

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**



**STUDENT HANDBOOK  
BACHELOR OF SOCIAL WORK (BSW)**



William W. Sutton Administration Building, Suite 218  
Mississippi Valley State University  
14000 Highway 82 West – MVSU 7293  
Itta Bena, MS 38941-1400  
(662) 254- 3365  
(662) 254-3771 (Fax)

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**

**STUDENT HANDBOOK  
BACHELOR OF SOCIAL WORK (BSW)**

*This document does not constitute a contract with Mississippi Valley State University or the Department of Social Work.*

*May 2016*

# TABLE OF CONTENTS

<b>Introduction</b> .....	<b>4</b>
<b>BSW Administration &amp; Faculty</b> .....	<b>5-6</b>
<b>SECTION I: ABOUT THE UNIVERSITY</b> .....	<b>7-8</b>
Mission.....	7
Vision.....	7
Valley’s Core Values .....	7-8
Equal Employment Opportunity, Nondiscrimination, and Affirmative Action .....	8
<b>SECTION II: ABOUT THE DEPARTMENT OF SOCIAL WORK</b> .....	<b>9-11</b>
A Historical Perspective .....	9
Mission.....	9
Overview .....	9
Core Competencies .....	10-11
<b>SECTION III: BSW PROGRAM GOALS AND CONCEPTUAL FRAMEWORK</b> .....	<b>12-13</b>
Goals .....	12
Conceptual Framework.....	12-13
Generalist Practice .....	12
Strengths Approach.....	12
Empowerment Approach .....	12
The Context of Rural Social Work Practice .....	13
<b>SECTION IV: BSW PROGRAM CURRICULUM</b> .....	<b>14-15</b>
Overview.....	14
Academic Requirements .....	14
Field Practicum .....	14-15
<b>SECTION V: ADMISSION POLICIES AND PROCEDURES</b> .....	<b>16-17</b>
General Criteria.....	16-17
Application Procedures .....	17
Readmission to the Department .....	17
Reinstatement Following Academic Dismissal .....	17
<b>SECTION VI: STUDENT ADVISEMENT</b> .....	<b>18-19</b>
Advisement Process .....	18-19
Services for Students with Disabilities (SSD) .....	19
<b>SECTION VII: TERMINATION/ACADEMIC PROBATION/SUSPENSION POLICY</b> .....	<b>20-22</b>

Non-Academic Reasons .....	20
Academic Reasons .....	20
Academic Probation/Suspension .....	21
Non-Retention Policies .....	22
<b>SECTION VIII: GRIEVANCE PROCEDURES.....</b>	<b>23-24</b>
<b>SECTION IX: STUDENTS' RIGHTS AND RESPONSIBILITIES .....</b>	<b>25-26</b>
The Student's Academic Rights in the Classroom Setting .....	25
Classroom Freedom and Responsibility .....	25-26
<b>SECTION X: STUDENT ORGANIZATIONS .....</b>	<b>27</b>
<b>SECTION XI: SOCIAL WORK COMMITTEES .....</b>	<b>28</b>
Social Work Program Advisory Committee	
Field Advisory Committee	
<b>SECTION XII: STUDENT RECORDS &amp; WITHDRAWAL PROCEDURES .....</b>	<b>29</b>
<b>SECTION XIII: UNIVERSITY POLICY: SEXUAL HARASSMENT.....</b>	<b>30-31</b>
<b>SECTION XIV: APPENDICES .....</b>	<b>32-72</b>
Appendix A The NASW Code of Ethics.....	33-53
Appendix B The National Association of Black Social Workers (NABSW) Codes of Ethic.....	54
Appendix C <b>PROGRAM FORMS</b> .....	55-71
Academic MAP.....	56-58
Admission Application .....	59-61
Personal Statement Instructions.....	62
Reference Letter Form .....	63-65
Student Evaluation Interview Form.....	66
Student admission Evaluation Form .....	67
Admission Application Response Form .....	68
Student Advisement Form .....	69
Conference Repot Form.....	70
Appendix D Course Descriptions .....	71-72

## INTRODUCTION

This handbook is designed by the Baccalaureate Program, Department of Social Work, to assist undergraduate social work majors during their study at Mississippi Valley State University. It contains information about the University and the Department of Social Work. It also includes policies and procedures related to admission, the BSW curriculum, academic and professional standards, advisement, evaluations, grievance procedures, students' rights and responsibilities, student organizations, and departmental committees.

This manual is for information purposes and is not an official publication of Mississippi Valley State University (MVSU). The MVSU Student Handbook and Undergraduate Student Catalog provide information pertaining to rules and regulations of MVSU. Both documents are available online at [www.mvsu.edu](http://www.mvsu.edu).

Questions about the Department Social Work should be directed to the BSW Field Coordinator at (662) 254-3365/3055.

## **BSW ADMINISTRATION & FACULTY**

### **Administration**

Dr. Catherine Singleton-Walker, Chair  
Interim BSW Program Coordinator  
William W. Sutton Administration Building, Suite 218  
Ph.D., Social Work  
Jackson State University  
(662) 254-3090  
[cswalker@mvsu.edu](mailto:cswalker@mvsu.edu)

Mrs. Janelle Gaines, Administrative Assistant  
William W. Sutton Administration Building, Suite 218  
(662) 254-3365  
[janelle.gaines@mvsu.edu](mailto:janelle.gaines@mvsu.edu)

Ms. Latosha Ceasar, BSW Field Coordinator  
MSW, Mississippi Valley State University  
William W. Sutton Administration Building, Office 208  
(662) 254-3055  
[latosha.ceasar@mvsu.edu](mailto:latosha.ceasar@mvsu.edu)

### **Faculty**

Dr. Cynthia P. Honore'-Collins, Assistant Professor  
Cross-Teaching  
MSW Director  
Ph.D., Social Work  
Jackson State University  
William W. Sutton Administration Building, Office 216  
(662) 254- 3009  
[chcollins@mvsu.edu](mailto:chcollins@mvsu.edu)

Mrs. Lucille Durham-Lacy, Assistant Professor  
MSW, University of Southern Mississippi  
William W. Sutton Administration Building, Office 211  
(662) 254-3372  
[llacy@mvsu.edu](mailto:llacy@mvsu.edu)

Dr. Moses Newsome, Jr., Professor  
Cross Teaching  
Ph.D., Social Work  
University of Wisconsin  
William W. Sutton Administration Building, Office 207  
(662) 254-3340  
[moses.newsome@mvsu.edu](mailto:moses.newsome@mvsu.edu)

Dr. Kristin Richards, Assistant Professor  
Cross Teaching  
Ph.D., Social Work  
Florida State University  
William W. Sutton Administration Building, Office 214  
(662) 254-3867  
[kristin.richards@mvsu.edu](mailto:kristin.richards@mvsu.edu)

Dr. Vincent J. Venturini, Part Time Visiting Professor  
Ph.D., Social Work  
University of Alabama  
William W. Sutton Administration Building, Office 210  
(662) 254-3365  
[vincent@mvsu.edu](mailto:vincent@mvsu.edu)

Dr. Baxter Wright, Professor  
Ph.D., Higher Education Administration  
Horace H. Rackham School of Graduate Studies  
William W. Sutton Administration Building, Office 206  
(662) 254-3376  
[bbwright@mvsu.edu](mailto:bbwright@mvsu.edu)

**Adjunct Faculty**

Mrs. Tuesday N. Benson-Mosley  
MSW, Mississippi Valley State University

Dr. Tracy Mims  
Ph.D., Urban Education  
Jackson State University

Mrs. Bobbie Peoples  
MSSW, Master of Science Social Work  
University of Tennessee (Memphis Branch)

## **SECTION I: ABOUT THE UNIVERSITY**

### **Mission**

Mississippi Valley State University, as a Carnegie Classified Master's University, provides comprehensive undergraduate and graduate programs in education, the arts and sciences, and professional studies. The University is driven by its commitment to excellence in teaching, learning, service, and research – a commitment resulting in a learner-centered environment that prepares critical thinkers, exceptional communicators, and service-oriented, engaged, and productive citizens. MVSU is fundamentally committed to positively impacting the quality of life and creating extraordinary educational opportunities for the Mississippi Delta and beyond.

### **Vision**

Mississippi Valley State University aspires to become the educational crown jewel of the Mississippi Delta, and in so doing, the institution will attract students of diverse backgrounds as a result of its innovative academic programs; commitment to developing entrepreneurs; and globalized focus intertwined throughout the academic curricula and support services. In its quest for distinctiveness, uniqueness, innovation, and longevity, the University will become the public square of the Mississippi Delta, responsible for engaging an ever-expanding group of collaborators focused on identifying and implementing solutions to the problems that have plagued the delta region for generations. As a result, Mississippi Valley State University will serve as the catalyst for an enhanced quality of life and increased educational opportunities for the citizens of a revitalized Mississippi Delta.

### **Valley's Core Values**

As an institution of higher learning within the Mississippi Delta, Mississippi Valley State University believes it exists to meet the needs of all of its stakeholders and to create a positive impact throughout the region. In order to achieve its mission and move towards realization of its vision, MVSU is driven by seven values that act as an internal compass responsible for ensuring unity of effort, dedication to a common direction, and commitment to fulfilling its calling.

### **Service**

Service is at the core of the University's charter, is the impetus behind our creed, and compels us to embrace the responsibility of caring for and proactively meeting the needs of our students, our community, our region, and beyond.

### **Learning**

Learning impels us to ensure that our students receive a world-class education, our institution engages itself in a continuous cycle of knowledge attainment and implementation, and that best practices developed from emerging knowledge drives our decision-making and direction setting.

### **Excellence**

Excellence obliges us to reject mediocrity and instead consistently pursue high quality in regards to our programs, services, faculty and staff, initiatives, and outreach.

**Integrity**

Integrity impresses upon us that as a steward of public funding and trust, we must operate as persons and an institution of high character guided by a commitment to honor, transparency, fairness, and honesty.

**Distinctiveness**

Distinctiveness reflects our charge to ensure that we provide relevant and contextually appropriate academic programming, deliver services that meet the emerging needs of our stakeholders, and continually assess and take advantage of potential opportunities.

**Engagement**

Engagement commits us to reach out and connect to current, former, and future students, establish our University as a true public square, integrate our University into the life of communities throughout the region, and partner with individuals, groups, and companies within the Mississippi Delta and beyond.

**Respect**

Respect encourages us to move beyond tolerance towards acceptance of the differences that make us human, to embrace the concept that all peoples have inherent worth and are deserving of dignity, and to act with civility, kindness, and compassion to our students, faculty, staff, and the greater community of the Mississippi Delta.

**Equal Employment Opportunity, Nondiscrimination, and Affirmative Action**

Mississippi Valley State University is committed to providing a work environment that is free from all forms of discrimination and to adhere to the principles of equal opportunity, affirmative action and diversity. Discrimination based upon race, color, religion, sex, national origin, genetic information, age, disability, or veteran's status is a violation of federal and state law and University policy and is strictly prohibited.

## **SECTION II: ABOUT THE DEPARTMENT OF SOCIAL WORK**

### **A Historical Perspective**

The Department of Social Work at Mississippi Valley State University (MVSU) began in 1972 under the official title of Family and Community Service Program. The program was designed to meet the needs of human service agencies in the Mississippi Delta and beyond. It offered the Bachelor of Arts degree in Family and Community Services with emphasis in Social Work. The program has been accredited by the Council on Social Work Education since 1978. In order to maintain its focus on social work, as well as accreditation status, the name of the degree was changed from Bachelor of Arts degree in Family and Community Services to Bachelor of Social Work (BSW) in 1983. Social Work became a free-standing Department within the College of Professional Studies in July of 1999.

### **Mission**

The mission of the Department of Social Work is to prepare graduates to practice with individuals in need and populations at risk in rural environments.

### **Overview**

The Department of Social Work is committed to addressing and alleviating a myriad of human and social problems in the Mississippi Delta and surrounding communities. The department seeks to educate and train traditional and nontraditional students to assume leadership roles in existing social services agencies and in the development of other resources needed to improve the quality of life for the individuals, families, communities and organizations they serve. Mindful of the dearth of resources and professional agencies in the delta region, the department prepares its students to assume roles as advocates for policies and programs sensitive to the needs of rural communities. Students are prepared to advocate for social justice and to seek ways to empower populations who are at risk and who have historically suffered from oppression.

Baccalaureate social work education at MVSU is anchored in the “person-in-the-environment” perspective. Students are prepared to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities.

The Master of Social Work Program prepares students for professional social work practice at the micro, mezzo and macro levels. Throughout the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner that enables them to work with diverse populations in a wide range of settings. Special emphasis is placed on social work practice with client systems in rural regions, such as the Mississippi Delta where the University is located and committed to serve. Within the framework of rural social work practice, the area of concentration is Child and Family Welfare.

## CORE COMPETENCIES

The Council on Social Work Education, accrediting agency for social work education, set forth competencies 2.1.1 - 2.1.10(a)–(d). Competencies 2.1.11 and 2.1.12 were added to emphasize the department’s focus and emphasis on serving rural populations.

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

**Educational Policy 2.1.4—Engage diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course;

the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

**Educational Policy 2.1.9—Respond to contexts that shape practice.** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

### **Rural Competencies**

2.1.11 - Use interventions that recognize the needs and strengths present in rural communities.

2.1.12 - Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

## **SECTION III: BSW PROGRAM GOALS AND CONCEPTUAL FRAMEWORK**

### **Goals**

The goals of the BSW programs are 1) to educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities 2) to provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations, and 3) to instill in students a professional social work identity which incorporates the values and ethics of the profession.

### **Conceptual Framework**

#### ***Generalist Practice***

The generalist practice model, augmented by the strengths and empowerment approaches to social work practice within a rural context, underscores instruction in the BSW curriculum. From a generalist perspective, students build a professional foundation that acknowledges the interplay of “personal and collective issues” and incorporates these dual perspectives into a person in the environment approach (Miley, O’Melia & Dubois, 2013, p. 7). The use of this method allows social workers to connect client systems with necessary resources and to seek change within client systems, as well as in other personal, institutional and environmental systems with which clients engage in ongoing transactions. Students are prepared to work directly with client systems at all levels – individuals, families, societies, organizations, agencies, groups and communities.

#### ***Strengths Approach***

The strengths approach calls upon the worker and the client to incorporate into the helping process the identification and utilization of the strengths in both the client and the environment. The strengths perspective stresses “the human capacity for resiliency, courage, strength in the face of adversity, ingenuity in accessing and creating resources and the right of individuals to form their own aspirations and definitions of their situations” (Robbins, Chatterjee & Canada, 2006). This approach challenges the social worker to look not only at presenting problems, but at the potential that exists in the client’s situations, including individual strengths and environmental resources. Using the strengths approach, the worker-client relationship becomes “a collaborative process depending on clients and workers to be purposeful agents and not mere functionaries” (Saleeby, 2006). Students need to understand that both clients and rural communities have strengths which may be helpful in resolving issues. As noted by Scales and Streeter (2004), “failure to recognize and identify the considerable strengths and resources of rural people and communities can constitute a barrier to effective social work.”

#### ***Empowerment Approach***

The empowerment approach in social work practice is used to help individuals who are members of oppressed and subordinate groups, as well as the collective group membership, to shed their feelings of powerlessness and to take greater control over their lives. As a helping model, “it is relevant to generalist, advanced generalist, and integrated practice curricula as well as to specialized advanced year methods preparation” (Lee, 2001). The empowerment approach is particularly suitable to the client populations of the Mississippi Delta, many of whom are poor, minorities or members of other groups who are often targeted for discriminatory treatment.

### ***The Context of Rural Social Work Practice***

Critical connections exist between our conception of generalist social work practice and the rural location of Mississippi Valley State University. Rural social workers practice more autonomously providing a wide array of care and services across a variety of systems – a “generalist” (Mackie, Zammitt & Alvarez, pp. 31- 32). Supporting this position, Davenport and Davenport explain that they believe the “generalist model of practice is the model best suited for practicing social work in rural areas largely due to the isolated nature and geographic space in which rural social workers practice” (as cited in Mackie, Zammitt & Alvarez, 2016, p 32).

Citizens of Mississippi in general and the state’s delta region, more specifically, are a rural people. The Delta contains no true metropolitan areas and the people who live in the more populated communities of Greenville, Clarksdale, Greenwood and Cleveland maintain a largely rural identity. The Delta is marked by sparse populations often dependent on single industries, communities experience high levels of joblessness, poverty, inadequate public transportation systems, a reduced availability of professional services and inadequate economic development. Ginsberg (1998) points out that because of variables such as these many “services and other resources are more likely to be deficient in rural communities than in metropolitan areas” (p. 7). Such resources include health care, mental health care, employment, child care and transportation. The decreased availability of such resources tends to exacerbate individual problems. Generalist social practice provides an integrated and multileveled approach to practice that supports service delivery in rural communities.

## **SECTION IV: BSW PROGRAM CURRICULUM**

### **Overview**

The instruction received by social work students at MVSU is firmly anchored in a “person in environment” focus. The curriculum strongly emphasizes the social work practice as a creative blend of values, knowledge and skills. BSW students are prepared for generalist social work practice with individuals, families, groups, organizations and communities. The Program prepares graduates to practice within a rural framework. Students are also encouraged to seek graduate social work study upon completion of the BSW curriculum. Students are expected to understand how the values and ethics of the social work profession permeate every aspect of professional practice. Students are immersed in the beliefs of the innate dignity and worth of all human beings, regardless of their personal circumstances, and to advocate for a just, caring and democratic society. Students build their social work knowledge base and skills through the courses on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior in the social environment, social welfare policy and services, social work practice and research, and the field practicum.

### **Academic Requirements**

The Social Work curriculum includes one hundred twenty-four (124) semester credit hours that includes course work and field practicum. The curriculum is designed to ensure sequential and integrated learning (Academic MAP, Appendix C Pages 56-59). It consists of two components: the pre-professional requirements, scheduled generally in the freshman and sophomore years; and the professional courses, completed in the junior and senior years of study. The pre-professional curriculum is designed for integrative learning. It consists of sixty-three (63) credit hours of general education requirements. Students may also be required to take courses to fulfill the university’s basic education requirement and other courses designated as prerequisites. Basic or developmental courses do not generate credit hours toward a degree. These requirements provide students a broad liberal arts perspective. They are essential for basic and supportive knowledge in the professional social work courses. The professional curriculum consists of forty-six (46) semester credit hours. Learning is sequential and reflects the interrelationships of the basic social work curricular content areas: social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior in the social environment, social welfare policy and services, social work practice, research and field. The Social Work curriculum requires a combination of classroom and field practicum that prepare students to provide direct services to diverse client systems. The field practicum helps students acquire required social work skills as they experience in their interaction in the real life environment.

Students are also required to take a total of (15) hour of electives: Six (6) of these must be taken in social work courses and the other nine (9) can be from other disciplines.

### **Field Practicum**

The field practicum provides the graduating social work students an opportunity to work in a “real” agency setting and to apply their theoretical knowledge, under the guidance and close supervision of an experienced practitioner. During the practicum, students integrate their values and knowledge, and sharpen their marketable professional qualities and skills. Field education is provided through cooperative agreements between community agencies/organizations and the

Mississippi Valley State University Department of Social Work. Students in the BSW degree program at MVSU enter a block field placement in their final semester. They are required to complete a minimum of 432 clock hours in a field agency to earn nine semester credit hours toward the BSW degree. During the field practicum, students are expected to be in their field agencies four days a week from 8.00 a.m. to 5.00 p.m. The other work day of the week, usually Monday, is reserved for the integration field seminar. Students should have completed all other required and elective courses prior to entering the field practicum, with the possible exceptions of SW409, Research Methods, and SW420, Methods of Social Work Practice III.

All students and their field instructors are provided access to a field instruction manual prior to the beginning of the students' placement. The manual contains the rules and regulations governing field placements, rights and responsibilities of all parties, and mechanisms for the evaluation of student, field agency/experience and the Department of Social Work.

## **SECTION V: ADMISSION POLICIES AND PROCEDURES**

### **General Criteria**

Students interested in pursuing a BSW degree must qualify for regular admission to the University and for admission to the Department of Social Work. Admission to the Department of Social Work is completed during the student's sophomore year. Transferring students at the junior/senior level must complete this process within the first semester at Mississippi Valley State University. The Social Work Admissions Committee meets in the Fall and the Spring to review individual applications for admission to the Program. Students will know by the close of their sophomore year if they have been accepted as a social work major.

Professional social work courses are accepted for transfer only from schools accredited by the Council on Social Work Education. *The University provides each approved transfer student with an evaluation of previously earned credits. The Department of Social Work determines the way previously earned credits apply in the degree program. No academic credits, course waivers, or field practicum credits are granted for life experiences or previous work experiences.* All students must complete their last thirty (32) semester hours in residence at Mississippi Valley State University and may not pursue courses of any type at another institution for transfer of credit toward a degree from Mississippi Valley State University.

Admission criteria have been designed to provide a reasonable certainty that students have the ability to fulfill the academic requirements of the professional program and the personal attributes they will need to carry out the responsibilities of a professional social worker. The admission process requires:

1. Admission to Mississippi Valley State University
2. Declaration of social work as a major and completion of a minimum of thirty (30) credit hours in the general core curriculum
3. A minimum cumulative GPA of 2.00 on a scale of 4.00
4. Enrolled/Completion of SW210: Introduction to Social Work
5. Demonstration of an interest in and an aptitude for a career in social work;
6. Submission of social work admission application (Appendix C, Pages 60-62), along with a personal statement of goals and experience (Appendix C, Page 63), and reference letters (Appendix C, Page 64-66)
7. Completion of a successful admission interview, if required, with a social work faculty member (Student Evaluation Interview Form, Appendix C, Page 67).

### **Application Procedures**

Applications for admission may be requested from the Department of Social Work. Students who are conditionally accepted are notified of deficiencies which must be removed within a period of time set by the Department of Social Work (Student Admission Evaluation Form, Appendix C, Page 68). Students who are denied admission into the Department may reapply when the criteria for admission are met or may be redirected to another academic unit within the University when it is appropriate. A letter notifying students of the Committee's decision is sent to the student and a copy is retained in the student's file (Appendix C, Page 69).

### **Field Practicum Admission Requirements**

In order to be accepted for admission to the field practicum, a student must have:

1. Been officially admitted to the BSW program
2. Completed all BSW required liberal arts courses
3. Completed all required social work courses with the possible exception of SW409, Methods of Social Work Research and SW420 Methods of Social Work Practice III. The Integration Seminar (SW437) is taken concurrently with Field Practicum
4. A grade point average of 2.0 in required social work courses
5. An overall grade point average of 2.0 or better

### **Readmission to the Department**

Students who for any reason have been discontinued from the Department of Social Work or who plan to withdraw in good standing are asked to meet with their advisor prior to departure to discuss a possible plan for readmission. Requests for readmission should be filed with the department chair. Requests should include an educational plan outlining how the student plans to complete remaining course work. Depending upon the length of time that has elapsed between a student's departure from the program and when s/he plans to return, the student may be required to complete some or all of their previous professional course work. Students should consult an academic advisor for assistance when preparing the request.

### **Readmission to the University**

Students who have previously attended the University and have a break in attendance of one or more terms must file an application for re-admission. Re-admission documents required include an official transcript from each institution attended since leaving MVSU, and, if a degree has been received from another institution, an official transcript showing that degree. Students must meet the minimum admission standards of the University and be in good standing at all institutions attended since leaving MVSU in order to be eligible for re-admission. Questions concerning re-admission should be directed to the Office of Admissions and Recruitment (Undergraduate Catalog, 2015-2017, Page 25).

## **SECTION VI: STUDENT ADVISEMENT**

### **Advisement Process**

The advisement process is an essential ingredient of educational and professional development for all Social Work students. Advisement is used to assist students to develop and to execute a successful educational plan that meets their needs and career goals. It is designed to enable students to maximize their potential and meet the requirements and objectives of the Department of Social Work. Although students may declare social work as their major at any time by completing the Change of Major Form, formal acceptance to the BSW program does not occur until students have successfully completed the admission process outlined in Section V of this document.

The admission process in the BSW Program is actually an advisement tool that provides an opportunity for evaluation of a student's ability to match those required by the program goals and core competencies. All social work majors are alphabetically assigned to a faculty advisor, until they apply for field practicum, whereupon the coordinator of field becomes their advisor. In case of difficulty on the part of a student to work with the assigned advisor, the Chair of the department may assign another faculty advisor. The focus of advisement for students may include academic counseling, professional career counseling, and personal counseling as described below:

1. Academic advisement assists students in achieving an awareness and an understanding of opportunity for student input about the Department of Social Work.
2. Professional advisement focuses principally on the evaluation of the student's aptitude and potential for social work and on an assessment of the student's strengths and weaknesses which are likely to affect social work education and professional practice. Advisors assist the Field Practicum Coordinator in making recommendations regarding field placements based on personal knowledge of students' needs and interests. In addition, advisors keep students abreast of information regarding professional development activities, such as local, state, and national conferences, workshops and seminars.
3. Personal advisement usually takes place at the request of the student. Students are seen for individual counseling related to those concerns that are not academic or professional in nature. These students are referred to the University Counseling Service or to other appropriate agencies as needed. Advisors then follow-up to make sure that these problems are handled appropriately.

### **The advisement process requires students to do the following:**

1. Meet with their academic advisor at least once during the semester to discuss their class schedule excluding the registration period. However, it is the student's responsibility to be clear about the requirements for social work and non-social work courses and to know what the general education requirements are (Student Advisement Form, Appendix C, Page 70)
2. Meet with their advisors at least once a year for professional advisement. Professional advisement focuses principally on evaluation of the student's aptitude and potential for

social work and on assessment of the student's strengths and weaknesses which are likely to affect professional practice.

3. Meet with their advisor at any time they experience problems. Each faculty member maintains posted office hours during the working day for student access. If students need assistance when their assigned advisors are not available, any available faculty should be consulted. When applicable, the faculty advisor will complete a Conference Report Form (Appendix C, Page 71) to document the purpose of the conference and actions to be taken.

### **Services for Students with Disabilities (SSD)**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors. For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or [billy.benson@mvsu.edu](mailto:billy.benson@mvsu.edu).

## **SECTION VII: TERMINATION/ ACADEMIC PROBATION/ SUSPENSION POLICIES**

### **Non-Academic Reasons**

Students may be recommended for terminated from the department for non-academic reasons any time after admission. The decision to recommend termination of a student from the department is a serious one made collectively by social work faculty serving on the admissions committee. Non-academic reasons for termination may fall under the category of personal or professional reasons. Students may be denied admission to or recommended for terminated from the Department of Social Work for any of the following non-academic reasons which are personal or professional:

1. Evidence of chemical dependency.
2. Mental or emotional difficulties which impair performance, interactions, and relationships with classmates, faculty, agency staff, and/or clients.
3. Lying, cheating, or plagiarizing in classroom education and/or field education process.
4. Evidence of criminal activity occurring during enrollment or prior to enrollment and it becoming known after enrollment.
5. Unresolved personal issues which impair performance, interactions, relationships with classmates, faculty, agency staff, and/or clients.
6. Personal goals inconsistent with social work goals.

### **Academic Reasons**

1. Failure to maintain an overall GPA of 2.00.
2. Failure to maintain a 2.00 GPA in social work courses including the field practicum.
3. Academic probation or suspension.
4. Failure to adhere to policies governing academic integrity (e.g., cheating, plagiarism, etc.).

### **Academic Probation/ Suspension**

Mississippi Valley State University enforces standards of Satisfactory Academic Progress (SAP) as it relates to academic standards. Students who are not successfully completing courses are not considered to be making satisfactory academic progress and, therefore, are given academic probation or suspension status. An undergraduate student is given academic probation or suspension based on the SAP policy as listed below.

#### **Minimum Cumulative Grade Point Average**

<b>Credit Hours Attempted</b>	<b>Maintaining Progress</b>	<b>Academic Probation/Suspended</b>
Bachelor's Degree		
0-29 credit hours	1.51 or greater	0.00-1.50
30-59 credit hours	1.75 or greater	0.00-1.74
60-89 credit hours	2.00 or greater	0.00-1.99
90+ credit hours	2.00 or greater	0.00-1.99
Teacher Certification	2.00 or greater	0.00-1.99

Satisfactory academic progress shall be monitored at the end of the fall and spring semesters. If the student is not meeting the SAP policy at the end of the fall semester or at the end of the first semester of enrollment, the student will be placed on academic probation at the end of that semester. The student will be placed on academic suspension at the end of the following semester if the student has not met satisfactory academic progress. A student who is placed on academic suspension will not be eligible to attend the following semester. A student who is suspended at the end of the fall semester may petition to be reinstated for the following spring semester by submitting a written petition for possible readmission on probation to the University Appeals Committee. The petition should include convincing evidence of reasonable expectancy of success if readmission is granted. The written petition should be postmarked at least seven days before the first day of registration. The request for appeal should be addressed to:

Office of Student Financial Aid  
Attention: University Appeals Committee  
Mississippi Valley State University  
14000 Highway 82 West, #7268  
Itta Bena, MS 38941-1400

A student who is academically suspended from the University at the end of the spring semester may earn re-admission on probation by attending the University summer session immediately following the dismissal and earning the minimum grade point average, based on his/her classification or earned credit hours. Satisfactory academic progress for students attending the summer session shall be monitored at the end of the summer session. At the end of the summer session, a grade point average of at least 2.50 must be earned in at least six semester credit hours of course work. Please review the Financial Aid Probation and Suspension Policy regarding Satisfactory Academic Progress (Undergraduate Catalog, 2015-2017, Page 30).

## **Non-Retention**

Since the Department of Social Work is a professional course of study, it has an obligation to the profession, to recipients of service and to students to specify its criteria not only for admission to the Department but also its criteria for non-continuation. Advisement provides the usual mechanism for decisions about retention. Through professional advisement, the student and faculty advisor explore together the student's motivation, interest, aptitude, and suitability for the profession. A decision about recommending termination is made relatively early to enable students to select other programs of study, and to meet the requirements of that program without undue delay in graduating. It may be necessary on occasion to advise students to reconsider their preference for social work. In such a case, upon the recommendation of the faculty advisor, the Chair of the Department of Social Work calls a meeting of the Social Work Admissions Committee for a determination. Basis for a decision of non-retention includes one or more of the criteria listed below:

1. Academic performance below acceptable level. A cumulative grade point average of at least 2.00 must be maintained including field.
2. Failure to complete prerequisite course work which impedes progress.
3. Detrimental or inappropriate behavior in a professional relationship. Such behavior, which may be evidenced in academic or field performance, includes lack of insight or sensitivity to the impact of one's behavior on others or a style of communication which would adversely affect the helping process.
4. Violation of certain standards of the Code of Ethics of social workers which specify requirements for the social worker in professional relationships and encompass responsibilities with respect to conduct, values, and attitudes. In particular, students should note the applicability of standards which speak to conduct and deportment in one's capacity or identity as a social worker, and the social worker's ethical responsibilities to clients and colleagues. Each student should be familiar with the standards in the NASW Code of Ethics (Appendix A, Pages 33-53).

If a decision about retention is reached that is not acceptable to students, they may initiate an appeal following the grievance procedures outlined below in SECTION VIII.

## **SECTION VIII: GRIEVANCE PROCEDURES**

### ***Academic Grievance Procedures***

It is the policy of the University that a student may have prompt and informal resolution of his or her student grievance and for the grievance to be accomplished under orderly procedures.

### ***Disputing Grades***

A student's grades should represent the instructor's good faith judgment of the student's performance in the course based in the informed use of appropriate measurement and evaluation instruments. If a student disagrees with a grade he/she received, the following procedure should be followed until the problem is resolved. These steps must be followed in order and appropriate documentation of each step (including notation of the date, time, location, length, content, and final outcome of the discussion) must be provided in order to proceed to the next step.

1. The student should discuss the disputed grade with the instructor of the course no later than the end of the third full week of classes of the semester following the receipt of the final course grade. This discussion should normally take place during the instructor's posted office hours.
2. If the dispute is not resolved in step one, the student should request a meeting with the Chairperson of the department offering the course. The instructor of the course will also attend the meeting.
3. If the dispute is not resolved in step two, the student should request a meeting with the Vice President for Academic Affairs, the instructor of the course, and the instructor's Chairperson. The decision of the Vice President for Academic Affairs is final and no further appeal is possible.

### ***Other Academic Grievance***

A student may have a grievance against an instructor which goes beyond a dispute over the grades received on a course. Such grievances might involve allegations that the instructor is harassing students, practicing extortion, not meeting his/her classes or is generally incompetent. For such non-grade oriented grievance, the following procedure should be followed until the problem is resolve. These steps must be followed in order and appropriate documentation of each step (including notation of the date, time, location, length, content, and final outcome of the discussion) must be provided in order to proceed to the next step.

1. The student should make the grievance known to his/her instructor.
2. If the grievance is not resolved in step one, the student should request a meeting with the Chairperson of the department offering the course. The instructor will not be present at the meeting, but a follow-up meeting will be scheduled with the instructor and the Chairperson.
3. If the grievance is not resolved in step two, the student should request a meeting with the Vice President for Academic Affairs. The Vice President for Academic Affairs will schedule a follow-up meeting with the instructor, and the instructor's Chairperson.
4. If the grievance is not resolved in step three, the student should request a meeting with the President. The President will schedule a follow-up meeting with the instructor, the instructor's Chairperson, and the Vice President for Academic Affairs. The President also

has the option of empowering a panel of professors to review the allegations made by the student, render a judgment and recommend an action for the President to implement. The decision of the President is final.

***Non-Academic Grievance***

In the normal course of University activities, students may encounter problems with University employees (staff and/or administration). In these circumstances, students should first attempt to resolve the problem by talking directly with the employee involved. However, the University recognizes that it is not always possible for students to resolve a problem by direct discussions with the University employee. In these cases, the options available to students include making an informal complaint to the employee's immediate supervisor and/or filing a formal written complaint in accordance with existing University policies.

*Procedures for complainants/grievances are available in the Office of Student Affairs. If a student has questions about procedures for filing complainants/grievances, he or she should go to the Office of Student Affairs for a thorough explanation of procedures. (MVSU Student Handbook, 2015 – 2016, Pages 45-46)*

## **SECTION IX: STUDENTS' RIGHTS AND RESPONSIBILITIES**

Students enjoy all the rights and privileges as delineated in MVSU Student Handbook, 2015-2016, Pages 46-47):

### ***The Student's Academic Rights in the Classroom Setting***

1. Without fear of penalty, the student shall be free to take reasonable exception to data and views offered in the classroom.
2. The student's course grade should represent the instructor's good-faith judgment and his/her best use of measurement and evaluation skills in assessing the student's performance in the course.
3. The student has a right to expect reasonable efforts to protect against improper disclosure of information concerning his or her grade, views, beliefs, political associations, health or character acquired by the instructors during their professional relationship with the student.
4. The student has the right to expect accurate and clearly stated information which will enable him to determine the following:
  - a. The general requirements for establishing and maintaining an acceptable academic standing
  - b. His own academic relationship with the University and any special conditions which apply.
  - c. The requirements for the course as well as for graduation.
5. The student has the right to be governed by educational justifiable regulations
6. The student has the right to a classroom environment free from distractions and annoyances.

### ***Classroom Freedom and Responsibility***

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. As members of the academic community, students should develop the capacity for critical judgment and engage on a sustained and independent search for truth. Free inquiry and free expression are indispensable to the attainment of these goals.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility.

Student evaluation in class should be based primarily on academic performance. Academic grievances are resolved in accordance with the University Code of Academic Integrity. If a student and a faculty member are unable to resolve a problem relating to academic performance, the student should see the department Chairperson.

Students are free to take reasonable exception to the data or view offered in any course of study and to reserve judgment about matters of opinion. Students are, however, responsible for learning the course content required for successfully completing the course. Cases of dishonesty

in academic work are considered to be serious violations, therefore, students risk incurring the penalty of failure in the course.

The academic program of the University is the basis for all activities; therefore, each student is expected to attend all classes. Since class attendance is a requirement for successful completion of the course, this requirement becomes the responsibility of the student

In addition to the above rights and responsibilities, Social Work students are expected to become familiar with specific policies and procedures specific to the Social Work Program: admission requirements, degree requirements, and other rules and regulations. The Department of Social Work assigns a faculty advisor to each enrolled student to facilitate a smooth process. However, it is the student's responsibility to seek advice from his/her assigned faculty advisor. The ultimate responsibility for understanding and completing the degree and graduation requirements lies with the student.

Students are also expected to contribute to the development of the department by assisting in the evaluation and assessment of its program and services by responding honestly and conscientiously to course evaluations, opinion survey and other means of departmental assessment.

## **SECTION X: STUDENT ORGANIZATIONS**

The Department of Social Work believes students have a right to the education of the highest quality, and that education encompasses the whole person. It helps students to grow toward intellectual and professional maturity by encouraging their participation in co-curricular activities of student organizations. The Department sponsors student organizations, and assigns faculty advisors to harness students' full potentials. These organizations undertake activities that complement and enrich students' academic curricula. There are two major student organizations in the Department of Social Work: the Social Work Club and the Alpha Delta Chapter of Phi Alpha. The Social Work Club serves as the collective voice for Social Work students. The purpose of the Club is to accommodate and promote the academic, professional and social needs of the students and to foster positive relationships with the program staff and the community. The Club plans and implements all student activities on and off campus. Activities include attendance and/or participation in local, state, and national workshops/conferences, fund raisers, social activities and community service projects. The Alpha Delta Chapter of Phi Alpha, a national honor society in social work, was chartered at Mississippi Valley State University in 1988. The purposes of the chapter are to recognize and promote scholastic achievement among students and faculty involved in the Department of Social Work; to recognize, improve and further the goals of social work in the community, state, and nation; and to stimulate interest in preparation for active membership when a student has:

1. Declared social work as an undergraduate major
2. Achieved sophomore status
3. Completed nine (9) semester hours in major courses
4. Achieved a cumulative grade point average of 3.00

## **XI: SOCIAL WORK COMMITTEES**

Students are represented on standing committees of the Department of Social Work and they enjoy full voting privileges. The social work faculty facilitates student assignment to these committees.

### **Social Work Program Advisory Committee**

The Social Work Advisory Committee is the primary committee for feedback and support for Mississippi Valley State University's Department Social Work. This committee is composed of community leaders, professional social workers, agency administrators, social work students, and employers of social work graduates. This committee, in cooperation with the chair and faculty of the department, assists in developing, evaluating and reshaping department objectives and activities, including curriculum development, recruitment, admission, retention, enrichment/empowerment of students. This committee meets twice during the academic year (fall and spring semesters). Members are encouraged to intensify their participation in an ongoing basis through visits, phone calls, guest presentations in classes, etc. However, all actions of this committee are advisory in nature, and are subject to the approval of the Department of Social Work and in accordance with University policies and procedures.

### **Field Advisory Committee**

The Field Advisory Committee provides input and addresses issues related to both the BSW and MSW Field Education Programs. This committee also supports and advocates for the well-being of families and children in the Mississippi Delta and throughout the State. The members represent a broad spectrum of agencies and organizations providing an array of services. Members include agency field instructors, social work practitioners, and social work faculty and students (undergraduates and graduates).

The BSW and MSW Field Coordinators facilitate the convening of meetings at least twice a year (Fall & Spring semesters) and report committee's recommendations, issues and/or concerns to the social work faculty. Recommendations are taken under consideration by the faculty for implementation. Through this process the Field Advisory Committee plays a pivotal role in the program's ongoing renewal activities.

## **SECTION XII: STUDENT RECORDS & WITHDRAWAL PROCEDURES**

### **Student Records**

The Department of Social Work maintains academic records on students and former students enrolled in the program. These files are created at the time students declare social work as a major. They contain admission materials, unofficial transcripts, change of major forms, field placement evaluations, and copies of other documents related to registration and enrollment in the Department. These files are protected by the Family Educational Rights and Privacy Act of 1974 which permits access only to those persons with a legitimate “need to know.” Students have a right to inspect and review the contents of their files. Students wishing to review their files must set up an appointment with their advisor.

### **Withdrawal Procedures**

Students who plan to withdraw from the University and/or the Department of Social Work should secure a Withdrawal Form from the Office of the Registrar, obtain necessary signatures of clearance, and file the form in the Office of the Registrar.

## **SECTION XIII: UNIVERSITY POLICY: SEXUAL HARASSMENT**

All employees, supervisors and non-supervisory personnel and guests, including students, vendors, contractors or visitors, are strictly prohibited from engaging in inappropriate or offensive touching of any person, offensive sexual flirtations, advances or propositions, verbal abuse of a sexual nature, verbal comments about an individual's body, sexually degrading words used to describe an individual, displaying sexually suggestive objects or pictures in the workplace, or any other conduct that creates a sexually hostile environment. The University shall take all necessary and appropriate actions to end any such harassment. Additions that have been included in the MVSU Student Handbook are to make the policies and procedures compliant with Violence Against Women Act (VAWA), Title IX, and University guidelines language have been added that is reflected below.

The University is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment, sexual violence and sexual assault (collectively, "sexual misconduct"); domestic violence and dating violence (collectively, "relationship violence"); and stalking. The University will not tolerate discrimination, harassment, sexual misconduct, relationship violence and stalking. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, or any other legally protected characteristics will not be tolerated. The Title IX Coordinator is responsible for overseeing sexual harassment complaints. The Coordinator must:

1. Be available to meet with students who believe sexual harassment or assault has occurred;
2. Ensure that complaints are handled through consistent practices and standards; and
3. Upon receiving notice of potential acts of sexual harassment or assault, either personally investigate the incident or oversee the investigation.

The Coordinator may also provide assistance to the institution's law enforcement employees on appropriate responses to reports of sexual violence. In these cases, the Coordinator should have access to school law enforcement investigation notes and findings unless access would compromise a criminal investigation. Furthermore, the Coordinator is responsible for reviewing all complaints received to identify and address any patterns or systemic problems.

### *Reporting Sexual Harassment*

If you experience or witness sexual harassment on campus, report it immediately to the Title IX Coordinator, Mr. Lloyd Dixon, located in the William W. Sutton Administration Building at 662-254-3121. If the Title IX Coordinator is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact any other member of management (Vice Presidents, Associate Vice President/Dean of Students, Directors, Associate/Assistant Directors, Supervisors, Counselors, or University Police). You can raise concerns and make reports without fear of reprisal or retaliation. All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation. Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment must immediately advise

the Title IX Coordinator, or any member of management so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment. Under no circumstances. Under no circumstances will Mississippi Valley State University tolerate *any form of harassment* - sexual or otherwise.

*(Sexual Harassment Policies, MVSU Student Handbook, 2015 – 2016, Pages 16 - 17 & 19)*

## **SECTION XIV: APPENDICES**

## APPENDIX A: THE NASW CODE OF ETHICS

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly*

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

### **Preamble**

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

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

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

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

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

## **Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

### **Ethical Principles**

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

Social workers continually strive to increase their professional knowledge and skills and to apply

them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

### **Ethical Standards**

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

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

## **1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

### **1.01 Commitment to Clients**

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

### **1.02 Self-Determination**

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

### **1.03 Informed Consent**

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

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

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

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

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

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

#### 1.04 Competence

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

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

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

#### 1.05 Cultural Competence and Social Diversity

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

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

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

### 1.06 Conflicts of Interest

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

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

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

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

### 1.07 Privacy and Confidentiality

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

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

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

- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile

machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

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

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

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

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

#### 1.08 Access to Records

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

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

#### 1.09 Sexual Relationships

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

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

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

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

#### 1.10 Physical Contact

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

#### 1.11 Sexual Harassment

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

#### 1.12 Derogatory Language

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

#### 1.13 Payment for Services

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

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

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

#### 1.14 Clients Who Lack Decision-Making Capacity

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

#### 1.15 Interruption of Services

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

#### 1.16 Termination of Services

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

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

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

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

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

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

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### 2.01 Respect

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

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

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

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

### 4.03 Private Conduct

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

### 4.04 Dishonesty, Fraud, and Deception

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

#### 4.05 Impairment

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

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

#### 4.06 Misrepresentation

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

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

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

#### 4.07 Solicitations

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

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

#### 4.08 Acknowledging Credit

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

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

### **5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION**

### 5.01 Integrity of the Profession

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

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

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

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

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

### 5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

### **6.01 Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should

advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

#### 6.02 Public Participation

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

#### 6.03 Public Emergencies

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

#### 6.04 Social and Political Action

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

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

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

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

**APPENDIX B: THE NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS (NABSW) CODES OF ETHICS**

I regard as my primary obligation to serve the welfare of the Black individuals, the Black family, and the Black community and will engage in action for improving the social conditions therein. I give precedence to this mission over my personal interests. I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters making no distinction between their destiny and my own. I hold myself responsible for the quality and extent of service 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 practices by any individuals or organizations engaged in social welfare activities. I stand ready to supplement my paid or professional advocacy with voluntary services 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 of Black social institutions.

## **APPENDIX C: PROGRAM FORMS**



Degree Requirements	Details
Total Credit Hours	124 credit hours
Grade Point Average	2.0 GPA
Residency Rule	Complete the last 32 semester credit hours at Mississippi Valley State University
Academic Advisor	
Student Name	
Student ID#	

General Core Curriculum	Course Number	Credit Hours	Semester Offered
Freshman Composition	EN 101 En 102	6	FA, SP, S1 FA, SP, S2
Humanities: History and English Students must take (6hrs EN & 3 hrs HI or 6hrs HI & 3hrs EN)	EN 201	9	FA, SP, S1
	EN 202		FA, SP, S2
	HI 101 HI 202 HI 102 HI 215 HI 201		FA & SP
Fine Arts	AR 101 TH 201 MU 107	3	FA & SP
Orientation	FY 101	1	FA & SP
Natural Sciences		6/8	

General Core Curriculum	Course Number	Credit Hours	Semester Offered
Social and Behavioral Sciences: Economics, Political Science, Psychology, Public Administration and Sociology	BA 211 PS 205	6	FA
	BA 212 PS 216		SP
	ED 102 SO 212		FA & SP
	PA 101 SO 213		
	SO 211		
Speech	SP 201	4	FA, SP, S1, S2
Health and Physical Education or ROTC	HL 101 PE 102	2/3	FA & SP
	MS 101		FA
	MS 102		SP
College Algebra	MA 111	3	FA & SP

Subtotal 39/42

Semester 1	Course Number	Credit Hours	Semester Offered	Semester Taken	Grade Earned	Also Allowed	Pre/Co-requisites
Freshman Composition	EN 101	3	Fall				EN 100B or ACT English Score of 17
Humanities	(EN 201 or EN 202)	3	Fall				
Humanities	HI 101, 102, 201, 202, 205, or 215	3	Fall				
Computer Science	CS 111	3	Fall				
Science	SC 151/151L	3	Fall				
Freshman Year Experience Seminar	FY 101	1	Fall				
	<b>Total Hours</b>	<b>16</b>					

Semester 2	Course Number	Credit Hours	Semester Offered	Semester Taken	Grade Earned	Also Allowed	Pre/Co-requisites
Freshman Composition	EN 102	3	Spring				EN 101 or EN 100B or ACT English Score of 17
Math	MA 111	3	Spring				MA 100B or ACT Math Subtest Score of 20
Education: General Psy.	ED 102	3	Spring				
Fine Arts	AR 101; MU 107 or TH 201	3	Spring				
Health	HL 101; PE 102; MS 101 or MS 102	3/2	Spring				
Science	SC 152/152L	3	Spring				
	<b>Total Hours</b>	<b>18/17</b>					

The Department of Social Work does not grant course credit for life or previous work experience.

Semester 3	Course Number	Credit Hours	Semester Offered	Semester Taken	Grade Earned	Also Allowed	Pre/Co-requisites
Foreign Language	101	3	Fall				
Humanities	EN 201/202; HI 101, 102, 201, 202, 205, or 215	3	Fall				
Speech	SP 201	3	Fall				
Sociology (Intro)	SO 211	3	Fall				
Social & Behavioral Sciences	BA 211; BA 212; PA 101; PS 201; PS 205 or PS 216	3	Fall				
	<b>Total Hours</b>	<b>15</b>					

Semester 4	Course Number	Credit Hours	Semester Offered	Semester Taken	Grade Earned	Also Allowed	Pre/Co-requisites
Foreign Language	102	3	Spring				
Introduction to Social Work	SW 210	3	Spring				
Social & Behavioral Sciences	BA 211; BA 212; PA 101; PS 201; PS 205 or PS 216	3	Spring				
Sociology (Social Problems)	SO 212	3	Spring				
Sociology (Social Psy.)	SO 213	3	Spring				
Elective		3					
	<b>Total Hours</b>	<b>18</b>					

Semester 5	Course Number	Credit Hours	Semester Offered	Semester Taken	Grade Earned	Also Allowed	Pre/Co-requisites
Interviewing Techniques	SW 301	3	Fall				
Social Welfare Policies & Serv. I	SW 302	3	Fall				SW 210 Introduction to Social Work
Issues of Diversity & Social Justice	SW 307	3	Fall				
HBSE I	SW 320	3	Fall				ED 102 General Psychology SO 213 Social Psychology
Methods of SW Practice I	SW 330	3	Fall				SW 210 Introduction to Social Work
Elective		3	Fall				
	<b>Total Hours</b>	<b>18</b>					

Semester 6	Course Number	Credit Hours	Semester Offered	Semester Taken	Grade Earned	Also Allowed	Pre/Co-requisites
Social Welfare Policies & Serv. II	SW 303	3	Spring				SW 302 Social Welfare Policy & Services I
HBSE II	SW 327	3	Spring				SW 320 HBSE I
Methods for SW Practice II	SW 410	3	Spring				SW 330 Methods of SW Practice I
SW 408 Statistics for SW Research	SW 408	3	Spring				
Elective		3	Spring				
	<b>Total Hours</b>	<b>15</b>					

*The Department of Social Work does not grant course credit for life or previous work experience.*

Semester 7	Course Number	Credit Hours	Semester Offered	Semester Taken	Grade Earned	Also Allowed	Pre/Co-requisites
Methods of SW Research	SW 409	3	Fall				SWW 330 Methods of Social Work Practice I SW 408 Statics for Social Work
Methods of SW Practice III	SW 420	3	Fall				SW 330 Methods of SW Practice I SW 410 Methods for SW Practice II
Pre-Field Seminar	SW 491	1	Fall				
Social Work Elective	SW	3	Fall				
Social Work Elective	SW	3	Fall				
	<b>Total Hours</b>	<b>13</b>					

Semester 7 Graduating Seniors Only	Course Number	Credit Hours	Semester Offered	Semester Taken	Grade Earned	Also Allowed	Pre/Co-requisites
Field Practicum	SW 436	9	Fall				SW 210, SW 301, SW 302, SW 303, SW 307, SW 320, SW 327, SW 330, SW 408, SW 409, SW 410, SW 420, & SW 491  Co-requisites: SW 437 Integration Seminar  Admission to Field Practicum Liability Insurance
Integration Seminar	SW 437	3	Fall				SW 210, SW 301, SW 302, SW 303, SW 307, SW 320, SW 327, SW 330, SW 408, SW 409, SW 410, SW 420, & SW 491  Co-requisites: SW 436 Field Practicum
	<b>Total Hours</b>	<b>12</b>					

Semester 8	Course Number	Credit Hours	Semester Offered	Semester Taken	Grade Earned	Also Allowed	Pre/Co-requisites
Field Practicum	SW 436	9	Spring				SW 210, SW 301, SW 302, SW 303, SW 307, SW 320, SW 327, SW 330, SW 408, SW 409, SW 410, SW 420, & SW 491  Co-requisites: SW 437 Integration Seminar  Admission to Field Practicum Liability Insurance
Integration Seminar	SW 437	3	Spring				SW 210, SW 301, SW 302, SW 303, SW 307, SW 320, SW 327, SW 330, SW 408, SW 409, SW 410, SW 420, & SW 491  Co-requisites: SW 436 Field Practicum
	<b>Total Hours</b>	<b>12</b>					

***The Department of Social Work does not grant course credit for life or previous work experience.  
SW 210 Introduction to Social Work and SW 330 Methods of SW Practice I have a mandatory requirement of 20 service learning hours for each course***

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
ADMISSION APPLICATION**

*The Department of Social Work does not grant credit for life or work experience  
(Please Print or Type)*

Name: \_\_\_\_\_ ID #: \_\_\_\_\_

Campus Address (If applicable): \_\_\_\_\_

Campus Telephone Number (If applicable): \_\_\_\_\_

Permanent Home Address: \_\_\_\_\_

\_\_\_\_\_  
City: \_\_\_\_\_ State \_\_\_\_\_ County \_\_\_\_\_ Zip Code \_\_\_\_\_

Home Telephone Number: ( ) \_\_\_\_\_ Age: \_\_\_\_\_ (Optional)

Gender:  Male  Female Student Status:  Full Time  Part Time

Ethnicity:  Black  White  Hispanic/Latino/Spanish Origin

American Indian/Alaska Native  Asian  Native Hawaiian/Other Pacific

Islander  Other ( ) Specify \_\_\_\_\_

Have you ever been convicted of a misdemeanor or felony?  Yes  No

If yes, please indicate nature of conviction and date.

\_\_\_\_\_  
Have you declared Social Work as Major?  Yes  No

Date of Enrollment \_\_\_\_\_ GPA \_\_\_\_\_

Place of Employment (If applicable): \_\_\_\_\_

Number of hours employed per week: \_\_\_\_\_

Name of High School \_\_\_\_\_

Location of High School \_\_\_\_\_  
City County State Zip Code

Which of the following do you have?  High School Diploma  GED  Other (Please specify and include date earned \_\_\_\_\_ Date \_\_\_\_\_).

Date High School Diploma or GED Earned: \_\_\_\_\_  
Month Year

Have you attended any other college/university?  Yes  No

If yes, name of institution:

College/University \_\_\_\_\_

Location of College/University \_\_\_\_\_  
City County State Zip Code

Dates Attended: \_\_\_\_\_

Date(s) of Graduation (*If applicable*) \_\_\_\_\_

Major/Minor \_\_\_\_\_ GPA \_\_\_\_\_

Other professional skills or training: \_\_\_\_\_

Do you belong to any community organization(s)  Yes  No

If yes, please list: \_\_\_\_\_

Do you belong to any campus organization(s)?  Yes  No

If yes, please list: \_\_\_\_\_

Please list two references you have asked to submit recommendations on your behalf:

**REFERENCE # 1**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Employer (If applicable) \_\_\_\_\_

Title/Position: \_\_\_\_\_

Daytime Phone #: \_\_\_\_\_

**REFERENCE # 2**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Employer (If applicable) \_\_\_\_\_

Title/Position: \_\_\_\_\_

Daytime Phone #: \_\_\_\_\_

I certify that all of the information given in this application is complete and accurate to the best of my knowledge.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**PLEASE DO NOT WRITE BELOW THIS LINE.**

Date Application Received \_\_\_\_\_ Date Reviewed \_\_\_\_\_

Action Taken:

Accepted    Not Accepted    Conditionally Accepted (List reasons below)

\_\_\_\_\_  
\_\_\_\_\_

Faculty Reviewer \_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
PERSONAL STATEMENT INSTRUCTIONS**

Please enclose a typewritten, double-spaced personal statement with your application. This information will help the Department of Social work understand the nature and development of your interest in choosing social work as your major. Prepare this statement carefully because it represents an important part of your application and will be used to assess your ability to organize, conceptualize, and articulate ideas in writing.

There are two general content areas that your statement should address. The first area relates to your understanding of social work as a profession. The second area should reflect your views on human diversity and how a society might meet the social welfare needs of its citizens. State your responses thoroughly, but as succinctly as possible. Please follow the outline below in preparing you statement:

- I. Present your understanding of social work as a profession
  1. Present your understanding of social work as a profession in your own words
  2. Trace the development of your interest in social work; include:
    - a. What factors influenced your decision to pursue a major in social work?
    - b. How did you learn about this Department?
    - c. Discuss your career goals.
    - d. Discuss any paid or volunteer experiences in which you have been able to help a person, a group, or a larger entity/body.
    - e. Assess your personal strengths and limitations that you think may impact your performance in social work education and your future as a social work practitioner
  
- II. Perspective on Human Diversity, Social Welfare and Society
  1. Discuss your views on human diversity.
  2. Discuss the potential role(s) society should play in providing for the social needs of its citizens.

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
REFERENCE LETTER FORM**

**Student should give a copy of this form to the two individuals providing a reference after completion of Part I. Please type or print.**

**PART I: TO BE COMPLETED BY STUDENT**

Name of Student \_\_\_\_\_

Name/Address of Individual Submitting Reference: \_\_\_\_\_  
Name

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
City State Zip Code

I hereby:

- Do waive my rights to review this complete report.
- Do not waive my rights to review this complete report.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**PART II: TO BE COMPLETE BY INDIVIDUAL SUBMITTING REFERENCE**

The above student is applying for admission to the Department of Social Work. You have been selected as someone who will be helpful to us in evaluating the student’s qualifications. A major concern of the Social Work faculty is to arrive at a decision that will serve the student’s best interest as well as that of the social work profession. Therefore, your responses will be an important aid in determining the student’s status for admission to the Department and career plans in social work. All information you provide is used in compliance with the student’s right to privacy, and is shared with Social Work faculty on a need-to-know basis. After completion of this reference, please send it to: Chair, Department of Social Work, Mississippi Valley State University, 14000 Highway 82 West, MVSU 7293 Itta Bena, MS 38941-1400.

Please Respond to the following questions

1. How long have you known the student, and in what capacity?
  
2. What do you consider to be the student’s major strengths?
  
3. What do you consider to be the student’s major weaknesses?
  
4. Please give your impressions of the student in the following areas:  
*1 (Poor) 2 (Average) 3 (Good) 4 (Outstanding) 5 (Unable to Judge)*

Rating Categories	Please Circle One Response
Emotional stability	1 2 3 4 5
Willingness to accept criticism	1 2 3 4 5
Responsiveness to instruction	1 2 3 4 5
Leadership ability	1 2 3 4 5
Productivity (worked produced)	1 2 3 4 5
Resourcefulness/Creativity	1 2 3 4 5
Sensitivity towards others	1 2 3 4 5
Respect for differences in others (i.e. race, class, culture, age, etc.)	1 2 3 4 5
Verbal expression	1 2 3 4 5
Written expression	1 2 3 4 5
Concern and commitment to studies	1 2 3 4 5
Motivation and enthusiasm for knowledge	1 2 3 4 5
Maturity	1 2 3 4 5

Other comments \_\_\_\_\_

\_\_\_\_\_

Summary Evaluation

- I am unable to recommend this student for admission to the Department of Social Work.
- I recommend this student with reservation for admission to the Department of Social Work.
- I recommend this student for admission to the Department of Social Work
- I enthusiastically recommend this student for admission to the Department of Social Work .

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**DEPARTMENT OF SOCIAL WORK  
STUDENT EVALUATION INTERVIEW FORM**

Please rate the student's response during the interview using the following scale:

0 - No Potential  
1 - Below Average

2 - Average Potential  
3 - High Potential

4 - Very High Potential

Initial understanding and beginning skill in establishing helping relationship	0 1 2 3 4
Ability to effectively communicate orally and in writing ideas, observations, experiences and etc.	0 1 2 3 4
Willingness to examine personal value system and how it might affect relationships with others	0 1 2 3 4
Understanding of an acceptance of human diversity	0 1 2 3 4
Understanding of common human needs and societal response to these needs	0 1 2 3 4
Total Score	

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
STUDENT ADMISSION EVALUATION FORM**

Name\_\_\_\_\_ Student ID\_\_\_\_\_

Application for Admission to the Department of Social Work was reviewed on\_\_\_\_\_.  
Date

I certify that the student has completed the requirements as listed:

- Admission to Mississippi Valley State University;
- Declaration of Social Work as a major, and completion of a minimum of 30 credit hours in the general core curriculum;
- A minimum cumulative GPA of 2.00 on a 4.00 scale;
- Enrolled/Completion of SW210: Introduction to Social Work;
- Demonstration of an interest in, and an aptitude for, a career in social work;
- Submission of a Social Work admission application along with reference letters and a personal statement of goals and experience; and
- Completion of a successful admission interview, if required, with a Social Work faculty member

Reviewer\_\_\_\_\_ Date\_\_\_\_\_  
Signature

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
ADMISSION APPLICATION RESPONSE FORM**

TO:

FROM: Social Work Admissions Committee

RE: Status of Application for Admission to the Department of Social Work

DATE:

Your application for admission to the Department of Social Work has been carefully reviewed by the Social Work Admissions Committee. We wish to inform you of the status of your application as indicated below:

- Application Approved. You have met all requirements and have been accepted into the Department of Social Work.
  
- Conditionally Accepted. You must complete the following requirements during \_\_\_\_\_ . Failure to complete the requirements will result in your being denied to continue in the Department of Social Work.  
\_\_\_\_\_  
\_\_\_\_\_
  
- Application denied at this time for the following reason(s)
  - Has not qualified for admission to Mississippi Valley State University;
  - Has not declared Social Work as a major
  - Has not completed a minimum of 30 credit hours in the general core curriculum;
  - Has not attain a minimum cumulative GPA of 2.00 on a 4.00 scale;
  - Has not enrolled/completed of SW210: Introduction to Social Work;
  - Has not demonstrated an interest in, and an aptitude for, a career in social work;
  - Has not submitted Social Work admission application along with reference letters and a personal statement of goals and experience.
  - Has not completed a successful admission interview, if required, with a Social work faculty member
  - Other (specify) \_\_\_\_\_  
\_\_\_\_\_

Your application may be reconsidered when the deficiencies checked above have been removed.

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Chair, Department of Social Work



**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
STUDENT ADVISEMENT FORM**

Date \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_ ID#: \_\_\_\_\_ PHONE \_\_\_\_\_

CLASSIFICATION: \_\_\_\_\_ SEMESTER/YEAR: \_\_\_\_\_ ADVISOR: \_\_\_\_\_

The student was advised to take the following courses (s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PLAN/CONCENTRATION: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

REMARKS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
ADVISOR SIGNATURE

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
CONFERENCE REPORT FORM**

Student \_\_\_\_\_ ID \_\_\_\_\_ Date \_\_\_\_\_

Conference requested by:

- Student
- Instructor
- Other (Please specify) \_\_\_\_\_

Purpose of Conference \_\_\_\_\_

\_\_\_\_\_

Student Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Advisor/Faculty Recommendation(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Advisor \_\_\_\_\_  
Signature Date

Student \_\_\_\_\_  
Signature Date

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**

**COURSE DESCRIPTIONS**

**SW 210. INTRODUCTION TO SOCIAL WORK.** An overview of social work as a profession which includes key concepts and fields of practice. (3)

**SW 301. INTERVIEWING TECHNIQUES.** The study of interviewing principles and skills and their use in a variety of social service settings. (3)

**SW 302 SOCIAL WELFARE POLICY AND SERVICES I.** The historical development of social welfare policies and programs and a focus on the implementation and qualifications for use of such programs. Prerequisite SW 210. (3)

**SW 303. SOCIAL WELFARE POLICY AND SERVICES II.** An in depth application of policy analysis and an introduction to policy advocacy, planning and evaluation. Prerequisite SW 302. (3)

**SW 307. ISSUES OF DIVERSITY AND SOCIAL JUSTICE.** The study of diversity in America with an emphasis on populations at risk, oppressed populations, and social justice. (3)

**SW 320. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I.** The study of theories and research about human behavior and the social environment as they relate to understanding and describing human similarity, diversity, and interactional processes from conception to young adulthood. (3)

**SW 327. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II.** Continuation of SW 320 with a focus on middle adulthood to end of life. Prerequisite SW 320. (3)

**SW 330. METHODS OF SOCIAL WORK PRACTICE I.** The study of the generalist social work practice model with an emphasis on micro systems. Prerequisites: Social Work major; SW 210. (3)

**SW 408. STATISTICS FOR SOCIAL WORK.** An introduction to basic statistics for application in social work evaluation and research. (3)

**SW 409. METHODS OF SOCIAL WORK RESEARCH.** An overview of the scientific methods of inquiry and their use in the development of knowledge for social work practice. Prerequisites: Social Work major; SW 408. (3)

**SW 410. METHODS OF SOCIAL WORK PRACTICE II.** The study of the generalist social work practice model with an emphasis on mezzo systems. Prerequisites: Social Work major; SW 330. (3)

**SW 420. METHODS OF SOCIAL WORK PRACTICE III.** The study of the generalist social work practice model with an emphasis on macro systems. Prerequisites: Social Work major; SW 410. (3)

**SW 436. FIELD PRACTICUM.** Supervised internship which allows students to apply the social work curriculum content in entry level practice with a variety of client systems. Prerequisites: Admission to field placement; SW 491; concurrent enrollment in SW 437. (9)

**SW 437. INTEGRATION SEMINAR.** The integration of the social work curriculum content into entry level practice settings. Co-requisite: Concurrent enrollment in SW 436. (3)

**SW 491. PRE-FIELD SEMINAR.** Application and admission process for field placement.  
Prerequisites: SW 408; SW 410; Co-requisites SW 409; SW 420. (1)

### **SOCIAL WORK ELECTIVES**

**SW 304. CONCEPTS AND ISSUES IN AGING.** An introduction to the field of Gerontology. Study of theories, concepts, and issues relates to aging. (3)

**SW 375. SPECIAL PROBLEMS OF RURAL ELDERLY.** An examination of special concerns and problems faced by the elderly in rural areas. (3)

**SW 400. CHILD WELFARE.** An examination of programs, policies, and issues affecting services for children and families. (3)

**SW 402. BEHAVIOR PROBLEMS OF CHILDREN.** Study of behavior problems of children and intervention strategies. (3)

**SW 430. SOCIAL WORK IN RURAL AREAS.** The discussion of characteristics of rural communities and effective means for engaging rural populations in problem-solving and prevention techniques. (3)

**SW 441. SOCIAL WORK WITH ALCOHOL AND OTHER SUBSTANCE ABUSERS.**  
The study of social work practice with alcohol and other substance abusers. (3)

**SW 442. SOCIAL WORK IN HEALTH AND MENTAL HEALTH.** The study of social work practice in health and mental health settings. (3)