



The Division of
Social Work



STUDENT HANDBOOK

BACCALAUREATE OF SOCIAL WORK PROGRAM

2007-2008

Sakinah Salah-Din, PhD, MSW
Director, Division of Social Work
College of Professional Studies

Mary Hart, PhD, LCSW
Coordinator, BSW Program

TABLE OF CONTENTS

SECTION I: Introduction	4
Florida Gulf Coast University	4
Vision Statement	4
Mission Statement	4
Undergraduate Learning Goals	5
The College of Professional Studies	5
Vision Statement	5
Mission Statement	5
Goals	5
Division of Social Work	6
Mission Statement	6
BSW Program Goals	6
BSW Program Objectives	7
Diversity	7
SECTION II: Academic Policies and Procedures	9
Admission to the BSW Program	9
Student Supplemental Application	10
Supplemental Application Procedure	10
FGCU Students	10
Transfer students	10
Transfer of Credit	11
Social Work Advising	11
Student Organizations	12
Student Affairs Committee	12
Grounds for Review	12
Academic Guidelines	13
Termination for Academic and Non-Academic Reasons	13
Student Evaluation: Field Education	14
Grade Appeals	14
SECTION III: Automatic Probation or Dismissal from the BSW Program	15
Automatic Probation	15
Automatic Dismissal	15
Procedure for Automatic Dismissal	15
Notification	15
Appeal Procedure for Dismissal from the BSW Program	15
Hearing Procedures	16
Deliberation and Action	17
Confidentiality	17
Appeal for Readmission	17
Appeal Process	18
Section IV: Criteria for Evaluating Academic Work	19
Grading System	19
Withdrawal	19
Incomplete	19
Formal Academic Papers	20
Class Presentations	20
Attendance and Class Participation	20
Policy Concerning Confidentiality	20
Faculty	20
Students	21
Non-Discrimination Policy	21

Equal Opportunity Policy	21
Policy of Sexual Harassment	21
University Notices	22
Anti-Drug Abuse Act	22
Drug-Free Campus Policy	22
Sexual Harassment Policy	22
Academic Standards of Behavior	23
Adaptive Services	23

APPENDICES:

Appendix A: NASW Code of Ethics

Appendix B: Supplemental Application Form

SECTION I: Introduction

Florida Gulf Coast University

Florida Gulf Coast University (FGCU), located in the rapidly developing area of Southwest Florida, is the tenth university in the Florida Higher Education System; established in 1991 and opened for classes in 1997. FGCU accepts the leadership challenge and obligation to meet the educational needs of a diverse and rapidly growing region. As a public institution FGCU pursues regional and community based public service activities and projects.

The University's primary service area consists of Charlotte, Collier, Glades, Hendry and Lee counties. On-campus offerings, distance education, and public and private organizational partnerships enable the university to collaborate with its various constituencies, build on the intellectual heritage of the past and plan its evolution systematically for the twenty-first century. Each academic unit develops technological, environmental and international perspectives. Excellence is expected in teaching, research and scholarship and professional service.

Florida Gulf Coast University's enrollment exceeds 8292 students, which includes 6,985 undergraduate, 794 graduate and 513 non-degree seeking. The university offers 44 undergraduate degree programs, and 20 graduate degree program. The 500 faculty, which includes 336 instructional and administrative faculty, and 164 adjunct faculty, share a commitment to the university's teaching mission. Although they spend the majority of their time in the classroom, faculty members also advance the knowledge in their fields through service, research, and scholarly work.

The University integrates technology into every aspect of the institution: All students are given an e-mail account, providing direct communication with faculty and classmates. All classes have a web page with course description, syllabus, assignments and other information. Most classrooms feature a multimedia teaching podium which enables instructors to integrate computer presentations, surf the Internet, view videotapes and run CD ROMs. FGCU provides many courses via distance learning, which offers maximum flexibility for students (*FGCU Catalog, 2007-2008*).

Vision Statement

Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for selected graduate programs.

Mission Statement

Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents.

Outstanding faculty uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. Through those efforts, the faculty and University transform students' lives and the southwest Florida region.

Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community

partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose. (*FGCU Catalogue, 2007-2008*, pp. 7-8)

Undergraduate Learning Goals

Goal 1: Aesthetic sensibility

Goal 2. Culturally diverse perspective

Goal 3: Ecological perspective

Goal 4: Effective communication

Goal 5: Ethical responsibility

Goal 6: Information literacy

Goal 7: Problem-solving abilities

Goal 8: Technology literacy

Goal 9: Community awareness and involvement (*FGCU Catalogue 2007-2008*, pp. 8-9)

The College of Professional Studies

Vision Statement

The College of Professional Studies at Florida Gulf Coast University offers baccalaureate and graduate degree programs in specialized career and professional fields. The college also offers programs and projects that meet the lifelong professional development needs of practitioners. The faculty recognizes the changing climate in the professional disciplines, where learning must be linked to community and regional needs, and recognize diversity in culture and environment.

Mission Statement

The College of Professional Studies is committed to educating professionals in the public, private, and not-for-profit sectors, as well as to developing students' problem solving abilities in the realms of government, law, leisure, and social services. Recognizing the rapidly changing environments in which such efforts must be carried out, the College's curricula are oriented toward lifelong approaches to professional and personal development integrating theory, practice, technology, and diversity. All programs in the College link students' learning experiences to the needs of communities and their members.

Goals

- Prepare students to respond in innovative ways to the evolving social, political, economic and natural environments in which policy-making and service delivery are carried out.
- Cultivate an ethic of public integrity and civic engagement in professional, political, and community activities.

- Develop an understanding of the multi-cultural and increasingly global context within which public problems emerge, as well as an ability to formulate interdisciplinary strategies for their identification and resolution.
- Cultivate the knowledge, skills and personal attributes required for life-long growth and development.
- Integrate multiple, state-of-the-art technologies into the learning environment and develop students' abilities to use technology creatively in their work.
- Develop comprehensive field-based experiences linked to individual and community development. (*FGCU Catalogue, 2007-2008, p. 82*)

Division of Social Work

Mission Statement

The mission of the BSW Program at Florida Gulf Coast University is to prepare competent and effective entry level generalist social work professionals, to develop social work knowledge, and provide leadership in the development of service delivery systems appropriate to the entry level of professional generalist social work. Generalist social work education is grounded in social work history, purposes, and philosophy. It is based on accepted generalist social work knowledge, social work values and ethics, and generalist social work practice with systems of all sizes. This education insures integration of the knowledge, values, and skills necessary for competent entry level generalist social work practice.

BSW Program Goals

1. To prepare students to use social work values and ethics in working with diverse client populations to enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
2. To prepare students to practice with individuals, families, groups, organizations, and communities in their environments, from a strengths-based perspective, using generalist, evidence-based social work practice skills in order to enhance the social functioning and interactions for client systems of all sizes.
3. To promote policies, services, and resources, that meet basic human needs and support the development of human capacities, through advocacy and social or political actions, that advance social and economic justice.
4. To apply research knowledge and findings to practice to enhance interventions and to evaluate practice.
5. To encourage students to pursue advanced studies, professional development, and a commitment to life-long learning.

BSW Program Objectives

BSW program graduates will demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
3. Analyze, formulate, and influence social policies.
4. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
5. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
6. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
7. Understand and interpret the history of the social work profession and its contemporary structures and issues.
8. Use supervision and consultation appropriate to social work practice.
9. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
10. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
11. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
12. Use communication skills differentially across diverse clients, populations, colleagues, and communities.

Diversity

The Division of Social Work follows the guiding principles of FGCU regarding diversity which are stated in the University Catalog.

Diversity is a source of renewal and vitality. The university is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. It fosters a climate and models a condition of openness in which students, faculty and staff engage multiplicity and difference with tolerance and equity. (*FGCU Catalogue, 2007-2008, p. 8*)

The Director of the Division of Social Work assures compliance with this policy. The Division of Social Work also operates within the affirmative action policy of FGCU to ensure

equal opportunity in all components of the BSW program including: faculty and staff recruitment, hiring, promotion, assignment, retention, and compensation. (FGCU Affirmative Action Policy <http://www.fgcu.edu/HR/handbook/sexharrass.html> and Sexual Harassment Policy <http://www.fgcu.edu/HR/handbook/sexharrass.htm>.)

The policies and procedures of non-discrimination in all aspects of the BSW program are based upon the Division's desire to ensure commitment to the values of diversity and nondiscrimination. The Division of Social Work does not discriminate on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation. This commitment to diversity and non-discrimination is exemplified in the mix of race, ethnicity, gender, age, and creed among the students, faculty, and support staff of the Division of Social Work.

SECTION II: ACADEMIC POLICIES AND PROCEDURES

Admission to the BSW Program

Florida Gulf Coast University is a part of the Florida State University System. All applicants to the BSW Program must meet the requirements for admission to Florida Gulf Coast University, complete 60 hours of coursework (including the general education requirements and the common prerequisites for the social work degree), and submit a supplemental application requesting admission to the BSW program of study. Students transferring with an Associates of Arts degree from a recognized Florida Community College are assumed to have completed the general education and common prerequisite requirements.

Applicants are not guaranteed admission to the BSW program unless they meet or exceed the following requirements, and submit a Supplemental Application packet:

- ◆ Successful completion of 60 hours of academic coursework designating the applicant as a having attained junior status, including:
 - 6-9 hours Natural Science
 - 6 hours English Composition
 - 9 hours Humanities
 - 6-9 hours Social Sciences
 - 6 hours Quantitative Math
- ◆ Successful completion of a course in statistics (strongly recommended)
- ◆ Completion of the CLAST
- ◆ Completion of 8 hours of Foreign language
- ◆ Completion of Common Prerequisites for Social Work:
 - Human Systems
 - Introduction to Psychology
 - Introduction to Sociology
 - Economics
 - American Government
- ◆ 40 hours of community service (Fifty percent of the University requirement of 80 hours)
- ◆ Supplemental Application for Social Work Major (Appendix B) which includes:
 - Evidence of a cumulative GPA 2.5 on a 4.0 scale
 - Two professional references

- A written personal narrative statement
- A self disclosure statement of arrest or felony
- A value statement to be evaluated by the Faculty Admissions Committee for commitment to the NASW Code of Ethics. Interviews may be required.

Student Supplemental Application

The Supplemental Application for admission to the BSW Program is prepared by the student interested in enrolling in the program. Applications are accepted and processed in the spring prior to enrollment in the BSW program. Students who transfer from a recognized Florida Community College with an Associates of Arts degree may submit their application for admission in the summer prior to fall enrollment. Upon submission of the completed application to the BSW Coordinator, the BSW Committee reviews the application and makes a decision based on the applicant's meeting the specific admission criteria as well as her/his stated commitment to social justice, service to others, and the demonstrated potential to engage in a rigorous program of study in both the classroom and the field internships. Upon the approval of the BSW Committee the applications, with recommendations, are referred to the faculty for approval.

Supplemental Application Procedures

The Baccalaureate of Social Work Program is a professional program, accredited by the Council of Social Work Education. Each accredited social work program is expected to set standards for admission to the program. These standards are met for students at FGCU through the use of the supplemental application and the review and recommendation of the BSW Committee. The recommendation is forward to faculty members for their review and comments.

The Supplemental Application is found in Appendix B. Questions regarding the application should be directed to the BSW Coordinator, Mary Hart, mhart@fgcu.edu or 239-590-7839.

FGCU Students

The Supplemental Application must be submitted for fall admission no later than March 1, preceding the fall semester in which the student plans to enter the program. The student must make an advising appointment with the BSW Coordinator upon completion of the application and prior to March 1. Final admission decisions will be made during the April Faculty Meeting and written notification will be sent to each student no later than the 15th of April. No application will be considered unless all of the sections have been completed, including references.

Transfer Students

Students who are transferring into FGCU with an Associates of Arts degree from a recognized Florida Community College or with 60 hours credit from another institution of higher education must make an advising appointment with the BSW Coordinator no later than June 1. Supplemental applications must be returned no later than July 15 for fall admission. The BSW Committee will review these applications and prepare recommendations for the first faculty meeting in the fall. Applicants will be notified in writing of the faculty's decision prior to the first day of classes.

Transfer of Credit

Florida Gulf Coast University (FGCU) has formal policies and procedures for the transfer of credits from other accredited colleges and universities. The office of Admissions is responsible for receiving and evaluating transfer credit. The office evaluates the acceptability of total credits transferable to FGCU and identifies total credits accepted at the lower division (1000 and 2000 level courses). The Division of social work assigns equivalent upper division (3000 and 4000 level) courses in determining which courses are applicable towards the BSW degree. The university reserves the right to evaluate transfer courses on an individual basis. Credit is not given for life experiences (*FGCU Catalog 2007-2008*, page 27).

Students who request transfer from other programs accredited by the Council on Social Work Education must be admitted to FGCU according to the policy and procedures of the Office of Admission. The Office of Admissions evaluates transcripts for transferability to FGCU (*FGCU Catalogue 2007-2008*, p. 27).

Students who wish to request credit toward their degrees for work taken prior to their admission to FGCU are required to submit a completed transfer of credit application with official transcripts verifying the courses completed to the Office of Admission. The Division of Social Work will make the decision regarding which credits meet the criteria for admission to the BSW Program.

Students' life and work experience are highly valued by the Division of Social Work. However, neither classroom nor practicum course credit are granted for such experiences, even when related directly to the social work major. Similarly, academic credit is not granted for continuing education institutes, workshops, or programs.

Social Work Advising

All students interested in majoring in social work must meet with the BSW Coordinator prior to being considered for admission to the program. The Coordinator will assign an advisor to each student. Any full-time faculty member may act in the capacity of advisor.

The student's advisor will:

1. Help the student identify and clarify personal career goals in the context of realistic professional opportunities and socialization into the social work profession;
2. Assist the student to develop a plan of study, and evaluate academic progress in the context of an educational experience to ensure a sufficient number of credits each semester congruent with degree completion requirements, and for maintenance of required GPA and individual social work course grades;
3. Assist the student to develop a plan of study, evaluate academic progress, and monitor GPA to ensure the requirements for graduation are met;
4. Help the student identify and use campus or community services, or both, when necessary for financial need, personal counseling, skill deficiencies and/or other difficulties threatening satisfactory academic and professional performance; and

5. Help the student identify and use campus and community services when needed for financial aid, personal counseling, academic skill enhancement, and professional performance; and
6. Facilitate grievance and appeal processes for a student who is failing to meet the program's academic and professional requirements.
7. Assist student with grievance and appeal procedures for academic and non-academic reasons.

Student Organizations

All BSW students are encouraged to be active members of the BSW Student Association. This organization is recognized by and receives funding from the Office of Student Affairs. The elected officers meet regularly with the Division Director and the BSW Program Coordinator.

Students are invited to select representatives to serve on the following Division Committees and to attend Division Faculty Meetings:

1. Student Affairs Committee: Considers the academic status of students whose performance in class or field is of concern and makes recommendations to the full faculty.
2. Division Faculty Meetings: Meets monthly and is the primary governing body for the Division.
3. Faculty Search Committee: Screens applicants, recommends candidates, and conducts the interviews and campus visit for advertised faculty vacancies in the Division of Social Work. Makes recommendation for hiring to the Division Director.

Student Affairs Committee

The Division has established procedures to address student performance reviews. The Student Affairs Committee of the BSW program serves as a mechanism to detect as early as possible any developing problems with students' academic or professional performance. At the request of a faculty advisor or at the end of the semester the Committee is convened to review the academic records of BSW students who are experiencing academic or professional difficulties in either the classroom or practicum.

Grounds for Review

- Conduct that is not congruent with the values and ethics of the social work profession (e.g. – NASW, NABSW, CSWE) and the academic code of conduct for students at FGCU. This includes behavior in the student's fieldwork and the classroom that does not conform to the profession's values and ethics.
- Behavior that interferes with the student's functioning, and jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers, or both.

- Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit comfortable interaction with other people.
- Failure to adhere to the policies and professional standards of the agency in which the student is placed for field education.
- Failure to use sound judgment, both in work with clients and in regard to oneself, such as failure to seek professional help for physical or emotional problems which interfere with professional functioning.
- Having more than one Incomplete at a time in course work, or having received more than two grades of Incomplete in any course after admission to the program.
- Academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one's own.
- Marginal academic performance, below C level.
- A request by faculty member for a review because of a student's poor course work performance.

When a student's performance is evaluated as deficient, the Committee determines what, if any, course of action could bring the student's performance into compliance with Division of Social Work's expectations and professional standards. In situations where such action is feasible and desirable, a contract is created. The contract sets forth problems to be solved, actions to be taken, and a time period for completion of designated actions and re-evaluation of student's performance. Consequences for non-performance also are included in the contract. The Committee works together with the student, her/his advisor, and other relevant parties. If the student fails to fulfill the contract, or, while working on the contract some serious impropriety or failing academic performance occurs, the Committee may decide that the student cannot continue in the BSW program. Dismissal from the BSW Program may occur during any semester of enrollment.

Academic Guidelines

The BSW Program follows the Undergraduate Academic Policies and Procedures of Florida Gulf Coast University as specified in the catalogue published in the student's most recent admission to the University. Students are expected to be familiar with these policies and procedures.

Termination for Academic and Non-Academic Reasons

An F in any course or a grade of Unsatisfactory in practicum is sufficient reason to terminate a student from the BSW Program. Any violation to the Code of Ethics of the National Association of Social Workers may be ground for dismissal from the program. The student must maintain conduct in accord with the Academic Standards of Behavior as specified in the FGCU Catalogue published in the year of the student's most recent admission to the University.

Student Evaluation: Field Education

Grades for field practicum are Satisfactory, Unsatisfactory, Incomplete, and Withdrawn. Field instructors recommend the student's field practicum grade based on the student's field performance and written evaluation in consultation with the faculty advisor/field liaison who then files the grade. Students in jeopardy of receiving an "Incomplete" or "Withdrawn" grade in field practicum are referred to the Student Affairs Committee. Evaluation criteria for field practicum performance are thorough and based on models of students' field performance developed by the State University System of Florida College of Social Work Field Educators' Consortium and the Division faculty.

Grade Appeals

A student is protected by the appeal process if s/he believes that s/he has received an inaccurate or unfair grade(s) in a course or in the field practicum. The first step in the appeal process is for the student to consult with the faculty member who issued the grade. If the student is not satisfied with the outcome of this conference, s/he should seek advice from her/his faculty advisor and discuss the situation. The faculty advisor may want to discuss the situation with both the faculty member who issued the grade and the student. If there is no resolution that satisfies the student at this level, s/he may discuss the situation with the BSW Coordinator. If resolution is not reached at this level, s/he may discuss the situation with the Division Director, who will issue the Division. The student may invoke her/his right to go to the Ombudsman office for any grievance (see *FGCU Catalogue, 2007-2008*, p. 9) or to the Dean of Student Affairs. The Academic Grievance Policy is found in the *Student Guidebook* distributed to all FGCU students in the fall semester.

SECTION III: AUTOMATIC PROBATION OR DISMISSAL FROM THE BSW PROGRAM

Under certain extreme circumstances a student may be placed on probation or dismissed from the BSW program and not allowed to continue with coursework or field education. The following procedures have been developed by the Division.

Automatic Probation

A student will be placed on probation if any of the following occurs:

1. Failure to maintain a 2.5 overall grade point average or a grade of C or below in any social work course.
2. Two grades of incomplete (I) in one semester
3. Incomplete (I) in Field Education

If the student does not raise her/his grade point average to 2.5 or above, does not remove the incompletes from her/his record in one semester, or both, the student may be dismissed from the BSW Program.

Automatic Dismissal

A student will be automatically dismissed from the BSW Program for either of the following reasons:

1. Failure in any Field Education course.
2. Failure to demonstrate ethical professional behavior in the classroom or in any Field Education course.

Procedure for Automatic Dismissal

I. Notification

- A. If a student is dismissed for either of the above reasons, the faculty member for the course will notify the BSW Program Coordinator and the Director of the Division who will notify the student's advisor. The student shall notify her/his advisor immediately.
- B. Within five working days of receiving notification of dismissal, the BSW Program Coordinator and the Division Director shall send, by certified mail, a written statement to the student indicating that s/he has been dismissed from the program. In this letter the student will be offered the opportunity to meet with the Student Academic Review Committee. A copy of this letter shall be sent to the Student Academic Review Committee.

II. Appeal Procedures for Dismissal from the BSW Program

When a student is dismissed from the BSW Program for earning a failing grade in Field Education or for failing to demonstrate ethical behavior in the classroom or in any Field

Education course, s/he may appeal the decision to the Student Academic Review Committee. The following procedure shall be followed for the appeal.

1. The student must file an appeal with the Student Academic Review Committee in writing. The appeal must address the following points:
 - a. Identification of extenuating circumstances that contributed to poor performance in the course;
 - b. A proposal to alleviate the impact of those factors;
 - c. A plan of action to improve academic performance that will remedy poor performance in the classroom or field education placement;
2. The student's faculty advisor will consult with the student and the faculty member of record and make a recommendation to the Student Academic Affairs Committee regarding the student's continuing in the BSW Program. The Faculty Advisor will also inform the Committee of the student's overall academic performance to date.
3. Within five University business days of receipt of the petition the Student Academic Affairs Committee of the Division of Social Work shall set a date for hearing of the appeal. Upon setting the date of hearing, the committee chair shall notify the student via certified mail through the United States Postal Service. The date of the hearing must be set so that the student receives notification at least five days prior to the scheduled hearing.
4. All committee members and the student's advisor must be present at the hearing. The committee will review the case and make a decision.

Hearing Procedure

1. The Chair of the Student Academic Review Committee will convene the meeting at the time and location stated in the notification to the student filing the appeal.
2. The student may attend the portion of the meeting that is for the purpose of fact finding. S/he may present new information to the committee. Prior to the meeting, the student must notify the chair of her/his intent to attend the meeting, to speak to the committee, or both.
3. The student may invite no more than two persons who are knowledgeable about his/her academic performance, ethical conduct, or both, to present information to the committee. These guests of the committee may make brief statements on the student's behalf and may remain in the meeting only to make their presentations. The student must inform the chair of the Student Academic Review Committee no less than 48 hours prior to the time of the scheduled meeting of the persons who will appear on her/his behalf.
4. The student's advisor shall present brief background information about the student's academic performance and ethical conduct during the time s/he has known her/him. The advisor shall gather information from the student's current and past instructors and present an assessment of the student's overall academic and ethical performance. The advisor may give the committee any recommendations that might contribute to the resolution of the matter on appeal.

5. Other faculty members knowledgeable about the student's performance and able to contribute information in addition to that offered to the student's advisor for assessment may present this information at the Review Hearing. These faculty members may be present for their presentations only.

Deliberation and Action

For this part of the meeting, only the committee members and the student's advisor may be present. The student's advisor does not participate in the voting. The following deliberation and action shall take place:

1. Consideration of all factors in the present and past academic performance or ethical behavior of the student.
2. Discussion of alternative plans to address the academic problems or ethical behavior.
3. The committee may recommend one of the two following alternatives:
 - a. Present a plan of action for the student to resolve the performance problems.
 - b. Dismiss the student from the BSW Program.
4. The Student Academic Review Committee Chair shall prepare a written recommendation to be submitted to the Director of the Division of Social Work. The recommendation shall include:
 - a. A statement describing the nature of the performance problem.
 - b. A summary of the facts as they were presented to the committee.
 - c. A description of the Committee's action with the reasons for supporting this action.

In consultation with the BSW Coordinator, the Division Director may accept, reject, or modify the recommendations of the Student Academic Review Committee. The final decision of the Division Director and the recommendation of the Student Academic Review Committee shall be forwarded to the student, the student's advisor, and the members of the committee. A copy will also be placed in the student's academic file at the Division of Social Work.

Confidentiality

All procedures related to performance review must be carried out in a manner which assures protection of the student's rights to privacy regarding information about her/his academic records, performance, or any of her/his personal affairs. The student has the right to review all written information which is presented to the Student Academic Review Committee. Members of the Committee and other persons who appear at the hearing are expected to maintain confidentiality with regard to all aspects of the hearing. Actions of the committee are to remain confidential and are to be shared only with those persons involved with the student in an educational capacity.

III. Appeal for Readmission

If the student has not been reinstated after automatic dismissal, the student may present a substantive, written appeal requesting a review by the Director of the Division.

Appeal Process

Upon receipt of the appeal, the Director will review the case expeditiously, including consultation with appropriate individuals in order to avoid unnecessary delays in the student's progress in the program.

SECTION IV: CRITERIA FOR EVALUATING ACADEMIC WORK

Grading System

The Division of Social Work has five categories of letter grades for students. Students may also receive a grade of incomplete (I) or withdrawn (W).

A Excellent. Substantially exceeds all expectations

B Above Average. Exceeds expectations

C Average. Meets all expectations

D Below average. Meets some expectations

F Failure. Does not meet expectations

I Incomplete.

W Withdrawn

Withdrawal

A student who withdraws from a course receives no credit for that course. If the course is a required course for the social work major the course must be repeated. If the course is a required prerequisite for the next course in sequence, the course in which a 'W' was assigned must be successfully completed in order for the student to proceed in the major. Note: After three absences, the instructor has the option to withdraw the student from the class.

Incomplete

- An incomplete can be given as an interim grade under certain circumstances which are congruent with FGCU policies.
- Satisfactory work has been done by the student but all required work for the semester has not been completed.
- The student has requested and received permission from the instructor in advance, to submit materials after the end of the semester; since the expectation is that students complete all work by the end of the semester, the instructor is under no obligation to grant this request.
- If the students' request for an incomplete grade is granted a date must be decided upon for the completion of all required work. The length of the extension is determined by the instructor. If the incomplete is for a course offered sequentially, the student will not be allowed to proceed to the next course until the incomplete is removed.
- A student with two or more incompletes will be reviewed by the Student Affairs Committee.

Formal Academic Papers

Quality writing is essential for social work practice. The paper must begin with an introductory statement of purpose and an overview of the ideas to be presented. Each aspect of the assignment must be thoroughly addressed. Citations and a reference list in proper format according to the *Publication Manual of the American Psychological Association* are required. Students must carefully proofread their papers for typographical, grammatical, structural, and spelling errors.

Class Presentations

Presentations are an important part of social work education. The purposes of the presentation should be clear in the syllabus. Presentations should be well-organized and articulately delivered. The presentation should demonstrate practice insights and skills, ample integration of theoretical material from the readings and class discussions. A skillful presenter involves the rest of the group in the presentation. Handouts should be constructed and include all reference material used to construct the presentation. Presentations are not to be read.

Attendance and Class Participation

Students in the BSW Program are expected to behave professionally. This includes attending each class session, preparing for class, and arriving on time. Students who must be absent (because of illness, for example), are expected to make a concerted effort to notify the instructor. Students are solely responsible to ascertain what work was missed. Oral participation should show an ability to make conscious, purposeful use of self in interactions within the classroom, awareness of personal feelings and behaviors, receptivity to feedback, and the ability to integrate feedback into behavioral change; respect for difference and for others' feelings. This includes a constructive critical attitude, sensitivity to diversity and oppressed groups, respect for confidentiality and client self-determination; the ability to contribute comments that are clearly stated.

Policy concerning confidentiality

The faculty of the Division of Social Work recognizes the value and importance of each student's right to confidentiality. Students may request that specific information shared with individual members of the faculty, field instructors, and/or academic administrators be kept confidential. Although confidentiality cannot be guaranteed, such information will be kept confidential to the extent permitted by law, the Division of Social Work, and FGCU policies. The Division of Social Work regards faculty, faculty advisors, field instructors, and Division administrators as members of each student's educational team who may be consulted periodically to discuss student progress. Information shared confidentially by a student will be shared with their team members only when a team member deems it necessary to address a student's educational needs.

Faculty

The faculty of the Division of Social Work acknowledges the value and importance of free and open classroom discussion. Students are encouraged to express opinions relevant to course content. In sharing information about others students are expected to protect the confidentiality of others in the classroom, to the extent possible under the law and within the guidelines of College/Division policy. Students are expected to refrain from divulging to others outside of the classroom confidential information shared within the classroom. The

confidentiality of classroom discussion cannot be guaranteed because of "duty to protect" and "mandatory reporting" laws and policies which may require disclosure.

Students

Students are expected to protect the right to confidentiality of the clients who they meet in their field education courses. Therefore, ALL identifiers must be removed when presenting case studies for class assignments. This includes names, addresses, and any other demographic information that may disclose the identity of the client. Under NO circumstances may a student remove a record from an agency setting, photocopy a record, or transcribe any identifying information from a record. Violations of confidentiality are grounds for immediate dismissal from the BSW program.

Non-Discrimination Policy

The University's policies on non-discrimination are implemented in all aspects of program operation. The Social Work faculty is committed to the principles of equal opportunity and non-discrimination in all program components including admissions, instruction, field placement, and evaluation of student performance. The Social Work program is conducted without discrimination on the basis of race, color, gender, age, creed or national origin, disability, political orientation, or sexual orientation. The policies on non-discrimination are published in all official documents of FGCU.

Florida Gulf Coast University has publicly proclaimed its commitment to affirmative action and equal opportunity in its Affirmative Action Plan, published in May, 1997. The Plan was developed in accordance with the Guidelines published by the Department of Labor, Office of Federal Contract Compliance Programs, effective February 1, 1998, pertaining to Executive Order 11246, as amended; Section 503(a) Public Law 92.540.86, as amended, and Section 503 of the Rehabilitation Act of 1973 (<http://www.fgcu.edu/HR/handbook/sexharrass.html>).

Equal Opportunity Policy

Florida Gulf Coast University is committed to the principles of Equal Educational and Employment Opportunities (EEO) without regard to race, color, marital status, sex, religion, national origin, handicap or age, as provided by law, and in accordance with the University's respect for personal dignity. The University is also committed to the employment and advancement of qualified disabled veterans and veterans of the Vietnam era.

Policy on Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Florida Education Equity Act, and in compliance with our policy of equal opportunity, it is the goal of Florida Gulf Coast University to create and maintain a work and study environment that is positive and free of discrimination of any kind. In order to help provide such an environment, faculty, staff, and students must be aware that sexual harassment is sex discrimination, and is unacceptable conduct that will not be tolerated at the University.

Any Applicant, student or employee who believes that s/he has not been treated in accordance with the University's Equal Educational, Employment Opportunity Policy, and Sexual Harassment Policy may file a complaint with the Director of Equal Opportunity Affairs.

Florida Gulf Coast University maintains an Internal Auditing and Reporting System to monitor the progress, or lack of progress, of the University's EEO/AA program. The following areas are included in the University's internal audit program.

University Notices

Anti-Drug Abuse Act

Students convicted of drug felonies may lose their eligibility for federal financial aid programs. The Omnibus Drug Initiative Act of 1988 gives courts the authority to suspend eligibility for federal student aid when sentencing an individual convicted of possession or distribution of a controlled substance. For a drug possession conviction, eligibility is suspended for one year for the first offense, two years for the second offense, and indefinitely for the third offense. For a drug sale conviction, eligibility is suspended two years for the first offense, and indefinitely for the second offense.

Students registered in the BSW program must be aware that any for drug use or trafficking conviction may jeopardize the field placement. Agencies reserve the right to reject a student with these convictions.

Drug-Free Campus Policy

Federal legislation mandates every individual's right to work and learn in a drug-free environment. Florida Gulf Coast University firmly supports this right in policy and practice. Information regarding university policy is available from the Office of the Dean of Student Affairs and the Office of Human Resources.

Sexual Harassment Policy

Sexual harassment undermines the integrity of the academic and work environment, and prevents its victims and peers from achieving their full potential. All members of the university community are entitled to work and study in an atmosphere free from sexual overtures or innuendoes that are unsolicited and unwelcome. It is the particular responsibility of those members of the university community who hold positions of authority over others to avoid actions that are or can be considered sexually abusive or unprofessional.

Florida Gulf Coast University's sexual harassment policy and procedures seek to ensure an environment that is free from sexual harassment. Such conduct is costly in human terms and seriously undermines the atmosphere of trust and respect that is essential to work and study for all members of the academic community. All employees, students, and vendors must comply with both the spirit and the intent of federal and state laws and regulations that relate to sexual harassment. The coverage of this policy extends to persons visiting the campus.

When resolution is not achieved within the local unit, university procedure is available. It should be clearly understood that the university will take action to prevent sexual harassment, including, if necessary, disciplining those individuals whose behavior violate university policy. Discipline may include, but is not limited to, oral or written reprimand, transfer, suspension, or dismissal. It is expected that the deans, chairs, department heads, team leaders, directors, and other supervisors will monitor and take corrective action whenever instances of sexual harassment are either observed or reported to them. While

the decision regarding resolution normally remains within the unit, all allegations of sexual harassment are to be immediately reported to the Office of Equal Opportunity Programs, which will monitor, provide advice, and take appropriate action as required by federal and state laws.

To the extent possible, the confidentiality of the complainant, alleged offender, and all those officially involved in the proceedings, investigation, or both shall be preserved. The information shall remain confidential during the investigation and hearing process. For information and informal advice pertaining to sexual harassment, contact the Office of the Dean of Student Affairs, Student Union, Room 108, 590-7900; the Office of the Associate Vice President for Academic Affairs, Academic Building, 5 Room 314-E, 590-7011; or the Director of Human Resources, Howard Hall 228, 590-1400. Formal complaints are filed with the Director of Equal Opportunity Programs, Library, Second Floor, 590-1022.

Academic Standards of Behavior

FGCU is committed to a policy of honesty in academic activities. Conduct that breaches this policy, including cheating, plagiarism, and falsification of university records, shall result in academic and/or disciplinary action. The Code of Conduct, published in the *Student Guidebook*, is a part of the terms and conditions of admission and enrollment and applies to all undergraduate students, graduate students, and student organizations (*Florida Gulf Coast University Catalogue, 2007-2008*, page 53). Refer to the *Student Guidebook* (<http://studentservices.fguc.edu>.) for information on handling cases of Academic Dishonesty.

Credit must be given to the work of other authors that is used in your paper. Summarized and paraphrased material (such as information from books, journals, government documents) must be cited in text and in the reference list at the end of the paper. Direct quotations from sources must be cited in text using quotations or paragraph indentations, depending on the length of the text. These sources must also be included in the reference list. Failure to properly credit sources results in plagiarism.

See section 8.05, page 348 in the *Publication Manual of the American Psychological Association* for additional information on plagiarism. Also, refer to the APA website at www.apastyle.org.

Adaptive Services (Disability Services)

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see your instructor or contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall, Room 137. The phone number is 590-7956 or TTY 590-7930.

APPENDIX A



Code of Ethics

of the National Association of Social Workers

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

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific

ethical standards that should be used to guide social work practice.

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

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

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

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

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

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

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

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

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or

disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers

should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court

withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(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, age, marital status, political belief, religion, and mental or physical disability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be

guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully

use evaluation and research evidence in their professional practice.

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

APPENDIX B



Spring 2008

Welcome to the Baccalaureate of Social Work (BSW) Program at Florida Gulf Coast University. You have declared social work as your major and now it is time to apply for admission to the two year undergraduate professional program. Applications are due by March 1, 2008, for Fall 2008 admission. The application packet consists of:

- Checklist
- Application
- Self-Disclosure Statement
- Three (3) Letters of Reference
- Personal Statement
- Value Essay
- GPA Exception Instructions (if applicable)
- Transcripts from each college or university attended

The forms and instructions for the application are attached. Please contact me if you have any questions. Applications will be reviewed by the Division of Social Work and you will be notified of the decision no later than April 15, 2008. There will be a meeting of all students admitted to the program prior to the end of Spring semester and a required BSW Orientation prior to the beginning of Fall semester.

To learn more about the Division of Social Work please visit our website at <http://cps.fgcu.edu/SW/BSW/index.html>. Here you will find the requirements for graduation and a description of the classes we offer for the degree.

Social Work is a profession in which you are able to work with people from all walks of life, especially those who experience oppression and discrimination. We provide social work services to individuals, families, groups, communities, and organizations. We are involved in individual change as well as institutional change from a strengths and empowerment perspective for the well-being of all people. The profession has a local, national, and global focus – advocating for a more socially and economically just world.

For admission for Fall of 2008 this application needs to be completed and returned no later than March 1, 2008. You may drop it off at the social work division reception desk in AB 3.

Please do not hesitate to call me at 790-7839 or email at mhart@fgcu.edu.

Mary Hart, PhD, LCSW
BSW Program Coordinator and Assistant Professor



Division of Social Work
Baccalaureate of Social Work Program

Application Checklist

Attach to top of application packet

- Supplemental Application Form
- Self-Disclosure Statement
- Three letters of reference
- Personal Narrative
- Value Essay
- Petition for Exceptional Consideration (if applicable)
- College Transcripts from each college or university attended



Division of Social Work
Baccalaureate of Social Work Program

Supplemental Application

Application Date: _____ SSN: _____

Name: _____
Last First Middle Initial

Local Address: _____

Permanent Address: _____
Street City State/Zip Code

Telephone: _____ / _____
Home Cell

Emergency Contact: _____
Name City Telephone

Number of credit hours completed to date: _____

Employment:

List all employment in chronological order beginning with the most recent. Include job description and dates of employment. Use additional sheets, if necessary.

1. _____
2. _____
3. _____
4. _____

List all social work courses completed or in which you are currently enrolled:

1. _____

2. _____

3. _____

How did you learn of the FGCU social work program?

Signature: _____ Date: _____



Division of Social Work
Baccalaureate of Social Work Program

Self-Disclosure Statement

All students applying for admission to the BSW Program must complete this self-disclosure statement regarding felony arrests, felony convictions, or both. Many agencies require background checks prior to accepting a student for field placement or employment. If you answer yes to either of these questions, please attach the final disposition or discharge papers you received from the court.

Have you ever been arrested for a felony offense? ___ yes ___ no

If yes, when and where?

Have you ever been convicted of a felony offense? ___ yes ___ no

If yes, please explain. Attach separate sheet if necessary.

Signature: _____ Date: _____



Division of Social Work
Baccalaureate of Social Work Program

Request for Reference

Dear _____:

Please complete the following reference form for _____, an applicant for admission to the Baccalaureate of Social Work (BSW) Program at Florida Gulf Coast University. When completed, forward the letter to the student in an envelope that you have signed across the sealed flap. The student's address is:

Thank you for helping the admissions committee make the decision regarding admission for this student.

Sincerely,

Mary Hart, PhD, LCSW
BSW Program Coordinator

To be Completed by the Student
Notice of Waiver

I am aware of my rights under the Family Educational Rights and Privacy Act of 1974 to have access to letters of recommendation written on my behalf. I also understand that by submitting this letter of recommendation with my application packet, it becomes the property of the Florida Gulf Coast University Division of Social Work and therefore, my right of access is limited to viewing the document only at the school and I will not be allowed to obtain a copy of the letter from the school. I also understand that my ability to view these documents is contingent on my being admitted and enrolling in the BSW Program at Florida Gulf Coast University Division of Social Work.

_____ It is my desire that this letter be written in confidence and I wish to waive my right of access to this letter.

_____ I wish to retain my right of access to read this document once I have been admitted to and subsequently enroll in the BSW Program at Florida Gulf Coast University.

Signature: _____ Date: _____

How long and in what capacity have you known the student?

Summary Evaluation

	Outstanding	Excellent	Above Average	Average	Below Average	No Basis for Judgment
Intellectual potential						
Ability to work with others						
Emotional stability						
Sense of Responsibility						
Communication Skills: Written						
Communication Skills: Oral						
Ability to analyze a problem and formulate a solution						
Motivation for proposed study in social work						
Concern with social issues						
Demonstrated commitment to work on behalf of oppressed populations						

On a separate sheet of paper please respond to your knowledge of the applicant's scholarship, critical thinking, personality, character, and professional potential. Include in the statement an assessment of strengths and deficits of this applicant. Comment on your view of the applicant's philosophical congruence with the values and ethics of social work, if applicable. Please add any additional information that you believe to be important for the assessment of this student.

Recommendation:

Please indicate the strength of your overall recommendation by checking one of the categories below:

____ Yes, I highly recommend for admission.

____ Yes, I recommend for admission

____ Yes, I recommend with reservation

____ No, I do not recommend for admission

Signed:

Name (Print): _____

Title/Position: _____

Signature: _____

Date: _____



Division of Social Work
Baccalaureate of Social Work Program

Personal Narrative Cover Sheet

Prepare a personal narrative that is no longer than three (3) pages, double spaced, and in 12-point font. You may organize it however you choose but please include the following:

- The reason for your interest in social work
- Personal and societal factors that influenced your decision to major in social work
- Personal strengths and challenges that will contribute to your appropriateness for the social work profession

Please sign and date this cover sheet and attach to your personal narrative. Include this narrative as part of your application packet.

Name (Print): _____ Date: _____

Signature: _____



Division of Social Work
Baccalaureate of Social Work Program

Value Essay

The Code of Ethics of the National Association of Social Workers (NASW) states: "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."

Review the NASW Code of Ethics (<http://www.naswdc.org>) and select one of the six core values. Write a brief essay explaining your understanding of this core value and its significance for you. Your essay must be typed, double-spaced, in 12-point font.

Read the NASW Code of Ethics found at the above website and sign the following statement:

I have read and understand the NASW Code of Ethics. I acknowledge that I am expected to adhere to the values, ethics, and standards for the social work profession while I am studying to be a social worker.

Name (Print): _____ Date: _____

Signature: _____



Division of Social Work
Baccalaureate of Social Work Program

GPA Exception Instructions

If you believe that your circumstances warrant exceptional consideration for a waiver of the minimum admissions requirement of a 2.5 Grade Point Average (GPA) you must submit a petition to the Admissions Committee explaining the circumstances.

The petition will be in the form of a letter to the BSW Admissions Committee explaining how your official GPA does not reflect your potential to be successful in the BSW program and in the social work profession.

The petition should also discuss how you plan to address potential barriers to success that were present in the past.

Your signature on this cover sheet indicates that you believe the information in the letter to be accurate. Attach this cover sheet to your letter and submit with the supplemental application packet.

Name (print): _____ Date: _____

Signature: _____