

SOUTHERN UNIVERSITY AT NEW ORLEANS

SCHOOL OF SOCIAL WORK



BSW STUDENT HANDBOOK

REVISED AUGUST 2020

The School of Social Work does not grant academic credit for life or work experiences in lieu of Social Work courses or field content.

This Student Handbook is periodically reviewed. Policies may change.

PREFACE

This handbook is intended to orient you to the School of Social Work and Southern University at New Orleans (SUNO). It provides information on those topics of most interest to students. This basic reference source is yours. We recommend that you read it thoroughly. As a student, you can have input into the development, modifications and changes in policies and procedures of the School. Your involvement in the student organization, (SOS), as described in this Handbook, is your primary mechanism for involvement.

The Handbook was written and compiled by the faculty and students of the School of Social Work. This Handbook is a supplement to the University Student Handbook, and it contains School of Social Work specific information. We appreciate the invaluable assistance from all contributors and welcome continued input from the School of Social Work faculty and students.

The School of Social Work does not discriminate based on age, class, race, disability, ethnicity, family structure, gender, marital status, national origin, religion, sex, and sexual orientation.

TABLE OF CONTENTS

	PAGE
I. Welcome	5
II. The School of Social Work	6
A. History	7
B. Educational Philosophy	7
7	
C. BSW Mission Statement and Goals	8
D. Vision Statement and Constructs	10
E. Admission to the BSW Program	11
III. Student Advisement	11
A. Responsibilities of Faculty Advisors	12
B. Duties of Faculty Advisors	12
IV. Curriculum Structure	13
V. Academic Progress	13
VI. Criteria and Procedure for Academic Termination	14
VII. Criteria and Procedures for Non-Academic Termination	15
VIII. Grievance Procedures for Students	17
A. Steps in the Grievance Procedures	17
B. The Grievance Committee	18
C. Time Table for Grievance Process	18
D. Composition of the School's Grievance Committee	19
IX. The Baccalaureate Social Work Program	20
A. Entry to the Baccalaureate Social Work Program	20
B. Curriculum Plan	20
C. Grading System	21

D.	Student Conduct	21
X.	Student Opportunities	22
A.	Student Organizations	22
B.	Student Participation in the Faculty Evaluation Process	23
C.	Student Participation on School Committees	23
D.	Student Financial Assistance	23
E.	Support Services	24
XI.	Appendix	26
	BSW Curriculum	26
	BSW Application packet	28
	NASW Code of Ethics	33
	Grievance Form	50
	“I” Grade Request Form	51
	Independent Study Form	52
	BSW SOS By-Laws	53
	Men of Social Work Association By-Laws	57
	Xi Phi chapter of Phi Beta Honor Society By-Laws	62
	CSWE 2015 Educational Competencies	65
	Policy Regarding Academic Dishonesty	69

Welcome:

We are pleased with your Southern University at New Orleans' (SUNO) School of Social Work. A degree in social work will open opportunities to a rewarding future and career path for you. Social Work is a profession that seeks to improve the quality of people's lives and works toward a more humane society. As a social worker, you will work with individuals, families, groups, communities, and organizations. There will also be opportunities for research and policymaking.

The School of Social Work at Southern University at New Orleans offers the Bachelor of Social Work (BSW) degree at the undergraduate level and the Master of Social Work (MSW) degree at the graduate level. Both degree programs are accredited by the Council on Social Work Education. The BSW program prepares students for generalist practice, which is the entry level of professional practice. BSW workers are prepared to work in direct service and in beginning macro practice positions. They find employment in the public service sector at local, state and federal levels and with private agencies as well. Many states have policies that provide preferential hiring of BSW graduates from accredited social work programs.

At SUNO's School of Social Work, emphasis is placed on the strengths of individuals. The program's themes of empowerment, advocacy, and transformation undergird and permeate the total curriculum. The curricula of both programs have an eco-systems focus which directs attention to problem identification, assessment and intervention strategies. You will also be exposed to the values of the profession of social work through your classes and through interaction with other students. Value orientation is an important part of your education and professional development.

We Welcome You Aboard! Join us for a very rewarding learning experience.

Administration & Faculty

School of Social Work

THE SCHOOL OF SOCIAL WORK

A. History

Southern University at New Orleans (SUNO) a state supported college established in 1959 as a branch of the Southern University System. SUNO is referred to as a historically Black institution (HBCU) that has a majority African American enrollment. Southern University at New Orleans is committed to serving all segments of the community and seeks to open a door to broader economic opportunities and other benefits that ensue.

The undergraduate social work program began in 1965 as a minor sequence within the Sociology Department. A social welfare department was created in 1972 to administer the newly established BSW program. The BSW program has been accredited since 1974. The outstanding reputation, demonstrated competence, and accredited status of the SUNO BSW program were influencing factors in the decision to develop the SUNO MSW program.

In 1974, the United States, through its attorney general, filed a suit alleging that Louisiana, among nine southern states, established and maintained a racially dual system of public higher education in violation of the Fourteenth Amendment and Title VI of the Civil Rights Act of 1954. It was further alleged that "the defendant had failed to develop and implement detailed plans which promised to realistically and promptly eliminate all vestiges of a dual system of higher education existing within the State of Louisiana. The suit was formally settled in 1981 with the signing of the Consent Decree by a three-judge panel of the United States District Court for the Eastern District of Louisiana. Under the Consent Decree, Southern University at New Orleans, as a part of the Southern University System, was to develop a master of social work program.

In July 1982, a School of Social Work was established by the Southern University Board of Supervisors to house the existing BSW program, along with a proposed graduate program, and the

Dean of the School was appointed. Dean Millie M. Charles the Dean of the School of Social Work from its founding until she retired in 2006 lead the school embracing the themes “Advocacy, Empowerment and Transformation.” The MSW program began in the fall of 1983 with an enrollment of 24 students. In compliance with the intent of the Consent Decree to increase "other race" enrollment on each of the public university campuses, it was intended that the student body of the MSW program would be racially mixed.

The graduate social work program at SUNO is responsive to social service personnel needs in the public sector for BSW generalists and MSW social workers in specialized areas such as children, youth, family’s services, health/mental health, and middle management positions. With the shift of responsibility for meeting social service needs from the federal to state and local government, it is anticipated that graduates of this program will be able to avail themselves of expanded work opportunities within the state and municipal systems.

B. Educational Philosophy

The Southern University at New Orleans (SUNO) School of Social Work is committed to a view of social work practice which is holistic and transcending in its approach. Emphasis is placed on the strengths and growth potential of people, individually and collectively. Drawing on this view, the School provides learning experiences which direct students to: 1) explore contemporary problems; 2) acquire knowledge and skills essential to restoring or improving social functioning; and 3) effect constructive social change.

Further, the School of Social Work is committed to advocacy, empowerment, and transformation, as both themes and methods, which promote the processes of social change and social and economic justice. Emphasis is placed individually and collectively upon the strengths and growth potential of people. The educational goals of the School of Social Work support the University’s mission and goals.

Central to the School's view of social practice is the concept of "empowerment."

Dr. Barbara Solomon refers to "empowerment" as a process and goal in social workers practice. It is defined in her book, Black Empowerment "as a process whereby the social worker engages in a set of activities with the client and client system that aim to reduce the powerlessness that as been created by negative valuations based on membership in a stigmatized group."

Advocacy activities are directed towards the realignment of power to effect change and achieve freedom from oppression--whatever the nature or source of that oppression. The School stresses that individuals and groups must be assisted to change the structure of systems and organizations that adversely affect their lives and inhibit their ability to achieve liberation. It is through the processes of empowerment and advocacy that transformation is achieved.

We have determined that we must go beyond the limits of our current realities in foresight and planning. It is the intention of this School to educate social activists to be social workers prepared to create a better future. We must educate people to be social activists, i.e., persons who "know and act" in contrast to being "acted upon."

C. MISSION and GOALS

The BSW Program's mission is to guide and prepare students to develop the capacity for generalist social work practice with an emphasis on developing and implementing empowerment-based strategies that seek to advance human well-being, inclusion and social justice in the local, regional, national and global community. Such practice and transformative educational experiences are further guided by the program's dedication to critical practice knowledge and skills and the essential values of the profession: service, social and economic justice, the dignity and worth of the individual, the importance of human relationships, competence and integrity. These are reflected in the core competencies that all students are expected to demonstrate in their course work and field

experiences. Students demonstrate competencies supported by learning in practice, in their field experiences, in HBSE, in policy, and in research. Student learning in these areas reflected in diversity, in the values and ethics of practice, and in social and economic justice.

Teaching

1. To use learning approaches that prepare students to integrate the values, ethics, knowledge, and skill base of the social work profession with systems of all sizes and with respect for all people aimed toward social change and promotion of social and economic justice.
2. To anchor social work knowledge in our program's themes of advocacy, empowerment and transformation.

Service

1. To provide leadership to the university, the community, and the profession.
2. To serve the local, national and international areas by preparing students to fill the dynamic social welfare resource needs for generalist and advanced practitioners.
3. To foster the commitment of students and faculty to active involvement in improving the quality of life in the community in which they live.

Scholarship

1. To effectively assist the process of professional development among faculty and students.
2. To contribute to the knowledge base of the strengths of diverse client populations.

This mission embraces the mission and goals of Southern University at New Orleans, a historically Black university, which states that to provide Southern University at New Orleans, a public, historically black university, empowers and promotes the upward mobility of diverse populations of traditional and nontraditional students through quality academic programs, teaching, research, and service to achieve excellence in higher education using various teaching and learning modalities. Such practice is guided by the commitment of the School of Social Work toward the

elimination of all forms of human oppression; and the mobilization for change (at the individual, group, family, organization, and community levels) for the equitable distribution of social resources and opportunities.

D. Vision Statement

The vision, of the School of Social Work, is to provide an environment conducive to learning and growth by preparing the student to demonstrate interest in and commitment to resolving local, national and global social community issues and problems.

The vision embraces the mission and goals of Southern University at New Orleans with such practice guided by: the commitment of the School of Social Work toward the elimination of all forms of human oppression; and the mobilization for change (at the individual, group, family, organization, and community levels) and for the equitable distribution of social resources and opportunities.

Key Constructs

Social work education at the BSW level is built upon a liberal arts perspective and includes the professional foundation. The BSW program has a generalist focus. It is providing learning to our students in order for them to be prepared to function optimally in the mainstream of the social work profession in local, statewide, national and global societies. It is maintaining a social work program that prepares students to learn and grow in order to provide services to a multi-ethnic population by preparing them for upward mobility. Additionally, graduates are grounded in skills sufficient for self-critical and accountable generalist practice.

The BSW curriculum is designed to prepare social work students for competent and effective practice within the tradition of the social work profession. Implicit in the courses of the BSW curriculum is the commitment to advocacy, empowerment and transformation as both themes and

methods. These themes and methods promote the processes of social change and social justice. Emphasis is placed individually and collectively upon the strengths and growth potential of people, groups, families, communities and organizations.

These themes bring professional skill development into focus on the needs of the poor and the oppressed and encourage ethical practice in confronting the challenges of poverty, disparities, and deprivation. The curriculum design provides an integrated and coherent curriculum for both classroom and field across all areas. Students acquire knowledge, values, and skills in policy, methods, HBSE, and research and can demonstrate the acquisitions of these components in their field experiences. These themes are also methods that translate to the field experiences.

E. Admission to the BSW Program

Southern University at New Orleans is a selective admissions university. Students must meet certain admission criteria to be admitted according to University policy (see the University's Catalog). Once admitted, the students declare their major. Students enter the Pre BSW Program upon enrollment to the University when they declare Social Work as their major. The first official course that denotes that a student is a social work major is SOWK 211 - Social Welfare Policy. During enrollment in SOWK 211, the formal entrance process is implemented. On enrollment in SOWK 211, all BSW majors are given a BSW Program admission packet to complete that will begin the process for entry to the BSW program. The process is explained later in this handbook.

III. STUDENT ADVISEMENT

All full-time faculty of the School of Social Work are required to participate in student advisement. The staff under direction of Dean has the responsibility for establishing and maintaining the advisory system. Advisors are automatically assigned advisees based on the alphabet of the student's last name. Students can change advisors. They notify the administrative staff of their new advisor. Advisors are responsible for acquainting the students with the requirements for graduation from the SUNO School of Social Work.

University policy requires all full-time faculty to maintain ten office hours each week as part of

their faculty workload. These hours are available for advisement and consultation with students. Students enrolled in the part-time programs will be assured the same advisement opportunity as all other students. Faculty advisors are required to maintain an evening office schedule as well as a sufficient degree of flexibility to assure advisement accessibility.

A. Responsibilities of Faculty Advisors

Faculty advisors have the responsibility for (1) assisting the student to define and develop realistic educational goals; (2) identifying special needs; (3) planning an educational program of required and elective course selection consistent with the student's selected concentration; (4) determining, with the students, their individual aptitude and motivation to pursue a career in social work; (5) monitoring student academic progress toward educational/career goals at mid-semester and at the end of each semester; and (6) discussing linkages between academic preparation and professional social work practice.

Advisors may refer students to other social work faculty or other faculty at SUNO for supplementary advising. This may include chairpersons of the specializations, the director of field instruction, or others.

B. Duties of Faculty Advisors

Faculty advisors should meet with students (1) during pre-registration/registration; (2) prior to any change in class; (3) prior to a change in the elected specialization; (4) prior to a change in chosen curriculum plan; and (5) following any report or notification, by the Academic Progress and Retention Committee, of unsatisfactory class/field performance or class attendance.

Advisors schedule at least one individual conference with all advisees each semester and one group conference with all advisees once an academic year. Faculty gives mature professional advice and respect confidential personal information that may come to their attention as advisors. If during advisement, it appears that personal counseling is needed, the faculty advisor may discuss with the student appropriate counseling resources.

Faculty advisors are not held responsible for any action taken by the student contrary to the recommendation of the advisor.

IV. Curriculum Structure

SUNO's School of Social Work's BSW curriculum is a structured curriculum. This means that social work courses are already identified for the BSW program. Not following the respective curriculum plans may result in not graduating on time. The courses in the curriculum plan are sequentially arranged. Students must successfully complete Part one before enrolling in Part two of a course. Students cannot enroll in Part 2 if they failed Part 1 of a course, with the exception of a Field Course. Students cannot re-take an earned grade of "F" in a field course. This sequencing also means that most courses with the exception of SOWK 100 & SOWK 241 are offered only in designated semesters. Please refer to BSW program-Curriculum Grading System in this Handbook for further discussion on curriculum requirements.

The School of Social Work has the right to change curriculum based on approval of faculty and approved requirements of the University and/or LA Board of Regents.

V. ACADEMIC PROGRESS

Final semester grades of all students are reviewed by the Academic Progress and Retention Committee. The appropriate faculty advisor is notified when a BSW student receives an "I", C, or F grade in class or field practicum. The appropriate faculty advisor is notified when the BSW student receives an I, C, D or F in social work courses. A letter is sent to the student indicating the grades of concern. This letter is copied to the faculty advisor. The faculty advisor meets with the student in developing an educational plan to support the student's successful matriculation.

Students experiencing academic difficulty, problems related to the field practicum, or personal problems may be referred in writing by the faculty advisor to the Academic Progress and Retention Committee. The written referral delineates the specific problem, concern, and proposes a

resolution. The Dean of the School of Social Work is responsible for final action. Copies of the approved plan are given to the student and faculty advisor and another copy is placed in the student's file. Students who disagree with the recommended educational plan have a right to grieve according to the School's grievance policy and procedures.

VI. CRITERIA AND PROCEDURES FOR ACADEMIC TERMINATION

- A** Transcripts are reviewed by Academic Affairs and Retention Committee
- B.** BSW students are notified if they are on probation due to a GPA of less than 2.0. The University's policies for academic probation apply to all undergraduate students.
- In order for a student to be considered in good standing, they must maintain both a cumulative grade point average and semester grade point average of 2.0.
 - A student will be placed on academic probation whenever his or her cumulative grade point average or semester grade point average falls below 2.00. This policy does not apply to first semester freshmen.
 - Once placed on probation, the student will continue on probation until the cumulative grade point average of 2.00 or higher is achieved (Continued Probation).
 - Once a student is placed on probation, the student must earn a 2.00 semester grade point average in order to continue on probation. Failure to obtain a semester grade point average of 2.00 while on probation and/or continued probation will result in suspension.
 - Once a cumulative grade point average of 2.00 is achieved, a student will be removed from probation and be considered to be in good standing.
- C.** Students must meet requirements to be removed from academic probation. BSW students have one semester go bring their semester GPA up to 2.0 before being placed on suspension.
- D.** If students do not meet the criteria to remove themselves academic probation, students are suspended from the program and the University.
- Students on academic probation will be suspended for one semester the conclusion of any semester in which the semester grade point average is less than 2.0.

- After the lapse of one semester, a student who has been suspended may re-enter on probation, but must make a C average (2.0) in all hours pursued during the semester or the student will be suspended again.
- Any undergraduate student whose cumulative grade point average and semester grade point average simultaneously fall below 2.0 at the conclusion of any given academic semester (fall or spring) will be suspended without the benefit of first being placed on probation.
- A student suspended for scholastic deficiencies may re-enroll after the expiration of one semester each time until the fourth suspension.
- A student suspended at the end of the Spring semester may attend the Summer session. This policy does not apply to students who have been suspended for a fourth time.
- The fourth suspension will result in permanent expulsion from the University. Permanent expulsion is not subject to appeal.

E. The School of Social Work (SSW) will evaluate the suspension of the student before re-admitting them in the BSW program in consideration of guidelines of the profession of social work. SSW BSW program reserves the right to consider termination from the program after two suspensions and to counsel the student in pursuit of other academic interests.

VII. CRITERIA AND PROCEDURES FOR NON-ACADEMIC TERMINATION

Students are bound by the NASW Code of Ethics as well as the SUNO Code of Conduct. Failure to comply with these two codes of conduct may justify sanctions against the student, including, but not limited to, expulsion and or suspension. The definition of the sanctions are: Disciplinary Expulsion - the student is prohibited from ever attending the Social Work program and Disciplinary Suspension - the student is prohibited from attending the Social Work program for the duration of the sanction. This sanction shall not exceed a period of more than one academic year (including summer) following the effective date of suspension. The student must petition for re-enrollment.

The following behaviors result in dismissal from the program with sanctions of disciplinary suspension or disciplinary expulsion.

Violation of the NASW Code of Ethics

Professional misrepresentation

Violent behavior and/or threats

Exploitation of relationships with clients for personal advantage

Unmanageable mental health issues

Cheating

Plagiarism - The statement on plagiarism in the School of Social Work includes but is not limited to:

- A. Submitting a written assignment prepared for one class as original work for any other class without prior knowledge and permission of the instructor.
- B. Representing interactions of clients in written case materials that did not in fact happen or presenting any untrue statements in such materials.
- C. Submission of a written assignment that reflects either in whole or parts the thoughts or written expressions of someone other than the student. This includes verbatim writings from a textbook, journal, other published or unpublished work from an author and failure to give credit by an appropriate citation that accompanies the statement. This statement also applies to paraphrasing or summarizing the work of another author without giving credit to the source.

Students are given a statement to sign which attests to their knowledge of plagiarism. Workshops are given by the library on plagiarism. Faculty utilizes this resource to educate students to this topic.

Through regular advisement, faculty advisors/classroom faculty/field faculty determines student aptitude, motivation and commitment as well as the student's physical and emotional ability to pursue a career in social work.

- A. If a faculty member feels that a student lacks appropriate commitment and motivation or does not possess the physical and emotional stamina demanded by the profession, it is discussed with the student regarding his/her ability to pursue a professional social work career.

- B. Students who repeatedly display behaviors that adversely affect class or field performance are counseled by the advisor or field director who also assesses the student's commitment to the values and ethics of the profession.
- C. Students who cannot accept these values are counseled in an attempt to encourage them to voluntarily withdraw from the social work program.
- D. If the faculty member is unable to assist the student resolve the conflict, a meeting is held with the student and the Academic Progress and Retention Committee for a formal resolution.
- E. The student is provided a written statement outlining the reasons he/she is being considered for dismissal with a copy of the statement provided to the Committee. A recommendation from the Committee is given to the Dean.
- F. The Dean writes a letter to the student and the Vice-Chancellor of Academic Affairs for BSW students stating the recommended sanction and the reason for the sanction. Students have the right to appeal their cases following the grievance procedures of the School of Social Work and the grievance procedures of the University. The Faculty's responsibility when reporting the above violations and when recommending appropriate sanctions include meeting with the student to discuss the violation and the possible sanctions; communicating in writing to the student identifying such violations and the related sanctions and reporting (in writing) the violations and the recommended sanction to the Dean or appropriate school authority.

VIII. Grievance Procedures for Students

A. Grievance Guidelines

Students have the right to grieve according to the following guidelines.

1. When a student feels that his/her educational concerns have not been resolved through the advising process or conference with Instructor.
2. When a student identified what is believed by the student to be evidence of unwarranted biases, punishment, arbitrariness, capriciousness or

incompetence on the part of a faculty member in any academic transaction when the perceived unfair treatment has not been resolved to the student's satisfaction through the conference with the Instructor.

3. When the student identifies what is believed by the student to be unwarranted acts or expressions of personal biases on the part of the faculty not necessarily related to educational concerns.
4. When the student feels that sanctions levied against him/her by faculty, staff or administration in the School of Social Work were not justified.

B. Steps in the Grievance Procedure are:

1. Direct discussion with the faculty member, staff or administrator who is the subject of the aggrieved action or statement.
2. Discussion of aggrieved action or statement with the assigned advisor.
3. Complete and submit the School of Social Work grievance form to the School of Social Work Dean stating the details of the aggrieved action or statement.
4. Should the School of Social Work Dean determine that the written grievance falls within the guidelines cited above, the following procedure shall occur

C. The Grievance Procedures

1. If the complaint falls within the areas defined as a grievance issue, the School of Social Work Dean shall refer the written grievance to the School of Social Work's Grievance Committee within five school days (Monday through Friday) of the Dean's receipt of such complaint.
2. The School of Social Work Grievance Committee then arranges a date for a meeting with the student to hear the complaint. A written notice of the date, time and place of the meeting shall be sent to the student and the subject of the complaint. The student may have others appear at the meeting in his or her behalf (e.g., SOS Officers, peers, or faculty).
3. If the student fails to appear at the scheduled meeting, the complaint is dismissed.

4. Otherwise, at the conclusion of the hearing, the Committee shall discuss and review evidence presented and submits a written report of its finding to the Dean.
5. The Dean shall then inform the student, in writing, of the Committee's findings in response to the complaint.
6. The student may appeal to the Vice Chancellor of Student Affairs and/or Vice Chancellor of Academic Affairs of Southern University at New Orleans.

D. Time Table for Grievance Process:

1. Should the School of Social Work Dean determine that the written grievance submitted by the student does not fall within any of the instances cited above, within five work days a letter is sent to the student stating this finding.
2. The School of Social Work Grievance Committee shall meet within seven school days (Monday through Friday) after the Dean has notified the student that his or her complaint is considered a grievance.
3. Upon receipt of a written statement from the Grievance Committee, the Dean shall notify the student in writing, within five school days (Monday through Friday) of the results of the Dean's review of the proceedings.
4. Students are encouraged to submit written grievances immediately after the incident. However, a student must submit the written grievance to the School of Social Work Dean by the end of the next semester following the semester in which the alleged act giving rise to the grievance occurred.

E. Composition of the School's Grievance Committee

The School of Social Work Grievance Committee will have seven members. The Grievance committee shall consist of: five full-time faculty members and one graduate and one undergraduate student. The chair does not vote.

IX. THE BACCALAUREATE SOCIAL WORK PROGRAM

The baccalaureate social work (BSW) program established social work on the Southern University at New Orleans campus. During its rich history, the BSW program has awarded an estimated **1500 baccalaureate** social work degrees. Graduates have served in a variety of positions at the city and state levels. With the establishment of the graduate social work program, some BSW alumni return to continue their professional education.

A. Entry to the Baccalaureate Social Work Program

Southern University at New Orleans is a selective admissions university. **Students** must meet certain admission criteria to be admitted. Once admitted, the students declare their major.

1. Students enter the Pre BSW Program upon enrollment to the University when they declare Social Work as their major.
2. The first official course that denotes that a student is a social work major is SOWK 211 - Social Welfare Policy. During enrollment in SOWK 211, the formal entrance process is implemented. The procedures are as follows:
 - A. On enrollment in SOWK 211, all BSW majors are given a BSW Program admission packet that contains an application, personal interest statement instructions, demographic student survey, reference forms and a copy of the NASW Code of Ethics.
 - B. Each student is interviewed by a faculty member from the School of Social Work to facilitate clarification, to assess the student's readiness for social work education and to assess the student's academic readiness and the student's understanding of the Code of Ethics.
 - C. Students are notified if they have been accepted.
 - D. A special Seminar for Majors is provided for students accepted into the BSW Program.

B. The Curriculum Plan

The Curriculum Plan shows that the majority of social work courses are offered in the junior and senior years of matriculation. It is suggested that students meet regularly with

their advisors in order to follow the plan closely for completing university requirements (especially the liberal arts) prior to enrolling in social work courses 211 and above. It is also important that students attempt to complete science and the foreign language requirements before the spring semester of the junior year. These courses usually pose time conflicts for social work majors, particularly for students attending in the evening.

The School of Social Work has the right to change curriculum based on approval of faculty and approved requirements of the University and/or LA Board of Regents.

C. Grading System

The Baccalaureate program follows the University letter system of grading which is:

A = Exceptional
 B = Above average
 C = Average quality
 D = Barely Passing
 F = Failure
 W = Withdrew

P = Used to indicate satisfactory completion of courses graded on the pass-fail basis

I = Incomplete may be given at the instructor's discretion but only when 1) a student is passing a particular course; and 2) because of circumstances beyond the student's control

FX = Student has not attended class (FX is calculated as an F in the GPA)

BSW majors are required to earn "C" grades or better in all English and Social Work courses.

Credit for any course in which a student has received a grade of "F" can be obtained only by repeating the course and earning a passing grade. Students must maintain an overall CGPA of 2.0 and a CGPAs 2.5 in social work courses.

D. Student Conduct

BSW social work majors are expected to adhere to the policies, rules, regulations, rights, responsibilities, sanctions, disciplinary, judicial, and appellate procedures established in this

handbook. Policies, penalties, and sanctions have been established to protect the rights and interests of all University students and to adhere to the philosophy of due process.

A student admitted to Southern University accepts the responsibility to conform to all regulations that the University may require. Any student who fails to meet this obligation shall be subject to disciplinary sanction as may be provided for, including, but not limited to expulsion, suspension, probation, warning, or the imposition of reasonable fines. (Refer to SUNO Student handbook)

BSW majors are also expected to adhere to professional social work ethics established by the National Association of Social Workers (NASW) in all matters pertaining to practice. Copies of the NASW Code of Ethics are provided to all undergraduates in their first social work course (Introduction to Social Welfare) and in the Seminar for Majors.

BSW students can be dismissed from the Social Work program for academic failure and for non-academic failure. Students with CGPA(s) below 2.0 can be suspended from the University and students can be terminated from the School of Social Work if they participate in the following behaviors: **Violation of the NASW Code of Ethics; Professional misrepresentation; Violent behavior and/or threats; Exploitation of relationships with clients for personal advantage; Unmanageable mental health issues; Cheating; Plagiarism (Refer to V. Criteria for academic termination and VI. Procedure for non-academic termination in this handbook)**

X. STUDENT OPPORTUNITIES

A. Student Organization

There are two Students of Social Work (SOS) is the student organization of the School of Social Work. The membership of one is for BSW students and the other is for MSW students. .. Each organization, graduate and undergraduate, meets independently and is governed by the SOS Constitution (See Appendix). Decisions regarding overall organization are facilitated by an executive committee comprised of officers from the graduate and undergraduate chapters. One faculty sponsor coordinates activities of both organizations. Students are encouraged to become involved with the student organization and/or with the Student Government Association of SUNO. Students are encouraged to contact SOS officers and/or representatives as one of the informal

grievance channels or for information/support.

Other organizations include Xi Phi chapter of Phi Alpha Honor Society, and Men of Social Work. School of Social Work faculty members serve as faculty advisors to each organization. The Xi Phi Chapter of Phi Alpha National Social Work Honor Society offers students who meet academic eligibility criteria an opportunity for membership in an organization recognizing their outstanding academic achievements in the School of Social Work. The Men of Social Work Association's mission places a special emphasis on community outreach to at-risk youth. The organizations are governed by constitutions and facilitated by officers elected from the general student body (see Appendix).

B. Student Participation in the Faculty Evaluation Process

Students participate directly in the faculty evaluation process through a student evaluation of faculty teaching effectiveness. This evaluation is completed by the students at the end of each school semester. Students evaluate both classroom teaching and field instruction. Students are able to complete evaluations online.

C. Student Participation on School Committees

At the beginning of each school year, students are requested to select representatives to serve on School committees. The designated students are expected to attend and contribute ideas and suggestions from the student body on the issues discussed in these committees as well as bring information back to the student body. Students are represented on the following committees: Children, Youth and Families, Health/Mental Health, Curriculum Committee, BSW Program Committee, Academic Progress and Retention Committee, Direct Services, APO, Field, Research, Policy, HBSE, Admissions, Recruitment, and other ADHOC Committees.

D. Student Financial Assistance

Based on federal grants, stipends in the two fields of practice areas may be available for both graduate and undergraduate students. When available, students must be enrolled on a full-time bases (12 hours undergraduate, 9 hours graduate). There may be paid field placements for part

time students. Financial need and academic standing are two of the criteria considered in awarding all financial assistance. The Financial Aid Office at SUNO also provides assistance to graduate and undergraduate students, such as college work-study and Guaranteed Student Loans (awarded through your designated bank). A student's field placement may serve as work-study site. Inquiries regarding availability of assistance and application procedures should be made directly to SUNO-Financial Aid Office Building 23, phone 286-5263.

E. Support Services

Several campus support facilities are available to all social work majors. These include:

1. Writing Assistance (Writing Lab)
2. Computer Laboratories
3. Student Development Center
4. Library

APPENDIX

BSW Curriculum
BSW Professional Application packet
BSW SOS By-Laws
CSWE Educational Policy and Accreditation Standards
Grievance Form
Independent Study Form
“I” Grade Request Form
Men of Social Work Association By-Laws
MSW Application
MSW Curriculum
MSW SOS By-Laws
NASW Code of Ethic
Xi Phi chapter of Phi Beta Honor Society By-Laws
Academic Progress and Retention letter to BSW students
Academic Progress and Retention letter to MSW students
Academic Dishonest Statement
EEO Guidelines

**SOUTHERN UNIVERSITY AT NEW ORLEANS
BACHELOR OF SOCIAL WORK DEGREE
CURRICULUM GUIDELINE**

Effective Fall 2019

FALL	FIRST YEAR		SPRING		
ENGLISH	111	3	ENGLISH	112	3
MATHEMATICS (COLLEGE ALGEBRA)	151	3	MATHEMATICS (ELEMENTARY STATISTICS)	250	3
INTRODUCTION to BIOLOGY	105	3	BIOLOGY	106	3
INTRODUCTION to SOCIAL WELFARE	100	3	BIOLOGY LAB	106L	1
FRESHMAN ASSEMBLY	111A	0	HISTORY of CIVILIZATION SINCE 1500	104	3
COLLEGE SURVIVAL SKILLS	111	1	COMPUTER PRODUCTIVITY APPS. I or COMPUTER LITERACY EXAM	164	3
SEMINAR FOR MAJORS	200	0	SEMINAR FOR MAJORS	200	0

TOTAL 13 HRS

TOTAL 16 HRS

FALL	SECOND YEAR		SPRING		
SEMINAR FOR MAJORS	200	0	SEMINAR FOR MAJORS	200	0
ECONOMICS	211 or 200	3	COMMUNICATIONS	210	3
AMERICAN GOVERNMENT	110	3	AMERICAN HISTORY	220	3
GENERAL PSYCHOLOGY	210	3	Chemistry 101 or Physical Science 101 or Physics 101		3
PROFESSIONAL and TECHNICAL WRITING	260	3	ART or MUSIC	101	3
SOCIOLOGY	210	3	ELEMENTARY SPANISH or AMERICAN SIGN LANGUAGE	101	3
SOCIAL WELFARE POLICY and SERVICE I	211	3	HUMANITIES	315 or 311	3

TOTAL 18 HRS

TOTAL 18 HRS

FALL	THIRD YEAR		SPRING		
SEMINAR FOR MAJORS	200	0	SEMINAR FOR MAJORS	200	0
SOCIAL WORK RETREAT	2810	0	PSYCHOLOGY or SOCIOLOGY ELECTIVE	--	3
COMMUNICATIONS SKILLS for SOCIAL WORKERS	241	3	SOCIAL WELFARE POLICY and SERVICE II	311	3
HUMAN BEHAVIOR and SOCIAL ENVIRONMENT I	341	3			
DIRECT SERVICE I	350	3	DIRECT SERVICE II	351	3
NON-SOCIAL WORK ELECTIVE	--	3	NON-SOCIAL WORK ELECTIVE	--	3
SOCIAL WORK ELECTIVE	--	3	SOCIAL WORK ELECTIVE	--	3

TOTAL 15 HRS

TOTAL 15 HRS

FALL	FOURTH YEAR		SPRING		
SEMINAR FOR MAJORS	200	0	SEMINAR FOR MAJORS	200	0
HUMAN BEHAVIOR and SOCIAL ENVIRONMENT III	343	3	SOCIAL WORK PRACTICE with ORGANIZATIONS & COMMUNITIES (APO I)	352	3
DIRECT SERVICE III	353	3	DIVERSITY AND EMPOWERMENT	443	3
FIELD INSTRUCTION & SEMINAR I	481	3	FIELD INSTRUCTION & SEMINAR II	482	3
			SENIOR SEMINAR	492S	3
RESEARCH and STATISTICS I	431	3	RESEARCH and STATISTICS II	432	3

TOTAL 12 HRS

TOTAL 15 HRS

GRAND TOTAL 122 HOURS

REV. 01/19

10 hours Volunteer Service required for SOWK 100 – Introduction to Social Welfare
******ONLY FOUR (4) SEMINAR FOR MAJORS NEEDED******
COMMUNITY SERVICE (60 HOURS) Contact Sheridan Coopers Office (2ND floor of the University Center)

SOUTHERN UNIVERSITY AT NEW ORLEANS
SCHOOL OF SOCIAL WORK
Millie M. Charles School of Social Work Building
6801 Press Drive
New Orleans, LA 70126
(504) 286.5376

Themes: *Advocacy, Empowerment and Transformation*

Dear Prospective Professional BSW Student,

Now that you have completed the University required general education courses, and you are now ready to continue your matriculation through the School of Work BSW Professional Program, please complete the attached application along with two references, your transcript, and a one page typed personal interest statement.

We have a very exciting program that will teach you how to work with individuals, families, groups, organizations, and communities within five social work units: policy, social work methods, and human behavior in the social environment, research, and field instruction. We also have outstanding internship opportunities in the Greater New Orleans area and beyond (within a one hundred mile radius) of the area. Internship sites include such settings as child and family services agencies, schools, mental health centers, hospitals, etc. Our director of field works very hard to match students to setting compatible with their interests. Classes are offered in the day, evenings, and some online.

Our faculty represents a variety of experiences, certifications, and training and are published, specializing in areas such as child welfare, policy, and health issues.

The application packet must be submitted to the BSW Program Director and will be reviewed by the BSW Admission Committee. **Deadline for submission is Fall semester before enrolling in SOWK 432, SOWK 311 and SOWK 351.**

You will be notified in writing of the committee's decision. Any student not admitted is encouraged to meet with their advisor to discuss options that might include:

1. Re-submission of an application with an explanation that clarifies the areas questioned during the admission process;
2. Selection of an alternative course of study consistent with a student's career goals; or

Degree

Emergency Contact:

Name _____ Relation _____

Phone _____
Home Business Cell email

The School of Social Work does not accept life experiences of previous work experience in place of any social work courses.

**SOUTHERN UNIVERSITY AT NEW ORLEANS
SCHOOL OF SOCIAL WORK
Millie M. Charles School of Social Work Building
6801 Press Drive
New Orleans, LA 70126
504-268-5376**

BSW Reference Form

This section for student completion

Name (please print) _____

Social Security Number (last 4 numbers) XXX-XX-_____ SUNO ID# _____

Student Waiver: You may voluntarily waive your right to have access to a specific letter of reference written about you in accordance with the Federal Education Rights and Privacy Act of 1974 by signing this statement. I waive, relinquish and disclaim all my rights to have access to the Reference Statement described in this form.

Student's Signature _____ Date _____

This section for evaluator completion

Please complete and return to the above named applicant in a sealed envelope with your signature on the envelop flap or you can email to: cmontegut@suno.edu. Your candid assessment of the applicant will greatly assist the Admissions committee. We encourage you to make comments which express, clarify and reinforce your opinions regarding the applicant's strengths as they relate to the profession of social work. Thank you for your assistance with this process.

In what capacity do you know this applicant? ___ Employee ___ Student ___ Volunteer ___
other - specify _____. How long have you known the applicant?

Using the chart below, please rate the applicant relative to other employees or students whom you have known.

Above		Below		No Basis for
Excellent	Average	Average	Average	Judgment

Academic performance	_____	_____	_____	_____	_____
Intellectual potential	_____	_____	_____	_____	_____
Ability to work with others	_____	_____	_____	_____	_____
Emotional stability	_____	_____	_____	_____	_____
Tolerance of individual differences	_____	_____	_____	_____	_____
Responsibility	_____	_____	_____	_____	_____
Oral communication skills	_____	_____	_____	_____	_____
Written communication skills	_____	_____	_____	_____	_____
Motivation for study in social work	_____	_____	_____	_____	_____
Leadership skills	_____	_____	_____	_____	_____
Independence and initiative	_____	_____	_____	_____	_____

.....
Please indicate overall recommendation: _____ Highly recommend without reservation for admission

_____ Recommend _____ Recommend with reservation _____ No, I do not recommend

Name of Evaluator (please print)

Signature _____ Phone _____

Date _____

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

Preamble

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing 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 wellbeing 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 wellbeing 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 thirdparty 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 audio-taping 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 wellbeing 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 wellbeing 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 wellbeing.

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' wellbeing, 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

For information on NASW and updates to Code of Ethics to to:

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

Signature and Date

Disposition _____ Submit to Grievance Committee _____ Return to Complainant _____ Date _____

cc: Advisor, file

Southern University at New Orleans
School of Social Work
“I” GRADE REQUEST
Initiated by student

I. Completed by student

_____ BSW Student _____ MSW Student

Name _____ Semester and Year _____

Phone _____ E-mail address _____

Course Name and Number _____

Reason for “I” grade:

II. Completed by Faculty

Disposition: Agree to submit an “I” grade _____ Yes _____ No

If yes, identify

a. What course work must be completed to remove the “I”

b. Date course work must be completed. _____

c. What the grade will be if student does not complete the identified course work by the identified date.

Signature of Student

Date

Signature of Faculty

Date

Cc: Advisor

File

**Southern University at New Orleans
School of Social Work**

Independent Study Course Agreement Form

(please check) SOWK 430 SOWK 730 SOWK 7301

Student's Name _____ SUNO ID# _____

Student's Email Address _____ Phone _____

Instructor's Name _____

Is this course substituting for an Open Elective? Yes No

I. Topic of Interest: _____

II. Overview of course content:

III. Evaluation Criteria (Assignments, papers, Exams, etc.); Due date; & Percentage towards the final grade: _____

IV. Meeting Arrangements: _____

V. Comments: _____

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Advisor's Signature _____ Date _____

Cc: Student's file

8/20

SOUTHERN UNIVERSITY AT NEW ORLEANS
STUDENTS OF SOCIAL WORK ASSOCIATION
BSW BY-LAWS

I. The name of the organization shall be:

STUDENTS OF SOCIAL WORK ASSOCIATION, S.O.S.

II. Purpose

S.O.S. is a self-determining organization of undergraduate social work students, with the following purposes:

1. To provide an opportunity for student participation in the School of Social Work and its operation.
2. To provide a forum for addressing social issues of interest and concern to social work students.
3. To provide a broader theoretical and practical view of social work than can be acquired in classroom settings.
4. To constitute a vehicle for student involvement in advocacy, empowerment, and transformation in programs and services that cannot be acquired in classroom settings.
5. To provide a structure through which social work students can discuss and take action on matters of mutual concern in the school and in the community.
6. To encourage and facilitate student involvement in educational, professional, and practical standards at the national, regional and local levels.

III. Membership

Any person who adheres to the constitution and by-laws of the organization may become a member. Such persons must be students of social work and/or social work education.

IV. Financial Responsibilities

1. Donations shall be collected each per semester

V. Officers

1. President
2. Vice-President
3. Recording Secretary
4. Financial Secretary
5. Treasurer
6. Sergeant-at-Arms/Parliamentarian
7. Representatives-at-Large
(2-Day Reps. & 2 – Evening Reps.)
8. Public Relations Limited to six (6)
9. Chaplain (appointed)

Duties

1. The **President** shall be the official representative of S.O.S. She/he shall preside of all meetings of the organization and all meetings of the Executive Committee. She/he shall delegate other responsibilities as designated by the organization. She/he shall be available for consultation on all major policies. She/he shall make all appointments that are not otherwise specified in the constitution. She/he shall approve or reject the budget and/or disbursement of various budget requests and/or general fund allocation.
2. The **Vice-President** shall be responsible for the functioning of all standing committees. She/he shall serve as co-chair of the Emergency Relief Fund. She/he shall recommend approval or rejection of the various budget requests. She/he shall fulfill the duties of the President in case of absence or disability.
3. The **Recording Secretary** shall be responsible for recording and compiling all minutes of proceeding of the organization, Executive Committee meetings, and any general membership meetings.
4. The **Financial Secretary** shall be responsible for recording all funds received and issuing receipts for such funds. She/he shall be responsible for maintaining records of all financial transactions. She/he shall assist in the development of budgets.

5. The **Treasurer** shall be responsible and accountable for the receipts, deposits, withdrawals, and disbursement of all funds in conjunction with the President and Financial Secretary.
6. The **Sergeant-at-Arms/Parliamentarian** – As Sergeant-at-Arms, He/she shall bring to order and maintain order throughout the duration of all organization, Executive Committee and general membership meetings. As Parliamentarian he/she shall advise the presiding officer on questions of procedure in transacting the business of the assembly legally, efficiently and impartially. He/she is there to state ruling or give his/her interpretation of it. (He/she does not make decision). He/she is charged with maintaining the current state of the Constitution by amending, modifying, and/clarifying the document as set forth by the rulings of the Executive Committee.
7. The **Representative-at-Large** (2-evening and 2-day students) shall be responsible for talking to the social work students in their school attendance times to bring to surface their problems and concern. They are the “mouthpiece” for students who are unable to attend the meetings.
8. The **Public Relations** persons are responsible for assuring that any S.O.S. sponsored function is adequately advertised to the student body (flyer, posters, and passing out flyers). The chairperson for public relations will be responsible that any and all pertinent S.O.S. information be submitted in the form of typewritten press release to the SUNO public relations office. Also, these persons must share the important responsibility of assuring all paperwork necessary for S.O.S. function is complete. (Refer to student affairs office for details.) The chairperson shall also act as Editor-in-Chief of the S.O.S. newsletter and shall delegate duties as she/he deems necessary. While all Executive Officers are to actively seek sponsorships to the S.O.S. newsletter, the P.R. staff is to actively solicit, co-ordinate, and accept or reject printed advertisements. The size of the staff is limited to six (6).
9. The **Chaplain** is to serve as Spiritual Counsel to S.O.S. This is an appointed position so as to maintain continuity with leadership.

VI. Election of Officers

- a. Election of Officers shall be held during the spring semester Seminar for Majors.
- b. Elected Office shall be held for one calendar year, (from June to May).
- c. Elected officers may run for re-election to one additional term, limited to two terms for their respective office. Elected Officers may however run for any other office with the same two-term limitation for each.

VII. Removal of Officers

Any member of the body may submit in writing a formal statement of charges to the investigating committee which will report its findings to the entire body within a period of thirty days and in a regular or special meeting. Final action shall be determined by the body; and 2/3 of the members present shall be deemed necessary for the removal of a person from office. At least nine S.O.S. members must be present.

Grounds for the Removal of an Officer

1. Has not attended at least 60% of all called S.O.S. meetings (submitted, written excuses that are deemed reasonable are considered) at semester end.
2. Mis-management of S.O.S. resources.
3. Deliberately giving false information at a S.O.S. meeting.
4. Violating the trust and confidentiality of any member requesting financial assistance.
5. Committing an act that reflects negatively on S.O.S. and the School of Social Work (must be evident).

VIII. The Executive Committee

The Executive Committee shall consist of the officers and chairperson of standing committees and two (2) elected representatives of the evening division. The Executive Committee may exercise such powers of the organization that may be necessary between meetings. The Executive Committee may exercise its powers with 2/3 of the committee present. The President may take votes over the phone if needed, but these votes must be written and verified at a subsequent S.O.S. meeting.

IX. Replacement of Officers

Upon the creating of a vacancy of the office of President, the Vice-President shall fill the position; all other vacancies with remaining terms shall be filled by the President.

X. Standing Committee

1. Program
2. Nomination
3. Membership
4. Fund Raising
5. Relief

XI. Meetings

1. Meetings shall be held 3 – 5 times per semester.
2. The President shall exercise the authority to call special meetings.
3. Notification of all regular meetings shall be given at least 7 days in advance. Special meetings can be held with at least 24 hrs notice.
4. A quorum shall consist of 2/3 of the elected officers of the organization.

XII. Amendments

Rules can be amended at any regular meeting of the organization by a 2/3 vote of the members present, provided that no less than 2/3 of the elected officers are present and provided the

amendment was submitted in writing at the previous meeting. No amendment to the constitution or bylaws shall be permitted without at least equal notice and a 2/3 vote.

XV. S.O.S. Role in Student Grievances

S.O.S. is an appropriate vehicle by which any member student may file a grievance against a faculty member, institutional policy or procedure. The purpose of S.O.S.'s involvement in the grievance process.

SOUTHERN UNIVERSITY AT NEW ORLEANS

CONSTITUTION AND BY LAWS

MEN OF SOCIAL WORK ASSOCIATION

Committed to supporting the values and commitment of the Social Work Profession through Program Development, Volunteer Work and to Provide new linkages to the community of Social Work in the New Orleans Metropolitan Area

MEN OF SOCIAL WORK ASSOCIATION

CONSTITUTION AND BY-LAWS

I. The name of the organization shall be:

MEN OF SOCIAL WORK ASSOCIATION (M.O.S.W.A.)

II. Purpose

M.O.S.W.A. a self-determining organization of both graduate and undergraduate male social work students and faculty, whose primary purpose is to support the values and commitment of the Social Work Profession through Program Development, Volunteer Work and to provide new linkages to the community of social work in the New Orleans Standard Metropolitan Statistical Area (SMSA). Our goals are:

1. Reduce the number of at-risk male youths from becoming chemically addicted high school dropouts, gang members, and subsequently falling into a delinquent lifestyle, which will progressively lead to other self-destructive behaviors.
2. Develop an outreach program to educate at-risk youth about the benefits of education, socially acceptable behaviors, stress management, drug and alcohol abuse and the importance of developing critical thinking skills, setting life goals and achieving positive results.
3. Provide a forum for addressing social issues of interest and concern to social work students.
4. Provide a broader theoretical and practical view of social work than can be acquired in classroom settings.
5. Constitute a vehicle for student involvement in advocacy, empowerment, and transformation in programs and services that cannot be acquired in classroom settings.
6. Provide a structure through which social work students can discuss and take action on matters of mutual concern in the school and in the community.
7. Encourage and facilitate student involvement in educational, professional, and practical standards at the national, regional and local levels.

III. Membership

Any graduate/undergraduate male student and/or faculty member interested in social work who adheres to the constitution and by-laws of the organizations may become a member.

IV. Financial Responsibilities

1. Dues shall be \$5.00 per semester
2. All dues are payable no later than the end of the student's first month of enrollment.

V. Officers

1. Faculty Advisors (2)
2. President
3. Vice-President
4. 2nd Vice-President
5. Secretary
6. Treasurer
7. Public Relations Officer
8. Chaplain (appointed)

9. Sergeant-at-Arms

Duties

1. The **Faculty Advisors** shall serve as facilitators, mentors, and developers of all M.O.S.W.A. A. program activities. They along with the **President** shall preside over all meetings of the organization and all meetings of the Executive Committee.
2. The **President** shall be the official representative of M.O.S.W.A. In addition to working as a co-facilitator at all meetings, he shall work directly with **Faculty Advisors** in the development and implementation of policy. He shall delegate other responsibilities as designated by the organization. He shall be available for consultation on all major policies. He shall make all appointments that are not otherwise specified in the constitution.
3. The **Vice-President** shall be responsible for the functioning of all standing committees. He shall work directly with **Faculty Advisors** and the **President** in the development and implementation of policy. He shall fulfill the duties of the President in case of absence or disability.
4. The **2nd Vice-President** shall advise the presiding officer on questions of procedure in transacting the business of the assembly legally, efficiently and impartially. He is there to state ruling or give his/her interpretation of it. He is charged with maintaining the current state of the Constitution by amending, modifying, and/clarifying the document as set forth by the rulings of the Executive Committee. He shall fulfill the duties of the President and/or Vice-President in case of absence or disability.
5. The **Secretary** shall be responsible for recording and compiling all minutes of proceeding of the organization, Executive Committee meetings, and any general membership meetings.
6. The **Treasurer** shall be responsible for recording all funds received and issuing receipts for such funds. He shall be responsible for maintaining records of all financial transactions. He shall be responsible and accountable for the receipts, deposits, withdrawals, and disbursement of all funds in conjunction with the President and Secretary.
7. The **Public Relations Officer** is responsible for assuring that any M.O.S.W.A. sponsored function is adequately advertised to the student body (flyers, posters, and passing out flyers). He will be responsible to see that any and all pertinent M.O.S.W.A. information be submitted in the form of typewritten press release to the SUNO student activity and public relations office. Also, this person must share the important responsibility of assuring all paperwork necessary for M.O.S.W.A. functions be complete.
8. The **Chaplain** is to serve as Spiritual Counsel to M.O.S.W.A. This is an appointed position so as to maintain continuity with leadership.
9. The **Sergeant-at-Arms** shall bring to order and maintain order throughout the duration of all organization, Executive Committee and general membership meetings.

VI. Election of Officers

- a. Election of Officers shall be held in the spring during the month of March.
- b. Elected Office shall be held for one calendar year. (From June to May).
- c. Elected Officers may run for re-election to one additional term, limited to two terms for their respective office. Elected Officers may however run for any other office with the same two-term limitation for each.

VII. Removal of Officers

Any member of the body may submit in writing a formal statement of charges to the investigating committee, which will report its findings to the entire body within a period of thirty days, and a regular or special meeting. The body shall determine final action; and 2/3 of the members present shall be deemed necessary for the removal or a person from office. At least six (6) M.O.S.W.A. members must be present.

Grounds for the Removal of an Officer

1. Has not attended at least 60% of all called M.O.S.W.A. meetings (submitted, written excuses that are deemed reasonable are considered) at semester end.
2. Mismanagement of M.O.S.W.A. resources.
3. Deliberately giving false information at M.O.S.W.A. meeting.
4. Violating the trust and/or confidentiality of any client and/or their respective agency.
5. Committing an act, action or series of actions that reflects negatively on M.O.S.W.A. and/or the School of Social Work (must be evident).

VIII. The Executive Committee

The Executive Committee shall consist of the President, Vice-President, 2nd Vice- President, Public Relations Officer, and the two (2) faculty advisors. The Executive Committee may exercise such powers of the organization that may be necessary between meetings. The Executive Committee may exercise its powers with 2/3 of the committee present. The President may take votes over the phone if needed, but these votes must be written and verified at a subsequent M.O.S.W.A. meeting.

IX. Replacement of Officers

Upon the creating of a vacancy of the office of President, the Vice-President shall fill the position; all other vacancies with remaining terms shall be filled by the President.

X. Standing Committee

1. Program

2. Nomination
3. Membership

XI. Meetings

1. Meetings shall be held every month (temporarily in Building #12 on the North Campus) or other designated location.
2. The President shall exercise the authority to call special meetings.
3. Notification of all regular meetings shall be given at least 7 days in advance. Special meetings can be held with at least 24 hrs notices.
4. A quorum shall consist of $2/3$ of the elected officers of the organization.

XII. Amendments

Rules can be amended at any regular meeting of the organization by a $2/3$ vote of the members present, provided that no less than $2/3$ of the elected officers are present and provided the amendment was submitted in writing at the previous meeting. No amendment to the constitution or bylaws shall be permitted without at least equal notice and a $2/3$ vote.

By-Laws

November, 2006

**Phi Alpha Honor Society
Xi Phi Chapter
Southern University at New Orleans
6801 Press Dr.,
New Orleans, LA. 70126**

CHAPTER 1

Officers of the Executive Committee

- Section 1. The officers of the organization shall consist of a President, Vice-President and Secretary-Treasurer to be elected by a majority vote of the membership.
- Section 2. The President shall preside at meetings of the chapter; appoint such committees as may be provided for by Chapter Constitution or By-Laws or by vote of the chapter; call special meetings of the chapter; be responsible for all Chapters reports; perform the duties or ritual chair at initiation ceremonies, and promote the welfare of the Society and Chapter.
- Section 3. The Vice-President shall perform all duties of the President in the latter's absence or disability and any other duties assigned by the President.
- Section 4. The duties of the Secretary-Treasurer shall be as follows:
- a. To forward to the Treasurer of the Executive Council the following the national initiation fee for each student and faculty initiate prior to his or her acceptance into membership.
 - b. Fulfill such additional duties as may be required by the Executive Committee or by the Chapter Constitution, the By-Laws, resolutions, or vote of the Chapter membership.
- Section 5. A faculty member in the undergraduate or graduate social work program shall serve as the faculty advisor.

CHAPTER II

Organization and Procedures

- Section 1. The Executive Committee shall consist of the President, Vice President, and Secretary-Treasurer.
- Section 2. The Chapter shall meet in official sessions at least twice each year.
- Section 3. Standing Committee may be appointed by the President with the approval of the Executive Committee.
- Section 4. Special committee may be appointed by the President.
- Section 5. The Chapter year shall begin on July 1 and end on June 30.
- Section 6. The Chapter shall maintain adequate and accurate records of its membership activities and finances. Such records shall be kept in such a way as to serve as a permanent and historical record.
- Section 7. Qualified persons may be inducted into membership anytime of the year.
- Section 8. Election of officers shall be held once each year and at other times when a vacancy occurs.

CHAPTER III

Membership

- Section 1. An undergraduate student is eligible for active membership after achieving the following National minimum requirements and meeting local Chapter requirements:
- a. Declared social work as a major.
 - b. Achieved sophomore status.
 - c. Completed 8 semester hours or 12 quarter hours of required social work courses.
 - d. Achieved an overall grade point average of 3.0 on a 4.0 scale.
 - e. Achieved a 3.25 grade point average in required social work courses.
 - f. Local chapter may establish higher eligibility requirements.
- Section 2. A graduate student is eligible for active membership after achieving:
- a. A minimum of one term of course work.
 - b. A grade point average of 3.5 on a 4.0 scale.
 - c. Local Chapters may establish higher eligibility requirements.
Amendment 1: (October, 2008): Eligible students must agree to and participate in, a volunteer community service activity, engage in on-campus and off-campus chapter activities;
Revision to Amendment 1: (November, 2010): Each applicant must submit documentation (on official stationery) of prior community volunteer activities from a community organization, group, or agency along with the letter of intent, transcript, and application.
- Section 3. A faculty member may be granted membership by invitation of the Executive Committee and approval of the Chapter membership.
- Section 4. The Executive Committee with the approval of the membership, may grant Honorary Membership to a maximum of two individuals per year who have made outstanding contributions to the field of social work. Honorary members shall not be assessed membership dues.

- Section 5. The method of granting membership shall be in accordance with procedures established by the local chapter.
- Section 6. Any member may be expelled from membership for reasons of academic or personal conduct unbecoming a student of social work, by a three-fourths vote of the chapter, after a thorough investigation has been made by the Executive Committee, and the members so charged has been granted an impartial hearing before the Executive Committee. Dismissal from the Social Work program or College/University is cause for automatic recommendation for expulsion.

CHAPTER IV

Dues

- Section 1. The initiation fee shall be of sufficient amount to include the following:
- a. The initiation fee required by the National Society.
 - b. The initiation fee required by the local chapter.
- Section 2. Annual chapter dues shall be established in accordance with chapter needs by action of the Executive Committee and a three-fourths vote of the chapter membership present.
- Section 3. Special fees may be levied by the Executive Committee with a three-fourths vote of the chapter membership present.

CHAPTER V

Amendments

These By-Laws may be amended by a majority vote of the Executive Committee and upon ratification by a three-fourths vote of the membership.

AFFIRMATIVE ACTION STATEMENT

Membership shall be available to all eligible persons without regard to age, gender, color, race, creed, ethnic or national origin, political or sexual orientation, or disability.



COUNCIL ON SOCIAL WORK EDUCATION

(visit: <https://www.cswe.org/>)

Council on Social Work Education (CSWE) 2015 Educational Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

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

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

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

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

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

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

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

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

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

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

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

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

Policy Regarding Academic Dishonesty

Policy-Definitions- Procedures

CHEATING

Academic dishonesty may take a variety of forms. The most common are cheating on tests or examinations, and plagiarism. However, the accessibility of technology may raise questions about others or whether using a media element constitutes cheating (Seneca, 2009). Students are strongly encouraged to obtain and read The SUNO Student Handbook which is available on the SUNO website.

Cheating involves behaviors and activities that are deceptive and sometimes fraudulent. Below are examples of cheating in four areas: tests and examinations, essays and assignments, laboratory and field assignments, and a general category of aiding and abetting cheating. The School of Social Work has identified these examples to firmly establish those areas that constitute cheating (many of which are also covered in the SUNO Handbook).

Tests and Examinations

- Taking a test or examination for another student or permitting a student to take a test or examination for you.
- Copying from another student
- Giving students answers to exam questions during the exam or while exiting the examination room.
- Using unauthorized material during a test or exam. Including “cheat sheets”, notes, electronic devices (including cell phones) or other devices inappropriate to proscribed test conditions.

- After taking an exam, informing other students in a later section of the questions that appear on the exam.
- Discussion of answers, responses, ideas related to an exam/quiz unless discussion is authorized by instructor.
- Obtaining unauthorized materials, i.e., copy of an examination before it is given

Essays and Assignments

- Submitting as your own any material prepared by another student or from uncited sources, including texts, reference and internet sources.
- Allowing your essay or assignment to be copied by another student.
- Copying an essay or assignment.
- Buying or selling of essays or assignments.

Laboratories, Fieldwork and Computer Files

- Fabricating information, i.e., data from a lab report or data for an empirical study. **** check with research teachers for ideas
- Indicating field placement hours that have not actually been completed with the assigned agency. (Here we may want to find out if Bonnie has thoughts/needs/ideas)****
- Copying a laboratory or field report as your own.
- Allowing students to copy your report.
- Allowing another student to do the laboratory or field work for you.
- Misrepresenting assignments or attendance carried out in field placement.
- Copying a student's work from a disk or hard copy.
- Providing a student with your disk or hard copy.
- Using information or devices that are not allowed by the faculty, i.e., using formulas or unauthorized data; using cell phones and/or hand-held computers with stored information to answer test questions

Aiding or Abetting Others

- Knowingly helping another student to commit an act of cheating or plagiarism.
- Communicating with another student or students during online examinations.
- Allowing a student to copy your answers during an exam.

- Giving your essay or assignment to another student to copy.
- Taking a student's place in an exam.
- Leaking test information to other students.
- Letting a student use your work as their own.

(Seneca, 2008)

Students should avoid any appearance of cheating by sitting apart from one another in examinations. Students should also be prepared to remain in the testing site once the exam has begun.

Although we have strived to be comprehensive, there may be situations which have not been detailed in this writing. To avoid any appearance or act of cheating students are encouraged to read the tips below.

PLAGIARISM

Writing someone else's words and claiming them as your own is plagiarism. Plagiarism, a Code Three offense under the Southern University at New Orleans Code of student conduct, is defined in the Southern University at New Orleans Student Handbook as follows:

“Plagiarism includes, but is not limited to:

- Directly quoting from a source without using quotation marks;
- Presenting or paraphrasing information without identifying the source; or
- Submitting reports essays, term papers, test, etc., of another person as if it were the work of the presenter.”

Code Three offenses are major violations subject to a maximum sanction of expulsion from the university.

(SUNO Student Handbook)

➤ **TIPS TO AVOID CHEATING OR PLAGIARISM**

- Familiarize yourself with the SUNO "Cheating and Plagiarism Policy". (See above)
- Prepare thoroughly for examinations and assignments.
- Take the initiative to prevent other students from copying exams or assignments; for example, shield answer sheets from other students during examinations, and do not loan completed assignments to other students.
- Check your subject outlines dealing with cheating/plagiarism for the subject. Ask the faculty member what his or her expectations are, particularly concerning collaboration and citation.
- Do not look in the direction of other students' papers during examinations.
- Utilize a recognized handbook for instruction on citing source materials in papers. Consult with faculty or academic departments when in doubt. (The School of Social Work Recommends the APA Writing Manual). Cite the source of all ideas of another person in your written work using the style of citing source material the course instructor directs you

to use. The American Psychological Association (APA) style and Modern Language Association (MLA) style are frequently used styles.

- Discourage dishonesty among students.
- Refuse to assist students who cheat.
- Inform the faculty if you are aware of other students cheating.

➤ **Tips to help you protect your work:**

- Never loan or show your assignments to other students for any reason.
- Do not work on assignments together, unless indicated to do so by the instructor; particular assignments are group focused;
- Do not loan or show your assignment to other students "just to show them how it works", which may lead to plagiarism. All students involved in a plagiarism incident will be held equally responsible, regardless of who claims to have created the work or who admits to plagiarism.
- Do not get involved in detailed assistance to another student on an assignment. If a student is having trouble with an assignment, encourage them to see their instructor. When you try to help them, you may do more harm than good - you may inadvertently provide them with your solution, and your instructor will not know which students need extra help.
- Ask your instructor for help on an assignment, do not ask another student.
Do not discard printouts of your work without destroying them first. Shred copies of work before discarding them.
- If you are working on a SUNO computer, make sure that you logout as appropriate and delete your personal files from that computer. Do not leave your portable/ micro drives behind and do not loan drives containing assignments to other students.
- Change the permissions on any SUNO accounts that will contain any part of your assignments so that members of the same group as you do not have access to your files and directories. Only grant read and execute permission to 'other' when it is necessary for web-based work.
- When submitting an assignment via the web, make sure that it is password-protected. Submit online through Bb and or the designated site specified by the professor.
- Make sure your course account passwords are secure, and never share them with other students.

(Excerpts from Seneca, CSULB, and SUNO Website Handbooks)

References: *(Parts of this document was abstracted and or modified from the following sources):*

CSULB: http://www.csulb.edu/divisions/aa/catalog/2008-2009/academic_information/cheating_plagiarism.html

Seneca: cs.senecac.on.ca/bullets/cheating.html

SUNO Student Handbook 2008, pgs 71-72

Acknowledgement of review and understanding of the policy, standards, definitions, and consequences associated with academic dishonesty with particular attention to Cheating and Plagiarism:

I _____ have read the above information relative to academic dishonesty and have been allowed to ask questions pertaining to the information presented. I fully understand the policy, standards, definitions, and consequences associated with academic dishonesty with particular attention to Cheating and Plagiarism.

Student Signature

Date

Faculty Signature

Date

09.17.09

JSM LGF HAR