and Stress Reduction in the Urban Environment**

This experiential course will examine the historical development and adaptation of mindfulness practice in the United States and explore other traditional mind body practices. Related neuroscience and evidence-based practice will be presented demonstrating the efficacy of mindfulness practice in promoting health and reducing stress related health disorders, particularly among communities disproportionately impacted by stress related illness and interpersonal violence. The importance of "present moment awareness" of the intra/inter personal dynamic as an important skill for the helping professional will be emphasized.

**SWK 5490 Capstone Seminar**

An integrative seminar that reviews and critiques knowledge and experiences of the curriculum relative to preparation for professional practice. A substantive integrative paper and professional presentation will prepare students for entry into the workplace.

**SWK 5495 Independent Study in Social Work**

Self-directed study of social work topics with selected faculty.

# APPENDIX 7

## FIELD PLACEMENTS

The Practicum is an integral part of the social work curriculum. Students complete each field practicum in a community agency under the direct supervision of a social work practitioner who has an MSW and at least two years post MSW experience. Placements are facilitated by the Director of Field Education who takes into account professional goals, employment, volunteer, and life experiences that provide the foundation for each student's individual learning and professional development.

In order to understand the ways in which social work concepts and activities impact populations, students are expected to be in placement during regular agency business hours (usually Monday through Friday from 8:00 A.M. to 5:00 P.M.) when professional social workers and administrators are most likely to be available for coordination, collaboration and supervision. Additionally, it is expected that all assignments and clock hours are completed at the practicum site (the defined practicum site may include multiple agencies and/or community home visits).

Each affiliated agency and supervising Field Instructor has been evaluated by CSU. The agency mission, scope of services, funding sources, staffing, client populations, levels of supervision, and learning opportunities are assessed. Concurrently, assessment is made of the credentials and experience of the M.S.W. professionals who elect to directly supervise student learning. The program recruits professionals who have an interest in providing educational opportunities for our students. Populations served by the agencies that are practicum sites are populations that have traditionally been considered vulnerable and oppressed such as women, ethnic minorities, the poor, children, people of color, the elderly, and persons of diverse religious and sexual orientations.

The Director of Field Education, Field Instructors, Faculty Field Liaisons, students, other campus faculty and administrators work together in the educational process. Information regarding student needs and progress will be shared among these individuals to optimize student learning.

## APPENDIX 8

## NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS

# *CODE OF ETHICS*

*In America today, no Black person except the selfish or irrational can claim neutrality in the quest for Black liberation no fail to consider the implication of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom we as Black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principles.*

*If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its self-determination, and to our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relives suffering of Black people by any means necessary.*

*Therefore as Black social workers we commit myself to the interests of my Black brethren and subscribe to the following statements ;*

*I regard as my primary obligation the welfare of the Black individual, Black family and Black community, which includes action for improving social conditions. I give precedence to this mission over my personal interests.*

*I adopt the concern of a Black extended family and embrace all Black people as my brothers and sisters, making no distinctions between their destiny and my own.*

*I hold myself responsible for the quality and extent of services I perform and the quality and extent of service performed by the agency or organization In which I am employed, as it relates to the Black community.*

*I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individuals or organizations engaged in social welfare activities.*

*I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest,*

*I will consciously use my skills, and my whole being, as an instrument for social change, with particular attention directed to the establishment ofBlack social institutions such as schools, hospitals, and voluntary agencies.*

# Appendix 9

## SOCIAL WORK LICENSING IN ILLINOIS

## current as of July 2014

As a service to our members, the Illinois Chapter is pleased to provide this licensure information. Please be aware that in Illinois, social work licensure is administered by the Illinois Department of Financial & Professional Regulation (IDFPR). All specific questions concerning licensure or a particular application for licensure need to be properly directed to IDFPR.

**Illinois statute requires that any person engaged as a social worker (except in some cases if employed by the U. S. government or in some cases by the State of Illinois-and only if verified by IDFPR) must be licensed. No person may represent her/himself as a *licensed social worker* or *licensed clinical social worker* without obtaining the proper license.**

**For more information on a particular aspect of licensing, click on any of the links below to be taken to that section.**


| | | | |
|---|---|---|---|
| Qualifications | LSW License: | LCSW License: | What are approved programs of social work? |
| Supervision toward the LCSW license: | RECIPROCITY | TESTING | FEES (as of April 2001) |
| INFORMATION ON OTHER CREDENTIALS | CONTACTING IDFPR | RENEWAL | SOCIAL WORK CONTINUING EDUCATION |


**Qualifications**

There are two levels of licensure in Illinois: Licensed Social Worker (LSW) and Licensed Clinical Social Worker (LCSW).

**LSWs** LSWs are authorized to practice social work which includes social services to individuals, groups or communities in any one or more of the fields of social casework, social group work, community organization for social welfare, social work research, social welfare administration or social work education. LSWs may engage in clinical social work practice, as long as it is not conducted in an independent practice as defined by law.

**Persons wishing to obtain a license as an LSW must:**

- have a degree from a graduate program of social work approved by IDFPR

**or**

- have a degree in social work from an undergraduate program approved by the CSWE and have successfully completed at least 3 years of supervised professional experience as established by rule, **and**
  - pass the authorized examination for the practice of social work as a licensed social worker,
  - apply for licensure in writing on the prescribed form, and

.be of good moral character.

**LCSWs** LCSWs are authorized to independently practice clinical social work in Illinois under the auspices of an employer or in private practice.

**Persons wishing to obtain a license as an LCSW must:**

- successfully complete at least 3,000 hours of satisfactory, supervised clinical professional experience after receiving a master's degree in social work from a graduate program approved by the CSWE **and**
- pass the authorized examination for the practice of social work as a licensed clinical social worker,
- apply for licensure in writing on the prescribed form, and
- be of good moral character.

**or**

- successfully complete at least 2,000 hours of satisfactory, supervised clinical professional experience after receiving a doctor's degree in social work from a graduate program pproved by the CSWE, **and**
- pass the authorized examination for the practice of social work as a licensed clinical social worker,
- apply for licensure in writing on the prescribed form, and
- be of good moral character.

**What are approved programs of social work?**

- Programs accredited by the Council on Social Work Education (CSWE), or by CS WE's Foreign Equivalency Determination Service.
- Programs accredited by the Canadian Association of Schools of Social Work.

**Supervision toward the LCSW license:**

- After January 1, 1995, must be provided by a licensed LCSW (Please note: experience obtained before that date and provided by another qualified person as determined by IDFPR
  is eligible to count toward licensure-please contact IDFPR if you believe you qualify for this).
- May be provided by an LCSW working for your employer, or independently contracted.

## RECIPROCITY

Social workers from other states wishing to become licensed in Illinois should contact IDFPR.

Illinois social workers wishing to obtain licensure in another state should contact the licensing body in that state. For referral to the appropriate entity, call the Association of Social Work Boards (ASWB): (800) 225-6880.

## TESTING

The State of Illinois uses examinations developed by the Association of Social Work Boards (ASWB): the **Masters examination for LSWs** and the **Clinical examination for LCSWs**. Tests are administered at sites throughout the state utilizing a computer touch screen. Each examination is graded immediately following completion and the participant informed of the results on-site.

Taking the licensure examination is the first step in obtaining licensure as an LSW or LCSW. Individuals who plan to sit for their LSW immediately after graduating with their MSW must be sure to schedule their exam after they have officially graduated from their program. To register for an examination and/or receive a testing handbook, contact the ASWB Candidate Registration Center toll-free at 888-5SW-EXAM (888-579-3926).

## FEES (as of April 2001)

| | |
|---|---|
| IDFPR Examination | $ 50.00 |
| Acceptance of Examination | $50.00 |
| Endorsement of License | $200.00 |
| License Renewal (every 2 years) | $ 60.00 |
| License Reinstatement | $ 20.00 |

## INFORMATION ON OTHER CREDENTIALS

| | |
|---|---|
| National NASW Credentials (ACSW, QCSW, DCSW, School Social Work Specialist) | 800-638-8799, ext. 424 |
| Certified Alcohol and Drug Counselor800-272-2632 (CADC) IAODAPCA | |
| Licensed Marriage and Family Therapist (LMFT) Illinois Association for Marriage & Family Therapy | 630-260-9010 |
| Licensed Clinical Professional Counselor (LCPC) Illinois Mental Health Counselors Association | 800-493-4424 |
| School Social Worker/Type 73 Certificate Illinois State Board of Education | 800-845-8749 (in-state) or 217-782-2805 |

## SOCIAL WORK CONTINUING EDUCATION

For more information on continuing education courses available in Illinois, see the Continuing Education section of the NASW-IL website.

Illinois social workers must complete 30 hours of continuing education (CE) during every two-year licensing period (December 1 of each odd-numbered year through November 30 of the next odd-numbered year). One CE hour equals one clock hour of instruction. CE credit may be earned by:

- attendance at courses offered or co-sponsored by IDFPR-approved social work continuing education sponsors
  completion of an IDFPR-approved home-study course
- post-graduate training programs or completion of social work related courses that are part of the curriculum of an approved college, university or graduate school of social work
- teaching in a college, university or graduate school of social work and/or as an instructor of continuing education programs given by approved sponsors
- authoring papers, publications or books and for preparing presentations and exhibits.

When considering attendance at a CE event, social workers should confirm that the event is sponsored or co-sponsored by an entity licensed by IDFPR to provide social work continuing education prior to the event.

Credits earned outside of Illinois may apply toward licensure. Social workers wishing to participate in such continuing education courses for Illinois credit may apply to do so by submitting an individual program approval request form and a $25.00 processing fee to IDFPR at least 90 days prior to the current licensure renewal deadline.

In 2005, the IDFPR made an amendment to the Practice Act under section 1470.95 (CE). The amendment now states that IDFPR will recognize CEUs from NASW and all of its affiliates. Click here to view this amendment to the Practice Act.

Each social worker is responsible for maintaining on file her/his certificates of completion for each approved continuing education course. IDFPR may require evidence of attendance in the course of its random audit of continuing education credit.

Social workers may request a waiver of compliance with the CE requirement because of:

- full-time military service during a substantial part of the prerenewal period
- incapacitating illness
- physical inability to travel to sites of approved CE programs
- other similar extenuating circumstances.

## RENEWAL

All social work licenses expire in November of each odd-numbered year. All currently-licensed social workers will receive a renewal form from IDFPR prior to the renewal date. The form must be completed and returned to IDFPR no later than November 30, along with the required renewal fee. If you do not receive a form by the end of October, contact IDFPR to obtain one.
Not renewing your license, regardless of reason, will result in termination of your license.

## CONTACTING IDFPR

Illinois Department of Financial & Professional Regulation
320 W. Washington, 3rd Floor Springfield, Illinois 62786
Web Site: www.ildfpr.com

| | |
|---|---|
| **Technical Assistance Unit** 21<br>7-782-8556 | For inquiries regarding applications for licensure or testing. |
| **Licensure Maintenance Unit**<br>217-782-0458 | For inquiries regarding status of current licenses, continuing education, reciprocity between other states and foreign countries. |
| **Health-Related Investigations Unit**<br>312-814-1631 | For public inquiries concerning the status of a social worker's license ; for information on filing a complaint against a licensed social worker or licensed clinical social worker. |
| **Complaint Intake Unit**<br>312-814-6910 | To file a complaint against a licensed social worker or licensed clinical social worker. |

**NASW-IL**
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# Appendix 10

## *NASW Standards for Cultural Competence in Social Work Practice*

### *Prepared by the NASW National Committee on Racial and Ethnic Diversity*

Overview of Standards


- Introduction
- Definitions
- Goals and Objectives of the Standards
- **Standards**
  - Standard 1. Ethics and Values
  - Standard 2. Self-Awareness
  - Standard 3. Cross-Cultural Knowledge
  - Standard 4. Cross-Cultural Skills
  - Standard 5. Service Delivery
  - Standard 6. Empowerment and Advocacy
  - Standard 7. Diverse Workforce
  - Standard 8. Professional Education
  - Standard 9. Language Diversity
  - Standard 10. Cross-Cultural Leadership


### *Standards for Cultural Competence in Social Work Practice*

Standard 1. Ethics and Values—Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness—Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge—Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills—Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.

Standard 5. Service Delivery—Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy—Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7. Diverse Workforce—Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8. Professional Education—Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity—Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10. Cross-Cultural Leadership—Social workers shall be able to communicate information about diverse client groups to other professionals.

## *Introduction*

The Standards for Cultural Competence in Social Work Practice are based on the policy statement "Cultural Competence in the Social Work Profession" published in Social Work Speaks: NASW Policy Statements (2000) and the NASW Code of Ethics (1997), which charges social workers with the ethical responsibility to be culturally competent. Both were originally adopted by the 1996 NASW Delegate Assembly.

NASW "supports and encourages the development of standards for culturally competent social work practice, a definition of expertise, and the advancement of practice models that have relevance for the range of needs and services represented by diverse client populations" (NASW, 2000b, p. 61). The material that follows is the first attempt by the profession to delineate standards for culturally competent social work practice.

The United States is constantly undergoing major demographic changes. The 1990 to 2000 population growth was the largest in American history with a dramatic increase in people of color from 20 percent to 25 percent (Perry & Mackum, 2001). Those changes alter and increase the diversity confronting social workers daily in their agencies. The complexities associated with cultural diversity in the United States affect all aspects of professional social work practice requiring social workers to strive to deliver culturally competent services to an ever-increasing broad range of clients. The social work profession traditionally has emphasized the importance of the person-in-environment and the dual perspective, the concept that all people are part of two systems: the larger societal system and their immediate environments (Norton, 1978). Social workers using a person-in-environment framework for assessment need to include to varying degrees important cultural factors that have meaning for clients and reflect the culture of the world around them.

In the United States, cultural diversity in social work has primarily been associated with race and ethnicity, but diversity is taking on a broader meaning to include the sociocultural experiences of people of different genders, social classes, religious and spiritual beliefs, sexual orientations, ages, and physical and mental abilities. A brief review of the social work literature in the past few years points to the range of potential content areas that require culturally sensitive and culturally competent interventions. These include addressing racial identity formation for people of color as well as for white people ; the interrelationship among class, race, ethnicity, and gender ; working with low-income families ; working with older adults; the importance of religion and spirituality in the lives of clients ; the development of gender identity and sexual orientation; immigration, acculturation, and assimilation stresses; biculturalism; working with people with disabilities; empowerment skills ; community building; reaching out to new populations of color; and how to train for culturally competent models of practice.

Therefore, cultural competence in social work practice implies a heightened consciousness of how clients experience their uniqueness and deal with their differences and similarities within a larger social context.

## *Definitions*

The NASW Board of Directors, at its June, 2001 meeting, accepted the following definitions of culture, competence, and cultural competence in the practice of social work. These definitions are

drawn from the NASW Code of Ethics and Social Work Speaks.

## *CULTURE*

The word culture is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group. Culture often is referred to as the totality of ways being passed on from generation to generation. The term culture includes ways in which people with disabilities or people from various religious backgrounds or people who are gay, lesbian, or transgender experience the world around them.

The Preamble to the NASW Code of Ethics begins by stating:

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.

And goes on to say, "Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice" (NASW, 2000a, p. 1).

Second, culture is mentioned in two ethical standards:

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

This means that social workers' social change efforts seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity.

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

This value states that social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity.

## *COMPETENCE*

The word competence is used because it implies having the capacity to function effectively within the context of culturally integrated patterns of human behavior defined by the group.

In the Code of Ethics competence is discussed in several ways. First as a value of the profession:

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

This value encourages social workers to 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.

Second, competence is discussed as an ethical standard:

1.04 Competence

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

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

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

Cultural competence is never fully realized, achieved, or completed, but rather cultural competence is a lifelong process for social workers who will always encounter diverse clients and new situations in their practice. Supervisors and workers should have the expectation that cultural competence is an ongoing learning process integral and central to daily supervision.

## *CULTURAL COMPETENCE*

Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each.

Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or among professionals and enable the system, agency, or professionals to work effectively in cross-cultural situations.

Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (Davis & Donald, 1997). Competence in cross-cultural functioning means learning new patterns of behavior and effectively applying them in appropriate settings.

Gallegos (1982) provided one of the first conceptualizations of ethnic competence as "a set of procedures and activities to be used in acquiring culturally relevant insights into the problems of minority clients and the means of applying such insights to the development of intervention strategies that are culturally appropriate for these client." (p. 4). This kind of sophisticated cultural competence does not come naturally to any social worker and requires a high level of professionalism and knowledge.

There are five essential elements that contribute to a system's ability to become more culturally competent. The system should (1) value diversity, (2) have the capacity for cultural self-assessment, (3) be conscious of the dynamics inherent when cultures interact, (4) institutionalize cultural knowledge, and (5) develop programs and services that reflect an understanding of diversity between and within cultures. These five elements must be manifested in every level of the service delivery system. They should be reflected in attitudes, structures, policies, and services.

The specific Ethical Standard for culturally competent social work practice is contained under Section 1. Social workers' ethical responsibilities to clients.

1.05 Cultural Competence and Social Diversity

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

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

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

Finally, the Code re-emphasizes the importance of cultural competence in the last section of the Code, Section 6. Social Workers Ethical Responsibilities to the Broader Society.

6.04 Social and Political Action

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

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

Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

## *GOALS AND OBJECTIVES OF THE STANDARDS*

These standards address the need for definition, support, and encouragement for the development of a high level of social work practice that encourages cultural competence among all social workers so that they can respond effectively, knowledgeably, sensitively, and skillfully to the diversity inherent in the agencies in which they work and with the clients and communities they serve.

These standards intend to move the discussion of cultural competence within social work practice toward the development of clearer guidelines, goals, and objectives for the future of social work practice.

The specific goals of the standards are

- to maintain and improve the quality of culturally competent services provided by social workers, and programs delivered by social service agencies
- to establish professional expectations so social workers can monitor and evaluate their culturally competent practice
- to provide a framework for social workers to assess culturally competent practice
- to inform consumers, governmental regulatory bodies, and others, such as insurance carriers, about the profession's standards for culturally competent practice
- to establish specific ethical guidelines for culturally competent social work practice in agency or private practice settings
- to provide documentation of professional expectations for agencies, peer review committees, state regulatory bodies, insurance carriers, and others.

***Standard 1. Ethics and Values—Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.***

***Interpretation***

A major characteristic of a profession is its ability to establish ethical standards to help professionals identify ethical issues in practice and to guide them in determining what is ethically acceptable and unacceptable behavior (Reamer, 1998). Social work has developed a comprehensive set of ethical standards embodied in the NASW Code of Ethics that" "address a wide range of issues, including, for example, social workers'' handling of confidential information, sexual contact between social workers and their clients, conflicts of interest, supervision, education and training, and social and political action" (Reamer, 1998, p. 2). The Code includes a mission statement, which sets forth several key elements in social work practice, mainly the social workers' commitment to enhancing human well-being and helping meet basic human needs of all people; client empowerment ; service to people who are vulnerable and oppressed; focus on individual well-being in a social context; promotion of social justice and social change ; and sensitivity to cultural and ethnic diversity. Social workers clearly have an ethical responsibility to be culturally competent practitioners.

The Code recognizes that culture and ethnicity may influence how individuals cope with problems and interact with each other. What is behaviorally appropriate in one culture may seem abnormal in another. Accepted practice in one culture may be prohibited in another. To fully understand and appreciate these differences, social workers must be familiar with varying cultural traditions and norms. Clients' cultural background may affect their help-seeking behaviors as well. The ways in which social services are planned and implemented need to be culturally sensitive to be culturally effective. Cultural competence buiLDF on the profession's valued stance on self-determination and individual dignity and worth, adding inclusion, tolerance, and respect for diversity in all its forms. Cultural competence requires social workers to recognize the strengths that exist in all cultures. Cultural competence also requires social workers to struggle with ethical dilemmas arising from value conflicts or special needs of diverse clients. For example, helping clients enroll in mandated training or mental health services that are culturally insensitive, or lack of informed consent when a client group's immigration status or language barriers are ignored in service planning.

It requires social workers to struggle with ethical dilemmas arising from value conflicts or special needs of diverse clients such as helping clients enroll in mandated training or mental health services that are culturally insensitive. Cultural competence requires social workers to recognize the strengths that exist in all cultures. This does not imply a universal nor automatic acceptance of all practices of all cultures. For example, some cultures subjugate women, oppress persons based on sexual orientation, and value the use of corporal punishment and the death penalty. Cultural competence in social work practice must be informed by and applied within the context of NASW's Code of Ethics and the United Nations Declaration of Human Rights.

***Standard 2. Self-Awareness—Social workers shall develop an understanding of their own personal and cultural values and beliefs as a first step in appreciating the importance of multicultural identities in the lives ofpeople.***

***Interpretation***

Cultural competence requires social workers to examine their own cultural backgrounds and identities to increase awareness of personal assumptions, values, and biases. The workers' self-awareness of their own cultural identities is as fundamental to practice as the informed assumptions about clients' cultural backgrounds and experiences in the United States. This awareness of personal values, beliefs, and biases inform their practice and influence relationships with clients. Cultural competence includes knowing and acknowledging how fears, ignorance, and the "isms" (racism, sexism, ethnocentrism, heterosexism, ageism, classism) have influenced their attitudes, beliefs, and feelings.

Social workers need to be able to move from being culturally aware of their own heritage to becoming culturally aware of the heritage of others. They can value and celebrate differences in others rather than maintain an ethnocentric stance and can demonstrate comfort with differences between themselves and

others. They have an awareness of personal and professional limitations that may warrant the referral of a client to another social worker or agency that can best meet the clients' needs. Self-awareness also helps in understanding the process of cultural identity formation and helps guard against stereotyping. As one develops the diversity within one's own group, one can be more open to the diversity within other groups.

Cultural competence also requires social workers to appreciate how workers need to move from cultural awareness to cultural sensitivity before achieving cultural competence, and to evaluate growth and development throughout these different levels of cultural competence in practice.

Self-awareness becomes the basis for professional development and should be supported by supervision and agency administration. Agency administrators and public policy advocates also need to develop strategies to reduce their own biases and expand their self-awareness.

***Standard 3. Cross-Cultural Knowledge—Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups served.***

***Interpretation***

Cultural competence is not static and requires frequent relearning and unlearning about diversity. Social workers need to take every opportunity to expand their cultural knowledge and expertise by expanding their understanding of the following areas: "the impact of culture on behavior, attitudes, and values ; the help-seeking behaviors of diverse client groups ; the role of language, speech patterns, and communication styles of various client groups in the communities served ; the impact of social service policies on various client groups; the resources (agencies, people, informal helping networks, and research) that can be used on behalf of diverse client groups; the ways that professional values may conflict with or accommodate the needs of diverse client groups; and the power relationships in the community, agencies, or institutions and their impact on diverse client groups" (Gallegos, pp. 7–8).

Social workers need to possess specific knowledge about the particular providers and client groups they work with, including the range of historical experiences, resettlement patterns, individual and group oppression, adjustment styles, socioeconomic backgrounds, life processes, learning styles, cognitive skills, worldviews and specific cultural customs and practices, their definition of and beliefs about the causation of wellness and illness, or normality and abnormality, and how care and services should be delivered. They also must seek specialized knowledge about U.S. social, cultural, and political systems, how they operate, and how they serve or fail to serve specific client groups. This includes knowledge of institutional, class, culture, and language barriers that prevent diverse client group members from using services.

Cultural competence requires explicit knowledge of traditional theories and principles concerning such areas as human behavior, life cycle development, problem-solving skills, prevention, and rehabilitation. Social workers need the critical skill of asking the right questions, being comfortable with discussing cultural differences, and asking clients about what works for them and what is comfortable for them in these discussions. Furthermore, culturally competent social workers need to know the limitations and strengths of current theories, processes and practice models, and which have specific applicability and relevance to the service needs of culturally diverse client groups.

***Standard 4. Cross-Cultural Skills—Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers' understanding of the role of culture in the helping process.***

***Interpretation***

The personal attributes of a culturally competent social worker include qualities that reflect genuineness, empathy, and warmth ; the capacity to respond flexibly to a range of possible solutions; an acceptance of and openness to differences among people ; a willingness to learn to work with clients of different backgrounds ; an articulation and clarification of stereotypes and biases and how these may accommodate or conflict with the needs of diverse client groups; and personal commitment to alleviate racism, sexism, homophobia, ageism, and poverty. These attributes are important to the direct practitioner and to the agency administrator.

More specifically, social workers should have the skills to

- work with a wide range of people who are culturally different or similar to themselves, and establish avenues for learning about the cultures of these clients
- assess the meaning of culture for individual clients and client groups, encourage open discussion of differences, and respond to culturally biased cues
- master interviewing techniques that reflect an understanding of the role of language in the client's culture
- conduct a comprehensive assessment of client systems in which cultural norms and behaviors are evaluated as strengths and differentiated from problematic or symptomatic behaviors
- integrate the information gained from a culturally competent assessment into culturally appropriate intervention plans and involve clients and respect their choices in developing goals for service
- select and develop appropriate methods, skills, and techniques that are attuned to their clients' cultural, bicultural, or marginal experiences in their environments
- generate a wide variety of verbal and nonverbal communication skills in response to direct and indirect communication styles of diverse clients
- understand the interaction of the cultural systems of the social worker, the client, the particular agency setting, and the broader immediate community
- effectively use the clients' natural support system in resolving problems—for example, folk healers, storefronts, religious and spiritual leaders, families of creation, and other community resources
- demonstrate advocacy and empowerment skills in work with clients, recognizing and combating the "isms", stereotypes, and myths held by individuals and institutions
- identify service delivery systems or models that are appropriate to the targeted client population and make appropriate referrals when indicated
- consult with supervisors and colleagues for feedback and monitoring of performance and identify features of their own professional style that impede or enhance their culturally competent practice
- evaluate the validity and applicability of new techniques, research, and knowledge for work with diverse client groups.

***Standard 5. Service Delivery—Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.***

***Interpretation***

Agencies and professional social work organizations need to promote cultural competence by supporting the evaluation of culturally competent service delivery models and setting standards for cultural competence within these settings. Culturally competent social workers need to be aware of and vigilant about the dynamics that result from cultural differences and similarities between workers and clients. This includes monitoring cultural competence among social workers (agency evaluations, supervision, in-service training, and feedback from clients).

Social workers need to detect and prevent exclusion of diverse clients from service opportunities and seek to create opportunities for clients, matching their needs with culturally competent service delivery systems or adapting services to better meet the culturally unique needs of clients. Furthermore, they need to foster policies and procedures that help ensure access to care that accommodates varying cultural beliefs.

For direct practitioners, policymakers, or administrators, this specifically involves

- actively recruiting multiethnic staff and including cultural competence requirements in job descriptions and performance and promotion measures
- reviewing the current and emergent demographic trends for the geographic area served by the agency to determine service needs for the provision of interpretation and translation services
- creating service delivery systems or models that are more appropriate to the targeted client populations or advocating for the creation of such services
- including participation by clients as major stakeholders in the development of service delivery systems

- ensuring that program decor and design is reflective of the cultural heritage of clients and families using the service
- attending to social issues (for example, housing, education, police, and social justice) that concern clients of diverse backgrounds
- not accepting staff remarks that insult or demean clients and their culture
- supporting the inclusion of cultural competence standards in accreditation bodies and organizational policies as well as in licensing and certification examinations
- developing staffing plans that reflect the organization and the targeted client population (for example, hiring, position descriptions, performance evaluations, training)
- developing performance measures to assess culturally competent practice
- including participation of client groups in the development of research and treatment protocols.

### *Standard 6. Empowerment and Advocacy—Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.*

#### *Interpretation*

Culturally competent social workers are keenly aware of the deleterious effects of racism, sexism, ageism, heterosexism or homophobia, anti-Semitism, ethnocentrism, classism, and xenophobia on clients' lives and the need for social advocacy and social action to better empower diverse clients and communities.

As first defined by Solomon (1976), empowerment involves facilitating the clients' connection with their own power and, in turn, being empowered by the very act of reaching across cultural barriers. Empowerment refers to the person's ability to do for themselves while advocacy implies doing for the client. Even in the act of advocacy, social workers must be careful not to impose their values on clients and must seek to understand what clients mean by advocacy. Respectful collaboration needs to take place to promote mutually agreed-on goals for change.

Social workers need a range of skills and abilities to advocate for and with clients against the underlying devaluation of cultural experiences related to difference and oppression, and power and privilege in the United States. The empowerment tradition in social work practice suggests a promotion of the combined goals of consciousness raising, developing a sense of personal power, and skills while working toward social change. Best practice views this as a process and outcome of the empowerment perspective (Gutiérrez, 1990 ; Simon, 1994). Social workers using this standard will apply an ecosystems perspective and a strengths orientation in practice. This means that workers consider client situations as they describe needs in terms of transitory challenges rather than fixed problems. According to Gutiérrez and Lewis (1999), empowerment is a model for practice, a perspective and a set of skills and techniques. The expectation is that culturally competent social workers reflect these values in their practice.

### *Standard 7. Diverse Workforce—Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.*

#### *Interpretation*

Increasing cultural competence within the profession requires demonstrated efforts to recruit and retain a diverse cadre of social workers, many of whom would bring some "indigenous" cultural competence to the profession as well as demonstrated efforts to increase avenues for the acquisition of culturally competent skills by all social workers. Diversity should be represented at all levels of the organization, and not just among direct practitioners.

The social work profession has espoused a commitment to diversity, inclusion, and affirmative action. However, available statistics indicate that in the United States social workers are predominantly white (88.5 percent) and female (78.0 percent). The proportion of people of color has remained relatively stable in the social work membership of the National Association of Social Workers over a period of several years: 5.3

percent identify themselves as African American ; Hispanics, including Mexican Americans, Puerto Ricans, and other Hispanic groups constitute about 2.8 percent of the membership ; Asians and Pacific Islanders 1.7 percent; and American Indians/First Nations People 0.5 percent (Gibelman & Schervish, 1997).

Social work client populations are more diverse than the social work profession itself. In many instances, service to clients is targeted to marginalized communities and special populations, groups that typically include disproportionately high numbers of people of color, elderly people, people with disabilities, and clients of lower socioeconomic status.

Matching workforce to client populations can be an effective strategy for bridging cultural differences between social worker and client, although it cannot be the only strategy. The assumption is that individuals of similar backgrounds can understand each other better and communicate more effectively (Jackson & López, 1999). Yet an equally compelling fact is that "the majority of clinicians from the mainstream dominant culture will routinely provide care for large numbers of patients of diverse ethnic and/or cultural backgrounds increasing the numbers of culturally diverse social workers is not sufficient. Even these professionals will need to be able to provide care for patients who are not like themselves" (Jackson & Lopez, 1999, p. 8). In addition, culturally competent social workers who bring a special skill or knowledge to the profession, like bicultural and bilingual skills, or Ameerican Sign Language (ASL) skills, are entitled to professional equity and should not be exploited for their expertise, but should be appropriately compensated for skills that enhance the delivery of services to clients.

### *Standard 8. Professional Education—Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.*

#### *Interpretation*

Cultural competence is a vital link between the theoretical and practice knowledge base that defines social work expertise. Social work is a practice-oriented profession, and social work education and training need to keep up with and stay ahead of changes in professional practice, which includes the changing needs of diverse client populations. Diversity needs to be addressed in social work curricula and needs to be viewed as central to faculty and staff appointments and research agendas.

The social work profession should be encouraged to take steps to ensure cultural competence as an integral part of social work education, training and practice, and to increase research and scholarship on culturally competent practice among social work professionals. This includes undergraduate, master's and doctoral programs in social work as well as post-master's training, continuing education, and meetings of the profession. Social agencies should be encouraged to provide culturally competent in-service training and opportunities for continuing education for agency-based workers. NASW should contribute to the ongoing education and training needs for all social workers, with particular emphasis on promoting culturally competent practice in continuing education offerings in terms of content, faculty, and auspice.

In addition, the NASW Code of Ethics clearly states, "Social workers who provide supervision and consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries." This highlights the importance of providing culturally sensitive supervision and field instruction, as well as the pivotal role of supervisors and field instructors in promoting culturally competent practice among workers and students.

### *Standard 9. Language Diversity—Social workers shall seek to provide and advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include the use of interpreters.*

#### *Interpretation*

Social workers should accept the individual person in his or her totality and ensure access to needed services. Language is a source and an extension of personal identity and culture and therefore, is one way individuals

interact with others in their families and communities and across different cultural groups. Individuals and groups have a right to use their language in their individual and communal life.

Language diversity is a resource for society, and linguistic diversity should be preserved and promoted. The essence of the social work profession is to promote social justice and eliminate discrimination and oppression based on linguistic or other diversities. Title VI of the Civil Rights Act clarifies the obligation of agencies and service providers to not discriminate or have methods of administering services that may subject individuals to discrimination.

Agencies and providers of services are expected to take reasonable steps to provide services and information in appropriate language other than English to ensure that people with limited English proficiency are effectively informed and can effectively participate in and benefit from its programs.

It is the responsibility of social services agencies and social workers to provide clients services in the language of their choice or to seek the assistance of qualified language interpreters. Social workers need to communicate respectfully and effectively with clients from different ethnic, cultural, and linguistic backgrounds; this might include knowing the client's language. The use of language translation should be done by trained professional interpreters (for example, certified or registered sign language interpreters). Interpreters generally need proficiency in both English and the other language, as well as orientation and training.

Social agencies and social workers have a responsibility to use language interpreters when necessary, and to make certain that interpreters do not breach confidentiality, create barriers to clients when revealing personal information that is critical to their situation, are properly trained and oriented to the ethics of interpreting in a helping situation, and have fundamental knowledge of specialized terms and concepts specific to the agency's programs or activities.

### *Standard 10. Cross-Cultural Leadership—Social workers shall be able to communicate information about diverse client groups to other professionals.*

#### *Interpretation*

Social work is the appropriate profession to take a leadership role not only in disseminating knowledge about diverse client groups, but also in actively advocating for fair and equitable treatment of all clients served. This role should extend within and outside the profession.

Guided by the NASW Code of Ethics, social work leadership is the communication of vision to create proactive processes that empower individuals, families, groups, organizations, and communities. Diversity skills, defined as sensitivity to diversity, multicultural leadership, acceptance and tolerance, cultural competence, and tolerance of ambiguity, constitute one of the core leadership skills for successful leadership (Rank & Hutchison, 2000). Social workers should come forth to assume leadership in empowering diverse client populations, to share information about diverse populations to the general public, and to advocate for their clients' concerns at interpersonal and institutional levels, locally, nationally, and internationally.

With the establishment of standards for cultural competence in social work practice, there is an equally important need for the profession to provide ongoing training in cultural competence and to establish mechanisms for the evaluation of competence-based practice. As the social work profession develops cultural competencies, then the profession must have the ability to measure those competencies. The development of outcome measures needs to go hand in hand with the development of these standards.

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*Note: These standards build on and adhere to other standards of social work practice established by NASW, including, but not limited to, NASWStandards for the Classification of Social Work Practice, Standards for the Practice of Clinical Social Work, Standards for Social Work Case Management, Standards for Social Work Practice in Child Protection, Standards for School Social Work Services, Standards for Social Work in Health Care Settings, Standards for Social Work Personnel Practices, and Standards for Social Work Services in Long-Term Care Facilities. Visit the NASW Web site to view the standards online. Purchase full documentfrom NASWPress at 1-800-227-3590.*

# Appendix 11

## Chicago State University College of Arts & Sciences
## Departmental Uniform Plagiarism Policy and Procedures

**Introduction:**

This policy deals with plagiarism. Plagiarism is the use of another's ideas, words, or other creative work without clearly acknowledging the source of that information. It is important to always give credit whenever it is due for another person's ideas, opinion, or theory ; for facts, statistics, graphs, maps, drawings, etc. that are not common knowledge ; for quotations of another person's actual spoken or written words; and even for a paraphrase of another person's spoken or written words. Plagiarism is a serious breach of academic integrity. The CSU Writing Center has a brochure called "Plagiarism: What It Is and How to Avoid It".

Plagiarism is avoided by always providing proper citation of sources used. Proper citations give credit to those whose ideas and words were used to build our own arguments, and allow readers to investigate further to decide if they agree with our interpretation of the texts used. It is just as important, however, to situate our work without the scholarly literature of the topic ; to establish the provenance of our own ideas; and to illustrate the depth and breadth of our familiarity with the materials in our subject: both the generally accepted canon and the more controversial or emerging ideas. Thus, good practice serves both ethics and scholarship.

Procedures regarding academic misconduct are delineated in "Student Policies and Procedures" (SPP), Article X: Sec. 2: Policy on Student Conduct ; Policy 2.1: Grievance Procedures, (Updated May 1, 2004). Academic misconduct includes (but is not limited to) cheating ; encouraging academic dishonesty; fabrication; plagiarism; bribes, favors and threats ; grade tampering; non-original works; and examination by proxy. The "Student Code of Conduct: (SCC) of Chicago State University sets out in plain language the administration of student conduct, along with disciplinary procedures and ranges of consequences for a wide spectrum of infractions. The standards of conduct apply to academic and social areas of student life and to issues of property. The Office of the Assistant Provost for Student Affairs has the responsibility to apply the policy and procedures.

**Progressive Range of Consequences:**

If an incident of academic misconduct occurs, the instructor has the option to "adjust the grade downward for the test, paper, or other course-related activity in questions. In such instances, the instructor shall notify in writing the student, department chair/[unit head], and the Office of Judicial Affairs within five (5) business days after the occurrence." (SCC, p. 19). The policy indicates that written documentation of the incident, including a signed acknowledgement of the resolution of the incident, must be submitted to the departmental chair and the dean of the college. This usually constitutes the final outcome of cases where the student accepts the consequences of her or his actions or conduct. Sanctions other than a failing grade for the course can only be decided by the university judicial system, and may include expulsion from the university.

**Departmental Process**

The CAS Policy and Procedures relating to plagiarism permit some flexibility in situations that are obviously unintentional, or are clearly due to an inadvertent error or the result of ignorance. The instructor may return the work to the student with instructions to redo the assignment, and help the student to understand the importance of practicing academic integrity. If there is a subsequent incident, or where student have had explicit classroom instructions in proper practices, the student cannot claim ignorance, and the case should follow the University procedures.

**(over)**

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**Step One**

- Upon finding a situation of plagiarism, the faculty member shall meet with the student **as soon as possible**. If it is apparent that the incident was purposeful, the instructor may decide to assign a grade of "F" for the assignment, or even for the course. In that case, university regulations require that Student Judicial Affairs receive written notification of the department level outcome within five (5) business days. The faculty member, with the student shall complete the form "Classroom Disruption/ Academic Misconduct Incident Report". There are two potential initial outcomes.
    a) The case is resolved if the student admits that plagiarism occurred. The instructor may assign a grade of"F" for the assignment (or a grade of"F" for the course). The instructor and student sign the form and forward it with supporting documents to the office of Student Judicial Affairs, with copies to the department chair and dean.
    b) The case is not resolved if i) the student admits that plagiarism occurred but does not accept the sanction (see Step Two, b)) or ii) the student denies that plagiarism occurred or iii) the instructor believe that a more severe sanction is warranted. In that case, the matter will proceed to Step Two.

**Step Two**

- The **instructor** will inform Student Judicial Affairs in writing concerning the status of the case and will arrange a meeting with the **chair/director** of the department **within ten (10) days**. The student will be advised to bring an advocate/advisor to the meeting. The chair/director will examine the materials and attempt to resolve the issue.
    a) If the case is resolved, the "Academic Misconduct Incident Report" and supporting documentation are forwarded to the Office of Student Judicial Affairs, with a copy sent to the dean.
    **b)** If the case is not resolved at the department level, **the matter will proceed to Step three.**
    c) If the student admits that plagiarism occurred but does not accept the sanction, she or he may file a grievance, invoking the CAS Uniform Grievance Policy and procedure. However, the student must be informed that the range of outcomes may include expulsion from the university.

**Step Three**

- The **dean** will attempt to resolve the matter in a meeting with the student. The dean will examine the materials, including documentation of previous meetings.
    a) If the case resolved, written documentation of outcomes, along with the sanctions, shall be forwarded to the Office of Student Judicial Affairs, with copies to the department chair, instructor, and the student.
    b) If the student still does not accept the charge, or if a greater sanction seems warranted, the "Academic Misconduct Incident Report" and supporting documentation will be forwarded to the Office of Judicial Affairs, and the case will proceed as summarized in Step Four.

**Step Four**

- The Office of Student Judicial Affairs will arrange for an adjudicator to conduct to conduct a preliminary meeting with the student. The adjudicator will ensure that all the documentation is available and that the student has a copy of the Student Judicial Code. The case may be resolved by the adjudicator or may be forwarded to a judicial hearing. The SPP specifies the makeup of the judicial board and the timing of the hearing. The Judicial Hearing Committee will decide the case based on the preponderance of evidence and inform the student and other interested parties within ten days of the decision. An appeal process is also housed in the Office of Judicial Affairs.

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