

DEPARTMENT OF SOCIAL WORK MSW HANDBOOK

College of Health and Human Services

Social Work Department

www.govst.edu/SocialWork/MSWHandbook

Social work practice grounded in a social justice ethic ...

Master of Social Work Program
Student Handbook

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SECTION I: INTRODUCTION

Welcome from the Director,

Welcome to the Master of Social Work Program at Governors State University. We are pleased that you have chosen our outstanding MSW Program, realizing that there are many programs throughout the Chicago Metropolitan area you could have chosen. We believe that Governors State University and the Social Work Department at GSU can be distinguished from the others by the University and Social Work Mission

These are the distinctive attributes of our University and the Social Work Department. With your active engaged participation in this vibrant learning community, you will be transformed into a justice driven advanced social work professional, exemplifying the attributes of an exceedingly competent social work practitioner grounded in a social justice ethic.

Social justice as process must also be democratic and participatory, inclusive and affirming of human agency and the human capacities for working together to create change. The faculty recognizes that developing a social justice process as described is a daunting undertaking in a society steeped in racial divide and social, economic and political inequality and oppression.

Knowing the daunting task before our students our foundation and advanced concentration provides concrete ways to define and analyze oppression, and how it operates at various individual (including self) cultural, and institutional levels. Preparing our students to comprehend oppression a complex global phenomena, will enable our graduates to act more effectively against oppressive circumstances and conditions as they arise in practice, their own lives and especially the lives of vulnerable children and families.

Again, welcome to the M.S.W. program at Governors State University and I wish you an exciting and challenging journey of discovery through active, engaged learning.

Good luck,



Chair, Social Work Department
Professor and Director of the MSW Program

The Master of Social Work Student Handbook

This Handbook provides necessary information regarding policies and procedures adopted by the GSU M.S.W. Program. Students are accountable and responsible for the information contained the handbook.

The purpose of this student handbook is to serve as a resource for both students and faculty. The Handbook may be subject to change, determined by circumstances that occur throughout the year. Students will be notified of any changes as they occur, and are responsible for complying with any revised guidelines.

Students are also responsible for maintain access and/or downloading the handbook updates via the GSU website www.govst.edu/msw. This handbook will be used as a reference throughout your course of study, until graduation.

The Governors State University Catalog will provide you with specific information regarding your program of study, university academic requirements and University services available to you.

You will find the Governors State University Student Handbook [www.govst/studenthandbook](http://www.govst.edu/studenthandbook) a helpful resource designed to enhance the GSU Catalog by providing information regarding Department specific and university-wide standards, policies, and procedures.
<http://www.govst.edu/Academics/Catalog/>

SECTION II: MISSION STATEMENT

Governors State University – Mission Statement

Governors State University is committed to offering an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship.

College of Health and Human Services – Mission Statement

Provide accessible and quality health and human services professions education; Foster a commitment to lifelong learning, scholarship, professional ethics, diversity, and social justice; and infuse its programs into community partnerships for the health, well-being and economic development of the region.

Core Values

- **Integrity** - Act honestly and ethically with all constituents.
- **Trust** - Create an environment that fosters trust and mutual respect.
- **Collaboration** - Collaborate with all stakeholders and work together toward common goals by sharing responsibility, authority and accountability.
- **Commitment** - Commitment to academic and professional excellence through teaching, service and scholarship.
 - Commitment to engaging diverse communities.
 - Commitment to providing educational access.
 - Commitment to fostering sustainable communities of support.
 - Commitment to the health and well-being of the region and especially vulnerable populations.

Vision Statement: CHHS aspires to be:

- A global leader in preparing professionals in practice, education, service and scholarship;
- A recognized leader in advancing evidence-based professional practice;
- A recognized leader in our professional and clinical practice doctoral programs;
- The college of choice for students and faculty/staff seeking active engagement with a diverse community of learners; and nationally recognized for distinctive achievements in teaching, scholarship, research and service.

SECTION III: ABOUT THE MASTER OF SOCIAL WORK PROGRAM

History

Governors State University (GSU) was chartered by the state of Illinois in 1969 in response to the dramatic growth of the community college system in the region, and was designed as an upper division, commuter institution, accessible to the growing number of graduates of these colleges and other institutions, primarily in the south metropolitan area of Chicago. With a 22% increase in enrollment in just the past four years, GSU is the fastest growing public university in Illinois. The growth at Governors State is reflective of and interdependent with the dynamic changes occurring in the region that the University serves. To best understand the regional needs that are met by the establishment of a graduate program in social work at Governors State University, one has to first understand the region's history and complexity. Governors State University began offering the Master of Social Work (MSW) degree in 2003, after receiving initial accreditation by the Council on Social Work Education and Reaffirmed in June 2007.

History of the Region

The region surrounding Governors State University has always been influenced by the larger Chicago metropolitan area that it borders. The territories south of Chicago were established in the early 1800s as trade routes and small villages located along local waterways. Native American populations were displaced by Dutch, German, Polish and Irish immigrants arriving in Chicago and moving south to seek farmlands. Many of the early European immigrants were struggling truck farmers, managing small plots that fed the family and produced a little extra for sale in Chicago. A rural lifestyle is still evident today in many of the villages to the south of the Governors State University campus.

From the 1900's on, alternating waves of white and black residents migrated to this region to escape the urban environment and its assorted problems related to concentrated poverty and the accompanying issues associated with race and class divisions. The southern border of the Chicago metropolitan area gradually pushed into the farmlands by the founding of several new suburban townships. In 1917, one of these new communities was the Village of Robbins, established by African American business leaders as the "first black controlled municipality in the Northern United States.

Boundary lines between different ethnic/cultural groups have always been an issue in this region. On the south side of Chicago, as African American communities urgently in need of new housing opportunities moved south into predominately white areas, white residents moved further south into the new suburban areas. Supported by the Fair Housing Act of 1968 and community activism, African Americans slowly began to settle into the southern suburbs. University Park, the town within which Governors State University is located, was established in 1960 as a small planned community. Several racial steering lawsuits brought against local real estate brokers in University Park ended some early discriminatory housing practices. Since

the 1970s, the African American population has increased significantly, with African Americans comprising 94% of the population in University Park in the year 2000. In the last three decades, several other predominantly African American communities were successfully established within a 15-mile radius of the University. In other townships, efforts to support racial integration have been met with limited success.

Master of Social Work Program Mission

The mission of the Master of Social Work Program at Governors State University is to provide an exceptional and accessible social work education to prepare outstanding advanced social work practitioners grounded in a social justice ethic. Such practitioners demonstrate a mastery of social work knowledge, values and skill-based competencies to build on the strengths and human capacities of marginalized families, their children and individuals in marginalized communities to enable self-empowerment and enhance the lives and well-being in communities characterized by social-cultural and economic inequality. The Social Work Department is committed to working collaboratively with the communities we serve to support their justice focused action agenda and their community transformational goals to create whole and healthy communities.

Master of Social Work Program Goals

The MSW program goals exemplify the mission of the program, to prepare advanced professionals, to practice social work grounded in a social justice ethic, social workers who uphold and protect human rights as they address the social welfare needs of vulnerable, marginalized children, families and communities, particularly throughout the southern region served by the University. The 1st and 2nd program goals are clearly tied to our Mission by preparing advanced practitioners grounded in a social justice ethic to serve vulnerable people, their communities facing oppressive institutional arrangements. The 3rd and 5th goals support the goal of serving the educational needs of nontraditional adult learners to prepare professionals to effectively address the social welfare needs of the region, while recognizing the role that social and economic structures play in the repression of the human agency so necessary to change social structures. And the 4th goal exemplifies the acknowledgement of the complex, dynamic and cross cutting relationship between structurally based social economic and political disparity and the pervasive and enduring impact on human agency, and vulnerable peoples lack of perceived empowerment and the subsequent diminished capacity to become the social actors they must be to change and enhance the social political and economic structure and quality of their lives.

Also, consistent with GSU's and the College of Health and Human Services mission, the M.S.W. Program is concerned about being accessible to nontraditional, adult students who are unable to attend graduate school full-time. Preparing highly qualified advanced professionals to serve the growing need in the region is embodied in our Social Work Program goals and the goals and anticipated outcomes that follow:

Social work practice grounded in a social justice ethic ...

MSW program goal 1. To prepare social workers to master the knowledge, competence and value base to practice social work grounded in a social justice framework that encompasses principles that are democratic, participatory, inclusive, affirming of human agency capacities to work together to create needed change in the lives of the children, families, individuals, communities and institutions.

To prepare Competent advanced social work practitioners that will expand and sustain the quality of life of the children, families, individuals and their communities

MSW program goal 2. To prepare advanced practitioners to practice across service delivery systems in multiple settings, utilizing varied evidenced based methodological approaches grounded in a social justice framework with ethnically, racially and culturally diverse communities.

MSW program goal 3. To prepare advanced social work practitioners to lead and support social justice action agendas through the development of critical resources in the public and not-for-profit sector planning and reimagining the social service infrastructure in the region served by Governors State University employing inter-disciplinary collaborations with community partners to enhance the day to day lives of children, families, communities and individuals where social-cultural-economic inequalities, human suffering, are exigent

MSW program goal 4. To prepare advanced practitioners to foster and promote the development of healthy and just institutions, organizations to and support and sustain human agency capacities to transform communities capacity and enhance the lives of children and families with sensitivity and appreciation of the social cultural history and contexts.

MSW program goal 5. To provide an advanced professional education uniquely suited to non-traditional students preparing them to think critically, engage in reflective practice, apply social work knowledge, values and skills and to utilize evaluative methods and research knowledge to improve their professional practice as advanced social work practitioners,.

This mission is consistent with that of GSU, which is to provide affordable, high-quality education that is accessible to culturally and economically diverse lifelong learners. The M.S.W. Program at GSU is an outgrowth of the acute need to expand and build a social service infrastructure responding to rapid growth and demographic shifts in the south suburban region served by the University. These changes in the social, political and economic environment and throughout Illinois's state system began in 1995.

Social Work Department Philosophy

We are a Master of Social Work Program with a distinctive mission, to prepare social work practitioners, grounded in a social justice ethic. In our Program social justice is both a process and a goal. The desired goal is full and equal participation of all members/groups in a society that is mutually shaped to meet their needs. It also includes a vision of society where resources are distributed equitably, and all members are physically and psychologically safe and secure. Individuals in such society, particularly those in social locations shaped by scarcity, can be enabled to develop their full capacities, and empower themselves to become social actors in their own lives.

We prepare social worker to create the space the methods and means by which marginalized people can effectively assert their own human agency and empower themselves to change their lives, communities and social organizations. In subscribing to a social justice ethic we contend that the critical objective of a social work education is to prepare competent practitioners to transform existing social structures to build, sustain and support healthy communities for vulnerable adults, children and their families.

The Social Work justice practitioners we prepare have a dual foci; 1) social structural change and; 2) helping people to develop and exercise their own human agency as social actors capable of participation in changing their life circumstances. It is this notion of social justice as goal and process that informs our foundation and advanced curricula offerings that prepare advanced social work practitioners grounded in a social justice ethic in Child and Family Practice, Practice in Schools and Holistic Practice.. We expect that while in this program you to will develop your social justice praxis as co-learners in our MSW Program.

Anticipated Program Outcomes

After completing the MSW foundation curriculum at Governors State University the student will:

1. Apply knowledge of the relationship between individuals, and their environment including historical, cultural, biological, psychological, spiritual and social contexts.
2. Apply critical thinking skills within the context of professional social work practice.
3. Understand the value base of the profession and its ethical standards and principles and practice accordingly.
4. 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.
5. Know and understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
6. Understand and interpret the history of the social work profession and its contemporary structures and issues.
7. Apply the knowledge and skills of a generalist social work perspective to practice with

systems of all sizes.

8. Use theoretical frameworks supported by empirical evidence to understand human development, behavior and agency across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Function as a positive change agent within the structure of organizations and service delivery systems and achieve organizational change.

The above knowledge-skill-based learning outcomes are reflected in the CSWE <http://www.cswe.org>. Core Competencies and operationalize in Practice Behavior measures applied to academic and field curriculum outcomes presented below:

MSW Curriculum

**Figure 1: List of M.S.W. Program Courses
Foundation Curricula**

Course Number: Name	Credit Hours
SOCW 6100: The Social Work Profession in a Diverse Society	3
SOCW 6200: Human Behavior in the Social Environment I	3
SOCW 6300: Human Behavior in the Social Environment II	3
SOCW 6400: Social Welfare Policies and Provisions	3
SOCW 6500: Social Work Research	3
SOCW 7200: Social Work Practice I	3
SOCW 7100: Social Work Practice II	3
SOCW 7500: Field Practicum I	2
SOCW 7501: Field Practicum I Integrative Seminar	2
SOCW 7600: Field Practicum II	2
SOCW 7601: Field Practicum II Integrative Seminar	2
SOCW 7050: Foundation Elective	3
Total Foundation Credit Hours:	32
Advanced Curricula	
Course Number: Name	Credit Hours
SOCW 8100: Theoretical Contexts of Practice with Children and Families	3
SOCW 8200: Social Work Practice with Families (C&F) or SOCW 8220: Holistic Practice and Wellness (HP) or	3
SOCW 8210: Social Work Practice in Schools (SSW)	3
SOCW 8300: Social Work Practice with Children and Adolescents	3
SOCW 8400: Practice Evaluation	3
SOCW 8500: Policy Practice with Children and Families (C&F) or SOCW 8510: Policy for School Social Workers (SSW) or SOCW 8515: Holistic Policy Practice (HP)	3
SOCW 8600: Field Practicum III	3
SOCW 8601: Field Practicum III Integrative Seminar	2
SOCW 8700: Field Practicum IV	3
SOCW 8701: Field Practicum IV Integrative Seminar	2
SOCW 8060: Advanced Elective	3
Total Advanced Credit Hours:	28
Total Full Program Degree Credit Hours:	60
Advanced Standing Degree Program	
Course Number: Name	CrHrs
SOCW 8000-8003: Transition to Advanced Social Work	4
Total Advanced Standing Degree Credit Hours:	32

Study Plan Options for Completing the GSU M.S.W. Degree

Overview – Foundation Curriculum

The MSW Program offers three Concentrations, Child & Family, the longest standing developed at the inception of the MSW Program in 2003. The School Social Work Concentration began admitting students in Fall 2012. Holistic Practice began admitting students in Fall 2013. There are three Study Plans available to complete the Full sixty credit hour MSW Program. There is a two (2) Year Full-time Program, a three (3) Year Part-time study plan and a four (4) Year Part-Time Study Option. The Foundation Curriculum is completed by all MSW Students over the first year of study for Full-Time Students and over the second and third year for Three-Year and Four-year Part-time students. The foundation curriculum is described below including the study plan options.

The foundation curriculum consists of 32 Credit Hours including a minimum of 420 Field Practicum hours; three credit hours of elective coursework. The curriculum may be completed in one year of full-time study and two years of part-time study. The foundation curriculum is depicted in the table below. The foundation curriculum prepares students to master the core competencies below:

CORE COMPETENCIES

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice, (diversity and difference inclusive of *Age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation*)
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities

Students' learning and performance outcomes that demonstrate mastery of the Core Competencies are systematically assessed applying practice behavior measures administered at the end of Fall and Spring Semesters. The following courses comprised the foundation curriculum where students gain critical social work knowledge values and skills in discrete

¹Colors represent Concentration specific courses as labeled Orange C&F; Green HP, and Blue SSW.

courses in the following five content areas all courses are infused with social work values and ethics; diversity; vulnerable population at-risk and social and economic justice:

Curriculum Design and Description

Foundation Curriculum Overview

The foundation curriculum consists of 32 credit hours of course work completed in two years on a part-time basis or one year on a full-time basis. This curriculum covers the nine foundation areas and culminates in a minimum of 420-clock hour field experience that spans two terms, Fall and Winter Trimesters. This section describes the foundation course work in each of the nine foundation areas, in the following order: values and ethics, diversity, populations-at-risk, social and economic justice, human behavior in the social environment, social welfare policy, social research, social work practice, and field. Except for the introductory course (SOCW 6100), no discrete courses cover values and ethics, diversity, populations-at-risk, and social and economic justice. Rather, this content is infused throughout the HBSE, policy, research, practice, and field foundation courses.

The Governors State University Master of Social Work degree program consists of 60 credit hours of foundation and advanced course work that prepares students to become advanced professional practitioners working with vulnerable, at-risk children and families in the public and private sectors. The foundation curriculum prepares students in a generalist perspective, and includes course work in the nine foundation areas: social welfare policy, human behavior in the social environment, social work research, practice, field, social work values and ethics, diversity, social and economic justice, and populations-at-risk. There are nine required courses and one foundation elective for a total of 32 credit hours of foundation course work.

The advanced curriculum prepares students for professional practice with children and families, and consists of a concentration in Practice with Children and Families. The curriculum on the advanced level includes course work in practice evaluation, policy practice, contexts and theories of practice with children and families, advanced practice with children and adolescents, advanced practice with families, and a field experience in the area of practice with children and families.

Values and Ethics

Values and ethics are infused throughout the foundation courses. Students are socialized into the social work professional values and ethics in phases, beginning with identification and moving to internalization. In the introductory course, *SOCW 6100: The Social Work Profession in a Diverse Society*, students are acquainted with the NASW Code of Ethics and are asked to explore their own ethical framework in relation to the professional code using a race, class and gender analyses. The social welfare policy course, *SOCW 6400: Social Welfare Policies and Provisions*, prepares student to understand, explore and analyze historical and contemporary tensions between and personal, professional and societal value positions.

The human behavior in the social environment curriculum, *SOCW6200 and 6300* helps students to recognize the implications of social work values and ethics for the bio-psycho-social

Social work practice grounded in a social justice ethic ...

perspective in understanding human behavior. This is a two-semester course sequence within which students study and critically analyze social science theories and conceptualizations related to human development across the life span as it occurs in interaction with the environment. The emphasis of this course is on knowledge acquisition, and also on understanding diversity, empowerment, and the promotion of social and economic justice. Students also are expected to assess the congruency between personal and professional values related to various human behavior theoretical perspectives and address any value conflicts. They also defend a value and ethical commitment to the profession's responsibility to promote social and economic justice.

In the foundation research course, students are exposed to the ethics guiding scientific research, and they are expected to demonstrate commitment to these ethics when they conduct their own research. They critique research articles and use the ethical codes as one of the criteria for this critique.

While completing foundation practice courses, students have opportunities to apply specific social work core values and ethics to case examples and are expected to demonstrate that they can resolve ethical dilemmas. Particular emphasis is given to developing students' appreciation for the need for self-awareness and the acceptance of the capacity for change in the client system.

During the foundation field practicum students demonstrate how their practice is formed by the values and ethics of the profession, and they are expected to demonstrate their commitment to social work values, including those of respect, acceptance of differences, mutual participation, honesty, and regard for the worth and dignity of the individual.

Diversity

One of the objectives of the GSU M.S.W. Program is to develop or enhance students' understanding and appreciation of human differences. The program provides students with a beginning knowledge about diverse groups and assists students in the development of practice skills that will enable them to serve client populations from diverse backgrounds.

Content on diversity is infused throughout the curriculum in various ways. In the introductory course, *SOCW 6100: The Social Work Profession in a Diverse Society*, students apply the concept of difference to the analysis of readings, and they reflect on how the dynamics of race, class, gender, and sexual orientation have affected their personal development and their commitment to social work. In the foundation policy course, *SOCW 6400: Social Welfare Policies and Provisions*, students apply their understanding of difference in terms of race, class, gender, sexual orientation, etc., in the analysis of social welfare policies. Students learn how these policies have differentially impacted groups historically, depending on membership categories.

The human behavior in the social environment curriculum provides students knowledge of theoretical underpinnings necessary to understand human development and human agency. This applied knowledge is the focal point that helps students to identify and anticipate the ways

in which social injustice affects marginalized individuals groups and communities and their development. In the foundation research course, *SOCW 6500: Social Work Research*, students are assisted to see how persons with different perspectives will approach a research problem in different ways. They are also exposed to issues of diversity in the data collection and data analysis process and are required to address these issues in the critique of research.

In the foundation practice curriculum, students develop skills to engage and relate appropriately with clients of diverse backgrounds and are assisted in developing culturally competent plans of action. Students are expected to apply their understanding of culturally competent social work practice to advance the development of skills when working with individuals, families, groups, and communities of diverse backgrounds.

While in the foundation field practicum students develop their proficiency in applying differential assessment and intervention skills in practice situations requiring sensitivity to diversity. Emphasis is placed on the development of cultural competency, and students are applying their understanding of the characteristics of a culturally competent practitioner to their roles in the field practicum agencies.

Social and Economic Justice

Social justice is one of the core values embraced by the social work profession, and the pursuit of social change on behalf of vulnerable and oppressed individuals and groups is central to the mission of the social work profession. In *SOCW 6100: The Social Work Profession in a Diverse Society*, students critically analyzes the macroeconomic and political forces that produce greater inequality, and critically analyze the impacts of economic restructuring on diverse populations. In the *SOCW 6400: Social Welfare Policies and Provisions* course, students are applying principles of social justice in the analysis of social welfare policies and programs. When evaluating the effects of these policies, they are examining the extent to which these policies address issues of social inequality and ameliorate social conditions.

The HBSE curriculum assists students in acquiring knowledge to promote social and economic justice for people and groups in need, at-risk, and oppressed. Students critically analyze professional literature attending to the themes of strengths, oppression, and social justice, and examine various ways in which social injustice in the form of oppression and discrimination impacts on individual and social development.

In the foundation research course, *SOCW 6500: Social Work Research*, students apply their understanding of the effects of social injustices in the critique of empirical research. Students speculate on the implications of research findings for advancing practice knowledge that will enhance social justice. In the foundation practice courses, students are prepared to take action in situations where social and economic inequities interfere with client quality of life and access to resources and services. Students are applying their understanding of the effects of oppression and discrimination to develop intervention strategies that will promote individual well-being and social and economic justice. While in the foundation field practicum, students are applying their understanding of the special needs of populations-at-risk and the impact of discrimination,

oppression, and economic deprivation to the development of practice skills in the field practica agency.

Vulnerable Populations-at-risk

The populations-at-risk that are a focus of the program are racial and cultural minorities, vulnerable individuals and families, women, and lesbian, gay, bi-sexual, and transgendered persons, the aged, and mentally and physically impaired. The effects of discrimination and oppression on these populations and a critical analysis and evaluation of “isms” are the focus of the content in this foundation area.

In *SOCW 6100: The Social Work Profession in a Diverse Society*, students are exposed to ways professional social workers have confronted oppression and discrimination and will critically analyze the impact of economic restructuring on vulnerable women and children. Racism, sexism, and homophobia are also examined in the social welfare policy course, *SOCW 6400: Social Welfare Policies and Provisions*. In this course students analyze readings on poverty of women and children, housing and racial discrimination, immigration status, gay rights, and equal rights for women and their implications for social welfare policies and the delivery of social services.

In the foundation human behavior in the social environment curriculum, the negative aspects of discrimination and oppression are considered, and students learn to recognize the various ways in which sexism, racism, ageism, homophobia and other forms of oppression and discrimination can lead to dysfunctional behavior and psychopathology. The foundation practice curriculum help students apply the generalist practice model to specific populations such as children who are maltreated, substance abusers, lesbian and gay families, and African American families. The foundation research course exposes students to empirical studies on populations-at-risk and enables them to critique the contributions and limitations of this research. While in the foundation field practicum, students will serve clients who are vulnerable and who have experienced discrimination, poverty, and oppression. It is through this field experience that students sustain their sensitivity and affirm their commitment to serve to these at-risk and vulnerable population groups.

Human Behavior in the Social Environment

The Human Behavior in the Social Environment foundation include two courses, *SOCW 6200: Human Behavior and the Social Environment I* and *SOCW 6300: Human Behavior and the Social Environment II*. The purpose of the HBSE foundation is to prepare students to make informed assessments, practice judgments, and knowledge-driven interventions and practice. The courses are organized around theoretical and research contributions to understanding human behavior over the life span. The HBSE sequence incorporates micro, mezzo, and macro perspectives on the biological, psychological, social, and cultural development of the person-in-environment. The sequence also focuses on the concepts and experiences of oppressed populations, populations-at-risk, and issues of social and economic justice as it relates to human

growth and development. Additionally, students are challenged to think critically and to critically evaluate theories regarding human growth and development, oppression and its effects, social and economic justice, and issues for populations-at-risk.

Social Welfare Policy and Services

The social welfare policy foundation curriculum includes two courses, *SOCW 6100: The Social Work Profession in a Diverse Society* and *SOCW 6400: Social Welfare Policies and Provisions*. In the SOCW 6100 course students engage in critical thinking about definitions of social work, the defining features of the profession and its historical struggles and accomplishments, and its core values and ethics.

The *SOCW 6400: Social Welfare Policies and Provisions* course covers the historical development of the institution of social welfare, including its policies and programs, and provides students with an analytical framework for understanding and formulating social welfare policy. Particular attention is given to the political and organizational processes that influence and shape social welfare policies.

Social Work Practice

Generalist practice incorporates ecosystems and strengths/empowerment perspectives to assess and intervene with both the person and the environment to improve the interactions between them. The generalist practitioner is guided by the profession's attention to the complex relationship between personal and structural impediments to human agency and social justice issues. A problem-solving process is applied to work with various size systems, including the individual, family, group, organization, and/or community. The generalist practitioner acquires knowledge and skills that prepare to intervene, simultaneously or sequentially, with more than one system and will assume a variety of roles. A broad base of empirically informed research knowledge, professional values, a repertoire of skills and culturally competent practice are utilized to address the systemic and individual problems.

There are two courses included in the social work practice foundation, *SOCW 7200: Social Work Practice I*, and *SOCW 7100: Social Work Practice II*. The foundation practice courses are taught within a generalist perspective incorporating an ecological-systems model. The strengths perspective and concepts of empowerment are also used to guide students in the development of generalist practice skills.

Research

The research foundation consists of one course, *SOCW 6500: Social Work Research*. The purpose of this course is to provide students with an understanding of the scientific research process and enables them to critically evaluate empirical research in social work. Students are exposed to both qualitative and quantitative research methods, and they become familiar with the process of scientific inquiry

Field Foundation Practicum: Application of Foundation Knowledge, Values, Skills and Practice Behaviors

Students spend 420 clock-hours in the foundation field. In the first term of the *Foundation Field Practicum (SOCW 7500)*, students provide direct practice services within the agency, as well as engage in indirect learning activities that will enable them to learn about the systems in which they are working. It is expected that the field placement learning experiences will begin with an orientation to the agency and the program to which the students are assigned, and that subsequent assignments become progressively more difficult as they build upon proven competencies.

Students are enrolled in an integrative seminar (SOCW 7501) which meets in a classroom setting and which is taken concurrently with the field practicum. In this, they are assisted with the integration of the knowledge acquired in the foundation. Second, they are sharing how they are applying this knowledge to the field experience and what they are encountering in the process. Third, the seminar allows students to compare their experiences with those of their peers thereby expanding their knowledge.

In the second term of the foundation *Field Practicum (SOCW 7600)*, students are expected to remain in the same field placement and continue developing and deepening their application of what they have already learned. Students will utilize theoretical perspectives learned in the HBSE and practice courses to guide them in their assessments of client systems. They will demonstrate the incorporation of values and ethics in their performance with clients and colleagues in the field agency. Students enter the foundation practicum with a theoretical understanding of the special needs of at-risk populations and the impact of discrimination, oppression, and economic deprivation and apply this understanding to a variety of practice situations in the field agency.

In the second term of the Field Foundation *Integrative Seminar (SOCW 7601)*, in conjunction with Field Practicum II, students are expected to deepen their understanding of the impact of oppression, discrimination, and economic deprivation and incorporate this understanding when engaging in assessments and intervention planning. The course assignments and case studies challenge students to think critically about unstated assumptions and fallacies in reasoning and think about ways to promote social and economic justice.

**Table: 1 MASTER OF SOCIAL WORK
FOUNDATION**

PLAN OF STUDY (32 Credit Hours)

FALL	CR	SPRING	CR	SUMMER
SOCW 6100: Social Work Profession in a Diverse Society	3	SOCW 6300: HBSE II	3	**SOCW 6400: Social Welfare Policies and Provisions (<i>Offered Fall & Summer</i>)
SOCW 6200: HBSE I	3	SOCW 6500: SW Research	3	**SOCW 7050: Foundation Elective (<i>Offered Spring & Summer</i>)
**SOCW6400: Social Welfare Policies and Provisions (<i>Offered Fall & Summer</i>)	3	**SOCW 7050: Foundation Elective (<i>Offered Spring & Summer</i>)	3	
SOCW 7200: SW Practice I	3	SOCW 7100: SW Practice II	3	
SOCW 7500: Field Practicum I	2	SOCW 7600: Field Practicum II	2	
SOCW 7501: Field Practicum I Integrative Seminar	2	SOCW 7601: Field Practicum Integrative Seminar II	2	
Total Credit Hours	16		16	32

Advanced Curricula

Overview

The Practice with Children and Families Concentration consists of 28 credit hours of course work, including a 480-clock-hour field experience. This concentration prepares students to serve the needs of vulnerable children and families in the public and private sectors.

The GSU MSW Program offers a concentration in the Practice with Children and Families that prepares advanced professionals to serve the needs of vulnerable children and families in the public and not-for-profit sector. The basic tenets of the advanced curriculum is the belief that our first familial community is the best environment for nurturing children, strengthening families (biological or constructed) and empowering ourselves to acquire the social supports needed, including income, affordable housing, accessible health care, quality education, and a fair justice system. Maintaining families also requires informal community supports, safe

neighborhoods, spaces for childhood play, peer groups, etc. We believe that a wide range of parenting practices, varying as a result of race, ethnic, cultural, community and family difference, exist and provide adequate care for children. It is our contention that central and urgent concerns of the profession include: 1) addressing inequalities and injustices in the distribution of needed resources to maintain healthy families; 2) supporting the development of informal supports; and, 3) resisting and redressing discrimination and oppression of families and children based on “difference” from a dominant, white, heterosexual middle class societal norm.

The goal of the concentration is to prepare advanced professionals to serve the needs of vulnerable children and families in the public and private sector.

Underlying Tenets/Principles

1. A family is the best environment for raising children.
2. Maintaining family requires social supports, including income, affordable housing, accessible health care, quality education, and a fair and reasonable justice system.
3. Maintaining families requires informal community supports, safe neighborhoods, spaces for childhood play, peer groups, etc.
4. A wide range of parenting practices and beliefs that vary by race, ethnicity, culture, class and familial differences do exist and provide the context in which children can thrive or deteriorate.

Practice, the way we think about it, and the conceptual lens we bring to the problem at hand is always shaped by theory, formal or informal, tacit or expressed. How we approach social work from a social justice stance, serves several important purposes; the problems we identify as needing remedy, the solution we entertain as viable, and the methods we choose as appropriate for reaching those solutions are all theoretical as well as practical questions. Theory and practice are intertwining parts of the interactive and historical process which Freire calls praxis (1970). The ideas and conceptual approach that shape our understanding of social justice are drawn from a number of critical theorists, all of whom embrace the notion that context, history, social location, human agency and power are all vital to our understanding and acting to affect change (Finn & Jacobson, 2002, 2004; Freire, 1970; Hill Collins, 1991; 2000; Andersen & Hill Collins, 2007; hooks, 1994).

Student Outcomes in the Advanced Concentrations

Children and Families Concentration – This concentration prepares advanced professionals to serve the needs of vulnerable children and families. The student who graduates from the MSW program with a specialization in Children and Families will be able to:

1. Analyze the differential effects of cultural, historical, political, globalization, technological changes, and social-economic influences on children and families;
2. Integrate knowledge of social work values and ethics into autonomous practice with children and families;

3. Demonstrate effective leadership skills in social and human services organizations, including application of leadership theories, interpersonal skills, problem-solving skills, and decision-making techniques;
4. Conduct multidimensional assessments on complex issues with children and families that include environmental strengths and stressors such as cultural, economic, political, spiritual, and social relationship factors;
5. Analyze, integrate, and differentially apply various treatment models and techniques used in practice with families, children, and adolescents;
6. Differentially apply theoretical perspectives to child and family practice and to assess the impact of these theoretical views on policy, programs, organizations, practitioners, and clients;
7. Appropriately conduct, critically analyze, and utilize qualitative and quantitative research to evaluate practice interventions and to inform social welfare policy development with children and families;
8. Apply knowledge of discrimination and social and economic injustice and integrate principles of empowerment, advocacy, and a strengths-perspective with vulnerable children and families in multicultural communities;
9. Integrate knowledge of various policy practitioner roles (including legislative, administrative, and advocacy activities) to improve services to and promote the well-being of children and families
10. Develop and expand programs and services for children and families in communities where resources to meet client needs are scarce
11. Utilize and provide supervision and consultation in the delivery of advanced practice with vulnerable children and families within organizational and community contexts

SOCW 8100: Contexts and Theories in Practice with Children and Families

The SOCW 8100: Context and Theories in Practice with Children and Families enables students to demonstrate an increasingly sophisticated grasp of the structures, institutions, and ideas that shape and constrain the conditions of family and child life; to assess the impact of these contextual factors on particular children and families; and to identify the possibilities and prospects for change. Students also learn how to critically evaluate the assumptions about families and children that underlie their own beliefs and actions and to assess the utility of theories currently at work in the field. The philosophical principles shaping the development of this course reflect enduring themes and commitments of the social work profession. The focus on the “person-in-environment” has been one of the enduring themes of social work. Central assumptions of this course are that the structures, institutions, and ideas that make up the person-in-environment are historically dynamic and that the social forces affecting diverse children and families are different and unequal.

SOCW 8200: Social Work Practice with Families

The purpose of the SOCW 8200: Social Work Practice with Families course is to enable students to engage, interview, assess, and intervene with families to aid in resolving problems or achieving goals. Special attention is given to strengthening students’ ability to share power and

to display openness, engage in self-reflection, and grow in practice with families who may differ from themselves on dimensions of race, ethnicity, class, culture and sexual orientation, age, and physical and mental abilities.

SOCW 8300: Social Work Practice with Children and Adolescents

The SOCW 8300: Social Work Practice with Children and Adolescents course enables students to engage, assess, and intervene with children and adolescents in order to assist them in solving problems or achieving goals. In this course students demonstrate positive valuing of children and youth who are considered “troubled” or “troubling” by others. Students also display sensitivity toward dynamics of race, age, mental and physical ability, ethnicity, class, gender, and sexual orientation in the interaction with children and youth.

SOCW 8400: Practice Evaluation

The purpose of the SOCW 8400: Practice Evaluation course is to provide students with the knowledge and skills to evaluate their practice and instill in students the appreciation of the value of evaluation and a commitment to continuously engage in this practice evaluation. The course familiarizes students with the various approaches to evaluation research and enables them to identify appropriate evaluation methods. Students build upon the research skills acquired in the foundation research course and apply these skills to practice evaluation.

SOCW 8500: Policy Practice with Children and Families

The SOCW 837: Policy Practice with Children and Families course is designed to enable students to understand and analyze policies that impact children and families, to demonstrate an ongoing professional interest in policy as integral to their practice, and to assume policy roles and originate policy practice activities. Emphasis is given to the policy practice roles which include: becoming a policy expert, serving as a conduit for policy information, and working for policy change within an organization and outside the organization at the local, state, or national level.

Advanced Practicum

The advanced field curriculum is intended to prepare students to become critical thinkers and reflective practitioners as they launch into the world of social service professionals. The Advanced Field Practicum offers practice experience in the concentration of Children and Families. Students are assigned to approved field agencies for a minimum of 480 hours over the period of two consecutive trimesters. The emphasis is on the critical integration of all course work and practice activities with children and families.

Having students become very knowledgeable about and confident of who they are as professionals are goals of the Advanced Field Practicum (SOCW 8600 and SOCW 8601), as in the foundation, Integrative Seminars (SOCW 8600 and SOCW 8701) offered concurrently with the Field Practicum. They are process-oriented courses designed to enable students to

synthesize and apply what they have learned in the classroom to their practice in the field agency.

**Table 2: Children and Families Concentration
Year 2 – Full-Time Study Option**

FALL	CR	SPRING	CR
SOCW 8100: Contexts and Theories in Practice	3	SOCW 8300: Practice with Children & Adolescents	3
SOCW 8200: Practice with Families	3	SOCW 8400: Practice Evaluation	3
SOCW 8500: Policy Practice with Children & Families Policy Practice with Children & Families	3	SOCW 8060: Advanced Elective	3
SOCW 8600: Field Practicum III	3	SOCW 8700: Field Practicum IV	3
SOCW 8601: Field Practicum III Integrative Seminar	2	SOCW 8701: Field Practicum IV Integrative Seminar	2
<i>Total Credit Hours</i>	14		14

Overview – School Social Work Concentration

School Social Work Concentration – Established in 2012, this concentration provides students with the specific knowledge and skills they will need to practice in elementary and secondary school settings and to obtain the required certification from the Illinois State Board of Education (ISBE). For years we had on-going requests from our own Bachelor of Social Work (BSW) and MSW students to establish a school social work concentration. In spring 2008 the Social Work Department conducted a survey to ascertain what new concentrations our own students and Advisory Board “would be most interested in having us develop.” School social work was listed most frequently as the number one choice. Also, consistent with GSU and the Social Work Program mission to educate for the needs of the area, this concentration is a response to the increased student enrollment in elementary and secondary schools in the south and west south suburbs of Chicago (ISBE, 2008).

School Social Work Concentration – This concentration prepares advanced professionals to practice in primary and secondary school settings and to obtain the required state certification. The student who graduates from the MSW program with a specialization in School Social Work will be able to:

1. Apply knowledge of school social work professional standards and ethics to social work practice in schools;
2. Analyze the ecological/systemic nature of school social work and a variety of intervention points in working with diverse children and families;

3. Apply critical thinking skills within the context of professional school social work practice;
4. Differentially apply theory, practice models, and research knowledge in tailoring interventions to specific practice situations;
5. Critically assess the use of self in all aspects of social work practice;
6. Apply prevention and intervention strategies at multiple system levels to help vulnerable pupil populations;
7. Integrate the principles of empowerment and social and economic justice in shaping school-related policy and services to address the needs of “at-risk,” vulnerable, and oppressed children and their families;
8. Apply research findings and methods in evaluating strategies to address school-related problems;
9. Demonstrate appreciation and acceptance of human diversity;
10. Support colleagues and lead collaborative efforts to solve student and school-related challenges;
11. Utilize technology, including the Internet and other electronic-based resources, to enhance and support school social work practice.
12. Demonstrate a commitment to lifelong learning to support professional work and development.

Course Descriptions

The School of Social Work Concentration includes 8 courses and two consecutive field practicum (600 hours total). Five of these courses are also required for the Children and Families and Holistic Social Work Practice Concentrations. The other three courses are specific to social work practice and schools, one of which is offered by the College of Education. Advanced Standing students are also required to take the four transition courses already described under the Children and Families concentration. Students in this concentration are not required to take an elective course. Below is a description of the three courses that pertain specifically to this concentration:

SPED 6101: Survey of Students with Exceptionalities (Offered by the College of Education)

Introduces study of various exceptionalities, including learning disabilities and their impact on classroom learning. Focuses on methods for mainstreaming children with exceptionalities and considers legal requirements, policies, and directions in special education. Requires 15 clock-hours of fieldwork. Taught in the College of Education.

SOCW 8210: Social Work Practice in Schools

Uses an ecological-systems framework and strengths perspective to guide school social work practice. Considers historical, theoretical, research, and practice issues relevant to the delivery of social work services in schools. Professional standards, ethics, and evaluation methods are delineated. Special attention is given to standards and ethics related to school social work and ethical decision-making. To assess competencies, assignments include application of student knowledge at the field site – for example, description and assessment of the school and

community context, classroom observation using a standardized instrument, completing and writing up a social developmental study and several Individual Educational Plan (IEP) goals.

SOCW 8510: Policy for School Social Workers

Provides the knowledge and skill base for understanding, analyzing, and influencing federal, State of Illinois, and local policy related to school social work. Examines specific school-related policy concerns for vulnerable groups of children, including homeless children, immigrant children, economically disadvantaged children, children of color, and children with disabilities. Presents strategies for engaging in policy practice at multiple systems levels (school and school district, community, state, and federal) and fosters skills in evaluating ethical dimensions of policies and policy decision-making. To assess competencies, many of the course assignments engage and expose students to real life policy practice situation. For example, students conduct a needs assessment to determine policy needs related to a specific issue at their field site; students engage in an activity to support or oppose an existing or proposed administrative or legislative policy.

Table 3: School Social Work Concentration Plan of Study

FALL	C R	SPRING	C R
SOCW 8100: Contexts and Theories in Practice	3	SOCW 8400: Practice Evaluation	
**SPED 6101: Survey of Exceptional Students (Offered Fall, Spring & Summer)	3	SOCW 8300: Practice with Children & Adolescents	3
SOCW 8210: Practice in Schools	3	SOCW 8510: Policy for School Social Work	3
SOCW 8600: Field Practicum III	3	SOCW 8700: Field Practicum IV	3
SOCW 8601: Field Practicum III Integrative Seminar	2	SOCW 8701: Field Practicum IV Integrative Seminar	2
TOTAL	14		14

Overview – Holistic Practice Concentration

Holistic Social Work Practice Concentration – Established in 2013, this concentration exposes social work students to the direct practice of integrated behavioral health in mental health, physical, and behavioral health settings. Social workers provide the majority of behavioral health, mental health, and psychological services, while many also provide services in primary health, education, prevention, and wellness promotion. The Program believes that, because of their unique location within the health care spectrum, social workers must be well versed in

holistic, integrative approaches that can more fully inform their assessments and interventions. Hence, this concentration aims at adapting integrative and holistic approaches to traditional social work settings. The Program believes that there are many new opportunities for behavioral health care integration under the Affordable Care Act and for the role of social workers in improving coordination of care. In this concentration, students learn skills in engagement, intervention planning and implementation, and practice evaluation across a range of health conditions. These include integrated and holistic practices that address the whole person: body, mind, and spirit, and specific integrative health models that promote wellness. As a conceptual framework, this concentration stems from the understanding that issues of social and economic justice require a comprehensive, contextualized, and critical analysis that take into account the mental, social, and physical dimensions of individual and social problems.

Holistic Social Work Concentration – This concentration prepares advanced professionals to integrate holistic approaches (mind-body-spirit) with social work methods in health and behavioral health settings. The student who graduates from the MSW program with a specialization in Holistic Social Work Practice will be able to:

1. Apply knowledge of holistic and integrative social work practice in primary care settings, including health and integrated behavioral health settings;
2. Analyze the interconnection between the mental, physical, emotional, and spiritual factors involved in individuals' overall health;
3. Apply critical thinking skills within the context of holistic and integrative social work practice;
4. Differentially apply holistic health theory, practice models, and research principles in conducting assessments and tailoring interventions to specific practice situations;
5. Critically assess the use of self in all aspects of holistic, integrative social work practice;
6. Critically examine issues of health disparities and lack of services, and their impact on clients' choice of, desire, or need for integrated health care and wellness services;
7. Apply prevention, holistic health promotion, and holistic intervention strategies at multiple system levels to help vulnerable clients;
8. Apply knowledge and skills of holistic health and wellness to their own personal and professional lives;
9. Communicate competently and collaborate with other professionals (including those who practice complementary and alternative interventions) in integrated primary care settings to reduce fragmentation of care;
10. Apply research findings and methods in evaluating holistic and integrative strategies to address health, mental health, behavioral, and clinical problems;
11. Compare and contrast the principles between conventional practice models and holistic and integrative models of care;
12. Demonstrate appreciation and acceptance of human diversity, and the healing traditions of diverse individuals and communities;
13. Demonstrate knowledge of policy practice, including advocacy activities, to improve and promote wellness and holistically oriented programs.

Course Descriptions

The Holistic Social Work Practice Concentration includes 7 core courses and two consecutive field practicum (480 hours total). Four of the core courses are also required for the Children and Families and School Social Work Concentrations. The other three courses are specific to holistic social work practice. Students are also required to take an elective course. Below is a description of the three courses that pertain specifically to this concentration:

SOCW 8220: Advanced Holistic Practice and Wellness:

Presents the integration of social work approaches with models of wellness that incorporate mind-body-spirit methods of intervention. Considers historical, theoretical, and evidence-based research and practice issues relevant to the delivery of integrated social work services in schools, health, and mental health settings. Highlights social work's commitment to view clients from a bio-psycho-social-spiritual and political perspective. Emphasizes social workers' role in behavioral health settings, models of care, and cross-cultural issues. This course also includes integrated/holistic social work/wellness practices that compare and contrast characteristics of different approaches, their principles and mechanisms, and client outcomes. Requires students' active participation in self-assessment and active engagement in their own health. Assignments that assess competencies include: integration of daily wellness practice (coupled with a reflection journal), bio-psycho-social- spiritual assessment of clients, and wellness-based interventions.

SOCW 8225: Complementary, Alternative, and Indigenous Practice Modalities

Provides exposure to various healing traditions, as well as the research basis that supports these methods. Exposes students to critical knowledge of the social, political, and economic forces that determine the availability and use of these practices. Provides students the opportunity to learn how to work collaborate with other professionals who are holistically oriented. Examines cultural competence models used in integrated, holistic healthcare settings, and provides opportunities for students to practice communication skills that foster good interprofessional relationships. Assignments that assess competencies include observation of a holistic practitioner, followed by a paper describing the implications for integration of the particular practice into a health or behavioral health setting; and the implementation of a holistic-oriented activity in the field agency.

SOCW 8515: Holistic Policy Practice

Prepares students to become policy practitioners with specialized skills in analysis, planning and implementation of holistic, alternative and integrative programs. Emphasizes advocacy, social change strategies, as well as leadership skills at the organizational and community levels. Explores complex policy issues pertaining to public health in general and more specific to holistic health and integrated health. Provides understanding of the historical interest and ambivalence surrounding alternative, integrative health practices in American society and how this ambivalence continues to be reflected in current policies. Critically analysis issues of health care and disparities, as well as students' own attitudes and beliefs. Assignments that assess competencies include opinion pieces and a carrying out a policy advocacy action.

Table 4: Holistic Practice Concentration
Study Plan

FALL	CR	SPRING	CR
SOCW 8100: Contexts and Theories in Practice	3	SOCW8060 Advanced Elective	3
SOCW 8220 Holistic Practice	3	SOCW 8225: Complementary, Alternative, and Indigenous Practice Modalities	3
SOCW 8515: Holistic Policy Practice	3	SOCW 8400: Practice Evaluation	3
SOCW 8600: Field Practicum III	3	SOCW 8700: Field Practicum IV	3
SOCW 8601: Field Practicum III Integrative Seminar	2	SOCW 8701: Field Practicum IV Integrative Seminar	2
TOTAL	14		14

The Advanced Standing MSW Program

Course Descriptions

The Advanced Standing is available to MSW Applicants who have completed a CSWE accredited BSW Program within the last seven years before enrollment. The **plan of study** provided at the orientation for new students is based on one of the plans presented above. We have provided you with a form for you to keep track of your progress in the program and ask that you maintain this for your records. This will be useful to you in the application for graduation.

Transition to Advanced Social Work: SOCW 8000-8003

To help ensure that advance placement students begin the second half of the program at the same “starting gate” as students who took the GSU M.S.W. Program foundation curriculum, the program requires students completing the advanced placement program to take SOCW 801, Transition to Advanced Social Work, the summer before the fall trimester. This course integrates the unique aspects of the foundation curriculum in the areas of social justice, human behavior in the social environment, social welfare policy, practice, and research. Emphasis is

placed on critical thinking and how it is addressed within each of the foundation areas. In addition there is a writing for social work course required for students accepted into the advanced standing program.

Table 5: Advanced Standing Concentration Year*

PRE-FALL	FALL	SPRING	
SOCW 8000: Transition to Advanced Social Work I (1)	SOCW 8100: Context and Theories in Practice (3)	SOCW 8003: Transition to Advanced Social Work Practice (1)	
		SOCW 8300: Practice with Children & Adolescents (C&F) (3)	SOCW 8300: Practice with Children & Adolescents (SSW) (3)
SOCW 8001: Transition to Advanced Social Work II (1)	SOCW 8200: Practice with Families (C&F) (3)	SOCW 8400: Practice Evaluation (3)	
		SOCW 8060: Advanced Elective (3)	
SOCW 8002: Transition to Advanced Social Work Practice III (1)	*SOCW 8500: Policy Practice Children and Families (C&F) (3)	SOCW 8225: Complimentary, Alternative, Indigenous Practice Modalities (HP) (3)	
	SOCW 8210: Social Work Practice in Schools (SSW) (3)	SOCW 8510: Policy for School Social Workers (3)	
	SOCW 8220: Holistic Practice & Wellness (HP) (3)	SPED 6100: Survey of the Exceptional Student (SSW) (Offered Fall, Spring & Summer) (3)	
	SOCW 8215: Holistic Policy Practice (HP) (3)		
	SOCW 8600: Field Practicum III (3)* SOCW 8601: Field Integrative Seminar III (2)*	SOCW 8700: Field Practicum IV (3)* SOCW 8701: Field Integrative Seminar IV (2)*	

Legend

Children and Families Concentration	Holistic Practice Concentration	School Social Work Concentration
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SECTION IV: PLANNING YOUR ACADEMIC PROGRAM

M.S.W. Program Academic Policies and Procedures

The policies for the M.S.W. program are consistent with those of the University. Students have the responsibility to adhere to university and M.S.W. program policies. The policies and procedures for M.S.W. students are presented below.

Outreach and Admission

The formal Information Sessions are conducted by the Department Chair and the objectives are: to provide prospective students with a realistic perspective on graduate study, the preparation required, the family supports necessary to be successful; the financial, emotional and familial toll that graduate school will exact; what should be in place before you begin; what is a conducive learning environment; how to navigate higher education; academic preparation; and a realistic assessment of strengths and challenges and how do you determine your readiness for graduate work.. Prospective students are invited to bring their transcripts for review and the nuts and bolts of the application process are presented and how admissions decisions are made. And finally, perhaps the most important component of our recruitment initiative is outlining for prospective students how to successfully navigate graduate education in Social Work. For the Social Work Department our goal is to help the student realize their professional career goals, which means getting in and out of the program successfully.

The MSW Program admits new students in the Fall Semester of each year. The MSW recruitment admission process begins in October and ends in March. Review of admission applicant begins in March and all admission decisions are by May 1st for the upcoming Fall Semester. Admission to the GSU M.S.W. program is based on the applicants' demonstrated academic ability and personal characteristics suitable for completing a graduate professional program in social work. Admission to the M.S.W. program occurs once per year in the Fall Semester for Full Program and Advanced Standing degree seeking students. Academic criteria for admission decisions include a minimum GPA of 2.50, liberal arts course work in the natural sciences (including human biology and statistics), behavioral and social sciences, and the humanities and fine arts, and the evidence of potential for graduate study. Professional criteria include a commitment to social justice and serving vulnerable populations who are socially and economically diverse, values, beliefs, and characteristics congruent with those of the social work profession, and a potential for becoming a competent advanced social work professional.

Each application is reviewed independently by at least two faculty members in the M.S.W. program. Essay responses, letters of recommendation, and academic records are reviewed and admission decisions are made based on the extent to which applicants meet the criteria. Those admitted to the program are required to attend an orientation session in which they meet faculty

and become familiar with the M.S.W. program. Students admitted on a conditional basis must satisfy academic criteria that can be met in the summer or by the end of their first Fall Semester. When admission has been extended to the maximum number of persons who can be accommodated, applicants are placed on a waiting list and are notified as spaces become available.

Interviews may be requested of applicants who have submitted a complete application but for whom additional information is requested to assist in the admission decision. The Admissions Committee will schedule such interviews after all applications are reviewed.

Application Process and Procedures

The MSW program is only able to admit a limited number of students each year. The Admissions Committee, which is comprised of the MSW faculty as a whole, reviews all applications and works collaboratively to make final admissions decisions. This Committee reserves the right to make admission decisions on the comparative strength of applicants. The MSW Program requires a liberal arts foundation in the applicants' undergraduate work.

Specifically the prerequisite requirements include course work in the following areas:

- Behavioral/Social Sciences (Equivalent of 9 credit hours);
- Science/Mathematical reasoning, which must include human biology and statistics (Equivalent of six credit hours);
- Humanities/Fine Arts (Equivalent of six credit hours)

Applicants may be accepted conditionally if the prerequisites are completed before or during the 1st semester of the MSW Program.

Each application is reviewed independently by at least two faculty members in the MSW program. Essay responses, letters of recommendation, and academic records are carefully examined, and each applicant is assigned a score on the following:

- a. overall undergraduate GPA, and for advanced standing applicants, GPA in the BSW program
- b. academic potential for completing graduate study
- c. social service experience
- d. demonstrated commitment to serving vulnerable, at-risk, or oppressed populations
- e. evidence of ethics, values, attitudes and characteristics in accord with the social work profession
- f. expressed need for the GSU MSW program
- g. sensitivity to and capacity to work with diverse population groups
- h. potential for growth and self-reflection
- i. interpersonal skills and ability to work with others

The score assigned to each criterion is weighted and computed into an overall score that is used to place applicants into one of four categories as follows:

- a. admit
- b. conditionally admit
- c. waiting list

- d. deny admission.

Advisement

The advisement strategies we've developed are derived from effective recruitment, a holistic-student focused admission process and retention strategies focused on the 'goodness of fit' and the relationship between the Academic Advisor and their student Advisee. All students are assigned a faculty advisor when they enter the M.S.W. Program. Students must meet with their advisors at least once every academic year, although they are encouraged to meet as frequently as needed. There are two purposes of meetings with the advisor. A major purpose is to ensure that students have one-on-one time to discuss their progress and concerns with, and ask questions of, someone who knows their study plans.. Advisors also support students to stay on track, and provide direction that takes into consideration individual circumstances.

All students are assigned an Academic Advisor from among the non-temporary faculty at the time of admission to the MSW Program and their first meeting with their advisor takes place at the mandatory New Student Orientation. Advisees are assigned to ensure an even distribution among faculty members. In the first meeting with the student, the faculty advisor reviews the MSW Plan of Study and answers any questions the student may have about completing the MSW program. It is impressed upon the student that any need to deviate from the plan of study must be discussed and approved by the faculty advisor who will complete a new Plan of Study. Faculty advisors will initiate contact with their advisees at least once per semester. Students are also encouraged to meet with their advisor on a regular basis to discuss academic and professional matters.

At the beginning of each Semester, faculty advisors are provided with updated Course of Study Reports of their advisees for review. This permits faculty advisors to monitor student progress and assure they are following their Plan of Study. If there are indications that the student has deviated from the Plan of Study, or is not satisfactorily completing coursework, the faculty advisor is required to initiate a meeting with the student to address this matter.

When student' coursework performance declines, the instructor shall discuss this matter with the student and bring it to the attention of the faculty advisor who will initiate a meeting with the student to discuss the matter of concern. The faculty advisor determines if the matter warrants a consideration for review by a faculty committee for the purpose a faculty review of the students' overall academic performance and to determine the need for a remediation plan. Student progress through the program is closely monitored. Student Progress Review Meetings are held twice each semester, mid-term and end of term, where all faculty including the Academic Advisors are present. In these reviews classroom academic and non-academic performance is reviewed and discussed. The Advisors checks in on their advisees' performance in the classroom and discuss issues and circumstances that may affect their student's performance. The outcomes of these reviews recommend a course of action to address the impediments to performance that will be pursued by the Advisor with their Advisees. The

Advisor coordinates the necessary resources for their advisees to improve academic performance and success in the program.

Transfer

Students who have completed course work at an M.S.W. Program accredited by the Council on Social Work Education (CSWE) will be given transfer credit for foundation course work already completed and for which a student received a grade of B or better. With the exception of electives no credit will be given for advanced level curriculum. Courses completed more than seven years prior to admission to the GSU M.S.W. Program are not considered for transfer credit.

Students who wish to receive transfer credit for course work completed in an accredited M.S.W. Program must be in good standing and must submit a letter of recommendation from a faculty person in the previous program. Transfer students must undergo the admission process and meet the criteria for admission.

Transfer credit for course work completed in a program that has not been accredited by CSWE generally will not be considered. When exceptions are made, the course work will be carefully reviewed and transfer credit extended to course work that is equivalent to the GSU M.S.W. As with those transferring from an accredited M.S.W. Program, only foundation course work or electives on the advanced level will be eligible for transfer credit. There is no credit offered for “Life Experience”.

The acceptance of transfer credit is determined in the Admission Application Review Process. Students will be informed of the number of courses/credits that will be reflected in the student’s Plan of Study.

Registration for Classes: Once accepted to the MSW Program attending orientation and meeting your advisor and receiving your plan of study, student may register, using their Student Study Plan. Your GSU username, password and new student email account are provided in your acceptance letter from the University. Student use the information provided to log in to [myGSU portal](#) for registration and other online services.

SAMPLE
MASTER OF SOCIAL WORK PROGRAM
CHILDREN & FAMILIES CONCENTRATION
4-YEAR FULL PROGRAM PART-TIME
PLAN OF STUDY
60 Credit Hours

YEAR 1

FALL	CR	SPRING	CR	SUMMER	CR
SOCW 6100: Social Work Profession in a Diverse Society	3	SOCW 6300: HBSE II	3	**SOCW 6400: Social Welfare Policies and Provisions <i>(Offered Fall & Summer)</i>	3
SOCW 6200: HBSE I	3	SOCW 6500: SW Research	3	**SOCW 7050: Foundation Elective <i>(offered spring & Summer)</i>	3
	6		6		6

YEAR 2

FALL	CR	SPRING	CR
SOCW 7200: SW Practice I	3	SOCW 7100: SW Practice II	3
SOCW 7500: Field Practicum I	2	SOCW 7600: Field Practicum II	2
SOCW 7501: Field Practicum I Integrative Seminar	2	SOCW 7601: Field Practicum Integrative Seminar II	2
	7		7

YEAR 3

FALL	CR	SPRING	CR
SOCW 8100: Contexts and Theories in Practice	3	SOCW 8300: Practice with Children & Adolescents	3
SOCW 8200: Practice with Families	3	SOCW 8400: Practice Evaluation	3
	6		6

YEAR 4

FALL	CR	SPRING	CR
SOCW 8500: Policy Practice		SOCW 8060: Advanced Elective	

w/Children and Families	3	(Offered Spring & Summer)	3
SOCW 8600: Field Practicum III	3	SOCW 8700: Field Practicum IV	3
SOCW 8601: Field Practicum III Integrative Seminar	2	SOCW 8701: Field Practicum IV Integrative Seminar	2
	8		8

*Sequence of courses may be changed at Department's Discretion

MASTER OF SOCIAL WORK
CHILD AND FAMILY CONCENTRATION

FULL TIME 2-YEAR
PLAN OF STUDY

Student:
Academic Advisor:
Office Hours:
Phone:
Email:

Office:

Student signature

Date

Advisor Signature

Date

Admission Condition/s:

NOTES:

SECTION V: STUDENT POLICIES

Student Responsibilities - 100

Policy 101 - Academic Advisement

Policy: Upon admission to the Master of Social work Program, each student is assigned an academic advisor.

The role of an academic advisor is described below:

- Work with the student to explain their individualized Study Plan
- Advise students in their academic progress
- Function as a liaison between the student and the university
- Function as an advocate for the student
- Verify that the student is eligible for Candidacy
- Verify completion of all requirements for graduation

Purpose:

To ensure that the student has every opportunity of a successful experience and has the information necessary to participate in the program and meet all program requirements.

Procedure:

- 1.0 A faculty advisor is assigned to each student when they are admitted to the program
- 2.0 Student Responsibilities
 - 2.1 Students are expected to make an appointment with their advisor at least one time during the semester.
 - 2.2 Students should plan to see their advisor during posted office hours or by appointment.
 - 2.3 Students are encouraged to initiate meetings with their advisor at any time to discuss academic progress, problems or concerns.
 - 2.4 It is the student's responsibility to keep their advisor apprised of any information relevant to their academic progress in the program.
 - 2.5 If a faculty member identifies academic and or non-academic problems the Advisor may recommend a staffing or more frequent advising sessions of plan of correction.
- 3.0 Faculty advisors may periodically initiate meeting with their advisees to discuss academic progress.
 - 3.1 All advisors have designated office hours each semester to facilitate ongoing communication with students.
 - 3.2 All faculty member have mailboxes, email and voice mail to facilitate communication with advisees.

Policy – 102 Student Plan of Study

Policy: Each student must have an individual study plan.

Purpose:

The Study Plan details the degree requirements and the course sequence.

Procedure:

- 1.0 Applicants who wish to have credit for previously earned MSW course work must adhere to GSU Policy 16 and Policy 30.
 - 1.1 Application for review of transfer credits must be made prior to the first term so as to be incorporated in the study plan
 - 1.2 Credit for Life Experience is Not Accepted
 - 1.3 Applicant must submit syllabi and supporting information to the MSW Admission Committee for a comparative review of course work
- 2.0 The Student will meet with their Academic Advisor prior to or during the first semester of enrollment in the curriculum
- 3.0 The student and advisor will review the prescribed course of study.
- 4.0 The Plan of Study must be reviewed and updated whenever a student:
 - 4.1 Is unable to progress according to plan and the Student Progress Review Committee have agreed to alter the plan.
 - 4.2 Wishes to substitute course work specified on the plan
 - 4.3 Must repeat a course
 - 4.4 Receives a grade of “C” in a MSW Course
 - 4.5 Deviates from the Study Plan
 - 4.6 Does not receive authorization for candidacy
 - 4.7 Is readmitted
- 5.0 Courses not specified in the study plan will not apply toward the degree requirements.

Policy 103 - MSW Candidacy

Policy: Application for candidacy in the MSW Program must be made when the student has completed at least 32 credit-hours and maintained a GPA of 3.0 or higher for all courses on the Student Study Plan.

Purpose:

Application for candidacy ensures that each student has met all requirements necessary to move to Advance Field Practicum.

Procedure:

- 1.0 Students must meet with their Academic Advisor to determine that all requirements for candidacy are met.
- 2.0 Students must complete application form available from each advisor.
- 3.0 Applications must be received in the semester prior to starting Field Practicum 8600.
- 4.0 Advisor will verify and Program chair will authorize candidacy
- 5.0 Applications for candidacy will be placed in the student's file

Policy 104 - Graduation Application

Policy: To apply for graduation a student must complete and submit the appropriate forms to their faculty advisor by the application deadline date of the semester in which he or she will be graduating. Forms and deadline information may be obtained at: <http://govst.edu/graduation>

Purpose:

To ensure that all students completing the requirements for graduation comply with the university rules for graduation.

Procedure:

- 1.0 Prior to completing these forms student should have met with their advisor to review their study plan and verify completion of degree requirements.
 - 1.1 Outstanding requirements must be completed by the term the student is expected to graduate.
- 2.0 When the Registrar's Office receives the applications, they are coded for billing.
 - 2.1 The forms are then sent to the faculty academic advisors to determine whether the student has completed their degree requirements.
 - 2.2 The advisor must notify the student if he or she is not eligible graduation.
 - 2.3 The forms are then signed with the appropriate signatures and sent to the Graduation Counselors in the Registrar's Office.
- 3.0 Approval by the Registrar's Office results in the awarding of the diploma.
 - 3.1 The diploma is awarded only upon verification of completion of all degree requirements and satisfaction of all financial obligations in the University.

Student Status - 200

Policy 201 - MSW Admission Policy

Policy:

Admission to the MSW Program is a competitive and self-managed admission process; a limited number of applicants will be accepted in the MSW Program each year. Applicants must complete all steps in the applicant process to be considered for admission.

Purpose:

A competitive admission process allows for the admission of students who meet the requirements for successful completion of the program and entry into the profession as *Social Workers Grounded in a Social Justice Ethic*.

Procedure:

- 1.0 Applicants must apply through the Master of Social Work On-line Admission Process by the designated deadline each year which requires the submission of a complete MSW Application and three written references.
- 2.0 Applications received after the published deadline will not be accepted
- 3.0 After the designated deadline, applications will be reviewed. The Admissions Coordinator will inform applicants of their status (complete or incomplete) by email through mswadmissions@govst.edu.
- 4.0 The Admission Committee will render decisions (admit, deny and waitlist)
- 5.0 Applicants will be informed of the decision by the MSW Program Director
- 6.0 Students who are offered admission to the MOT program must respond and accept the offer via confirmation form to mswadmissions@govst.edu by the time allotted.
- 7.0 Applicants who accept the offer must submit official transcripts and GSU Graduate Application and the required Graduate Application fee.
- 8.0 Students place on the waitlist will be offered admission in the ranked order based upon admission requirements.
- 9.0 Students accepted to the MSW Program may defer admission for one year. The student must notify the Program in writing before the Fall Semester begins.

Policy 202 - Academic Progression

Policy: A student must successfully complete all courses listed in the Study Plan

Purpose:

Course progression is prescribed and sequential. A cumulative GPA of 3.0 is required to progress in the program.

Procedure:

- 1.0 Grades and specific guidelines for grading are specified on every course syllabus in the M.S.W. Program. The grading policy for M.S.W. courses is consistent with that of GSU and reflects the levels of performance shown below.

A = Consistently superior performance in meeting course expectations

- B = Consistently above-average performance in meeting course expectations
- C = Minimally meets course expectations
- D = Marginal performance in meeting course expectations
- F = Failure to meet course expectations
- P = Pass
- NC = No Credit

- 2.0 A student may continue in the program if they maintain a cumulative GPA of 3.0.
 - 2.1 A student may only drop below a semester GPA of 3.0 one time while enrolled in the foundation curriculum.
 - 2.2 A student may only drop below a semester GPA of 3.0 one time while enrolled in the advanced curriculum.
 - 2.3 A grade of C in any course listed on the Study Plan requires that the student notify and schedule a meeting with his or her academic advisor within 15 working days.
 - 2.4 Receiving 3 or more Cs as a final grade in a required course while enrolled in the MSW program will be grounds for dismissal from the program.
 - 2.5 Receiving a final grade of D or F in a required course while enrolled in the MSW program will be grounds for dismissal from the program.
 - 2.6 A student may appeal a final grad according to GSU Policy #5.
 - 2.7 A student may appeal a decision for dismissal according to GSU Policy #5.

Policy 203 - Non-Academic Performance

Policy: Non-academic performance is considered part of the student’s overall academic performance. These criteria must be met in addition to academic criteria to achieve and maintain candidacy in the program. Assessment of these criteria and response to infractions is as per the Department procedure below.

- 1.0 Students are required to meet the following criteria
 - 1.1 Ability to communicate effectively and professionally with clients served
 - 1.2 Professional demeanor includes the ability to act independently, and ability to cooperate and collaborate with others, including faculty, field supervisors as well as other students. Examples of such behaviors may include the ability to accept and respond appropriately to criticism, maintaining a professional appearance in term of dress and grooming, maintaining confidentiality, etc.

Purpose:

Interpersonal skills, professional behavior and other non-academic skills are essential to the overall effectiveness of a competent Social Worker; therefore these skills and behaviors are expected during student tenure.

Procedure:

- 1.0 Social Work faculty addresses these issues through regular Student Progress Review Meetings.
- 2.0 Potential problems are raised as soon as possible with the student.
 - 2.1 A remediation plan is developed and includes a time line for student response.
 - 2.2 On some cases it may be necessary to dismiss a student from the program for non-academic performance.
 - 2.2.1 Before arriving at such a decision there will be a staffing, student progress review, implementation of a remediation plan and student response.

Policy 204 - Academic Performance

Policy: A student must demonstrate acquisition of the ten competencies in all required curricula areas, Human Behavior in the Social Environment, Practice, Policy, Research, and Fieldwork in the chosen Area of Concentration in the MSW Program. The process for determining competencies must be systematic, objective and fair. The Master of Social Work Program procedures below are used to assess competency. Competency is demonstrated when a student meets the minimal criteria set by the MSW program. If competencies are not attained, departmental procedures below apply. The student is responsible for demonstrating competence in all practice behavior measures identified by evaluation methods described in the syllabus, learning contracts, field evaluation measures, etc.

Policy 205 - Student Evaluation

Purpose: Students will be regularly evaluated on their acquisition of knowledge, values, skills and competencies required for evidenced based social work practice. Evaluation must be consistent with the student learning outcomes for of knowledge, values, skill and competencies. Successful acquisition and mastery of the ten core competencies as measured by identified practice behaviors are necessary to becoming an independent advanced social work practitioner, *grounded in a social justice ethic.*

Procedure:

- 1.0 Evaluation procedures must be clearly documented in syllabi. The following procedures to assess the student's mastery of the core competencies in all required courses evaluated as described below:
 - 1.1 Students are provided written guidelines in the syllabus that describe the specific practice behaviors to be measured in the course and the criteria on which their performance will be evaluated.
 - 1.2 The instructor's lecture discussion further provides the knowledge necessary to achieve competencies.
 - 1.3 The instructor evaluates the students based on the evaluation methods and measures outlined in the course syllabus.

- 2.0 Assessments used to evaluate will vary including but not limited to, essay, critical reflection, case studies, discussion, field experience, individual and/or group processes, and examinations.
- 3.0 Request for adaptation must be made through the GSU access Services for Students with Disabilities. Request will be reviewed for feasibility of application to the objectives of the evaluation methods.
- 4.0 Permission to change the date or time of and evaluation must be sought from the instructor, by the student.
 - 4.1 A student must present a legitimate reason to request change to date/time of an evaluation assignment.
 - 4.2 The instructor will determine if a missed evaluative assignment will be re-administered.
 - 4.3 The Makeup evaluation will be scheduled by the instructor.

Policy 206 - Withdrawal

Policy: The student may withdraw from a course only one time. Approval will not be given for a second withdrawal from the same course without unusual or emergency circumstances, which may entail sitting out the following semester due to course sequencing in a cohort curriculum design.

Purpose: The MSW is a cohort program wherein courses in each semester serve as pre-requisites for the subsequent semesters.

Procedures:

- 1.0 The student must meet with their Academic Advisor prior to withdrawal from a course.
- 2.0 Withdrawal from a course must follow GSU Policy 6.
- 3.0 The curriculum is sequential, withdrawal from a course may result in withdrawal from the program
- 4.0 Withdrawal from a course will result in revision of the study plan and may add additional semesters to student progress..
 - 4.1 The revised study plan will reflect the next scheduled opportunity to take the course.
 - 4.2 The revised study plan will maintain the sequence of the curriculum and reflect any adjustment in length of time to complete.
 - 4.3 Request for withdrawal from a Field Practica and the co-requisite Integrative Seminar (SOCW7500/7501; 7600/7601; SOCW8600/8601; SOCW8700/8701) is detailed in Policy 508.

Policy 207 - Reinstatement to the MSW Program

Policy:

Social work practice grounded in a social justice ethic ...

Students who withdraw from the program and wish to reenter at a later date are required to submit a letter requesting reinstatement to Governors State University Master of Social Work Program Director. Reinstatement into the program will be on a space available basis only.

Purpose:

To ensure successful and timely student outcomes in compliance with EPAS of CSWE

Procedure:

- 1.0 Students who wish to apply for reinstatement to the Master of Social Work Program must submit, to the Director, a letter requesting reinstatement no later than 60 days prior to the next scheduled academic term.
- 2.0 Upon receipt of the student's letter, the MSW Admission Committee will review the student's record and submit recommendations to the Director of the MSW Program.
- 3.0 A letter from the Director of the MSW Program will be sent to the student regarding the decision for reinstatement.
- 4.0 Reinstatement to the program must be within twelve months of the withdrawal from the program.
 - 4.1 Withdrawals extending beyond 12 months will require the student to apply for admission to the program.

Policy 208 - Dismissal from the Program

Policy:

Students who fail to demonstrate behaviors consistent with the professional practice of Social Work as described in the NASW Code of Ethics, violation of student policies and procedures, and/or maintenance of academic GPA standards as outlined in the Governors State catalogue – Graduate Studies – will be dismissed.

Procedure:

Students shall be given an opportunity to present their position regarding such action if they wish to do so per university policy. Students are expected to understand and foster the University Statement of Responsibility and comply with the Master of Social work Program's student policies and procedures.

Policy 209 - Incomplete Grade Option

Policy:

An instructor may grant a grade of incomplete to a student provided that reasons for the non-completion of the coursework are acceptable. The time allowed for completing unfinished coursework will be determined by the instructor but will not exceed fifteen (15) weeks.

Purpose:

A grade of incomplete is given to offer an opportunity to students who experience extenuating circumstances beyond the student's control and/or for valid academic reasons they are unable to complete course work by the end of the grading period.

Procedure:

- 1.0 A student must make a written request for an incomplete. The request must include the reason for the extension.
- 2.0 An instructor may give a student an I grade if the instructor concurs with the student's request.
- 3.0 The instructor will establish the period of time for completing the coursework not to exceed 15 weeks.
- 4.0 Extension of an I grade may be contracted with the instructor subject to the Department Chair/Dean's approval. The extensions shall not exceed 15 weeks.
- 5.0 A student may petition the college in writing for an extension of time beyond the time allotted by the instructor for the completion of unfinished work.
- 6.0 If work is not submitted by the deadline established for an incomplete (I) or an extended incomplete (E) the grade will become an "F",
- 7.0 To be eligible for graduation, all grades of incomplete (I or E) must be removed by the graduation processing date.

Policy 210 - Academic Standing

Policy: Academic Standing for MSW Students

I. Purpose

This policy defines the various classifications of academic standing for graduate students and information related to each status.

Procedure:

- 1.0 At Governors State University there are five (5) categories of academic standing for graduate students:
 - i. Good Standing,
 - ii. Probation I,
 - iii. Probation II,
 - iv. Suspension,
 - v. Academic Probation Extended.
- 2.0 Graduate students are in good standing when they maintain a minimum cumulative grade-point average of 3.0 (on a 4.0 scale).

- 3.0 Students failing to meet the minimum cumulative grade point average for the first time are placed on Probation I during the semester immediately following the semester in which they failed to meet the established minimum.
- 4.0 After enrolling for courses while on Probation I, if the student fails to achieve the minimum cumulative G.P.A., the student will be placed on Probation II for the next semester.
- 5.0 After enrolling for courses while on Probation II, if the student fails to achieve the minimum cumulative G.P.A., the student will be placed on Suspension for the next semester. Students may request readmission after being suspended by petitioning the Committee on Readmissions and Special Admissions (see policy 19 for additional information)
- 5.1 Academic Probation Extended is:
 - 5.1.1 *mandatory* for students who are readmitted to the University after having been suspended; or
 - 5.1.2 *optional* for students who are currently on Probation I or II (and those who would be readmitted in either of these statuses). These students may petition their program to allow them to be moved to this status until they can achieve the required minimum cumulative grade point average. Moving to Academic Probation Extended would mean that as long as they obtain the minimum term grade point average each semester they will not be placed on Probation II nor Suspended.
- 6.0 Students must be in good academic standing to apply for candidacy, as defined for graduate students in the Graduate Studies Policy (#16) and to graduate

Class Requirements – 300

Policy 301 - Attendance

Policy Students are expected to attend all sessions of every class.

Purpose:

To ensure that students receive the maximum benefit from courses and professional courtesy is maintained.

Procedure:

- 1.0 If a student is going to be late for class the following procedures are followed.
 - 1.1 If the student knows in advance that he/she will be late for class the student notifies the instructor before class by email or voice mail.
 - 1.2 When a student arrives more than 15 minutes late for class the student waits until the break to enter the classroom or follow the instructor's protocol for late arrival.
- 2.0 If a student is going to be absent for a class the following procedures are followed.

- 2.1 If the student knows in advance that he/she will be able to attend class the student notifies the instructor before class by email or voice mail.
- 2.2 If the student is absent because of an emergency, he/she notifies the instructor of the reason for the absence as soon as possible.
- 3.0 The student is responsible to obtain all information missed due to tardiness or absence.
 - 3.1 If the syllabi specifies meeting with the instructor following absences or tardiness the student must comply.

Policy 302 - Class Cancellation

Policy:

Students are responsible for checking with the University regarding the status of classes during inclement weather.

Purpose:

To inform student if a class is cancelled or the University is closed.

Procedure:

- 1.0 It is the student's responsibility to check the GSU website for announcement of class cancellation.
 - 1.1 May be due to instructor illness or an emergency.
 - 1.2 University may be closed
- 2.0 Students should follow the Governors State University Procedures for Inclement Weather Conditions. www.govst.edu/emergency

Policy 303 - Communication

Policy:

Students are responsible for timely attention to information distributed by the Social Work Office by email or BB associated with specific courses. The MSW Program may contact students by GSU student mail accounts, voice mail or U.S. Mail..

Purpose:

The policy is intended to ensure that students use University-sanctioned forms of communication

Procedure:

- 1.0 All Governors State University students are assigned a university e-mail account. All email communication will be done through this account. Students are responsible for all information sent to them by the program and the faculty via University email.
 - 1.1 Students are responsible for checking email on a regular basis and maintaining availability of their mailbox.

- 1.2 Students are considered notified of Program or class information once it is sent to the University email account.
- 1.3 Failure to check email regularly resulting in late assignments or the completion of other Program related materials in a timely manner will not be accepted.
- 2.0 Official notification of program status, i.e., probation status, termination from the program will be sent to the student's address of record via U. S. Mail.

Policy 304 - Use of Electronic Devices

Policy: Cellular phones are not to be used during Social Work classes or fieldwork. They are not to be used for video, camera or voice recording unless it is an accepted part of the classwork and permission is granted. The Social Work department recognized the omnipresence of technology in our lives. In support of student's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these cellular phone features by students requires consent.

Procedure:

- 1.0 Students cannot use cellular phones for video, camera, or voice recordings without consent of the subject(s) being photographed or recorded.
 - 1.1 Any student whose use of their cellular phone or other electronic device violates another's reasonable expectation of privacy or produces any media as a result of such devices without expressed consent may be found in violation of this policy.
 - 1.2 Violation of this policy may lead to disciplinary action.
- 2.0 Students are expected to turn off cellular phones when entering class and to refrain from text messaging or reading email.
 - 2.1 In extreme cases of emergency when it is imperative that students be accessible, permission to turn on a cellular phone class may be granted at the instructor's discretion.

Policy 305 - Student Disability

Policy: The Social Work Department will work with any qualified student with a disability to meet the needs for accommodation.

Purpose:

To ensure that all students have the opportunity to learn and work to their potential

Procedure:

- 1.0 Students who have a disability or special needs and require accommodation in order to have equal access to the classroom must register with the designated staff member in the Academic Resource Center. Room B1201.
- 2.0 Students will be required to provide documentation of any disability when an accommodation is requested.

- 3.0 The Academic Resource Center will review the documentation and supporting materials to certify eligibility for services.
 - 3.1 The coordinator will meet with the student to determine academic adjustments and/or accommodations.
 - 3.2 The student pays any cost of professional verification.
- 4.0 Once the MSW Program is notified of the need for accommodation The Director and/or designee will work with the student and instructor to implement a reasonable accommodation.

PROFESSIONAL BEHAVIORS - 400

Policy 401 - Professional behavior: NASW Code of Ethics

Policy: Students are expected to demonstrate professional, responsible, and accountable behaviors throughout their classroom and field education. These behaviors include, but are not limited to, punctuality, dependability, interpersonal skills, regard for self and other, preparedness, ethical decision making, and personal professional growth.

As members of the GSU Community, students are responsible for upholding the mission and objectives of the university, as well as the mission, philosophy, and objectives of the Social Work Department.

Academic Integrity

Any instance of academic dishonesty will have serious consequences. Academic dishonesty includes, but is not limited to plagiarism, inappropriate collaboration, dishonesty in examinations (in-class or take-home), dishonesty in written assignments, work done for one course and submitted for another, deliberate falsification of data, interference with other students work, and copyright violations.

Purpose:

To assure the promotion and maintenance of high standards of behavior in Social Work you will be held accountable for the knowledge of and adherence to the National Association of Social Work's Code of Ethics.

Procedure:

- 1.0 Penalties for an academic offense may include one or more of the following:
 - 1.1 Resubmission of the work in question;
 - 1.2 Submission of additional work for the course in which the offense occurred;
 - 1.3 Suspension for one or more academic terms, including the term in which the offense occurred;
 - 1.4 Expulsion from the program;
 - 1.5 Other consequences deemed appropriate by university policy.

- 1.5.1 Please refer to the Governors State University Policy for Academic Honesty, <http://www.govst.edu/catalog/catback.pdf#nameddest=appendix> for more specific information.

National Association of Social Workers Code of Ethics

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any

situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.* Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including

appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels

established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant

professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

Policy 402 - Student Complaints

Policy: Student complaints are submitted and resolved according to departmental procedures.

Purpose: To ensure that each student has a fair hearing to all complaints and that complaints are addressed in a timely, efficient manner.

Procedure:

- 1.0 A student with a complaint submits the complaint verbally to the appropriate individual.
 - 1.1 Complaints regarding the Master of Social Work Program are submitted to his/her instructor or academic advisor.
 - 1.1.1 Complaints of this nature include the student's belief that a policy, procedure, or practice has been violated, which adversely affects him/her.
 - 1.2 Complaints regarding a grade in a course are submitted in writing to the instructor of the course.
- 2.0 Complaints are documented by the receiver, and a written response is returned to the student within three working days.
 - 2.1 A copy of the written response is forwarded to the program director and maintained in the departmental file.
- 3.0 If the student is dissatisfied with the initial response she/he submits the comp
 - 3.1 The complaint is documented by the program director.
 - 3.2 The initial response is revised
 - 3.3 A written response from the program director is forwarded to the student within three working days.
- 4.0 If the student remains dissatisfied with the response, she/he may submit a formal grievance. (see policy 403)

Policy 403 - Student Grievances

Policy: Student grievances are submitted and resolved according to departmental procedures.

Purpose: To ensure that each student has a fair hearing to all grievances and that grievances are addressed in a timely, efficient manner.

Procedure:

- 1.0 If the student is dissatisfied with the Social Work Department resolution of their complaint a grievance may be submitted following the *Governors State University Grievance Policy #5* below, the Academic Grievance Policy.

I. Purpose and Scope

The purpose of this policy is to establish a Governors State University policy and procedures for student grievances in order to ensure due process and respect

for individuals' rights. This grievance policy may be invoked in order to bring resolution to disputes. This policy applies to students admitted or enrolled at Governors State University.

II. Definitions

- A. For the purpose of this policy, working days shall mean Monday through Friday
- B. When classes are in session refers to the officially defined fall and spring semesters and summer term.

III. Circumstances Surrounding Grievances

University students are members of the academic community at Governors State University. As members of the academic community, students are entitled to all the rights and protections enjoyed by all members of society. Students are also subject to obligations by virtue of membership in the university community. As student members of the university community, students have a right to request an explanation, reconsideration, and review of a faculty member's and/or administrator's professional judgment related to decisions rendered in academic and non-academic grievances.

Accrediting groups for the various academic majors at Governors State University have different standards and requirements regarding grievances which supersede the university's grievance policy and procedures. The student is responsible for contacting the Division/Department Chair or Dean's Office in the college where the issue related to filing the grievance took place.

Section IV of this policy is applicable to student grievances regarding academic issues, such as faculty and/or administrator's professional judgment related to the issuance of final grades, academic advising, and other academic related matters.

Section V of this policy is applicable to student complaints regarding discrimination, harassment, or other unfair treatment related to non-academic issues.

IV. Academic Grievances

A. Informal Resolution

1. Prior to filing a grievance, the student must seek informal resolution of the issue with the faculty member or administrator directly involved in the issue/incident of concern.
2. The student must seek this informal resolution within fifteen working days (when classes are in session) of the occurrence of the issue. If, after reasonable efforts, a satisfactory solution is not reached, the student may file a written grievance with the appropriate division/department chair.

B. Filing a Grievance

1. To file an official academic grievance, the student must submit a written statement to the division/department chair of the collegial unit in which the course(s) is offered.
2. The division/department chair must receive the written grievance statement within thirty calendar days of the event which led to the grievance.
3. The written grievance must state the reasons for the grievance and the remedy that is sought.

C. Request for Extension of Filing a Grievance

1. The student may request a one-time extension of the thirty day time period in which a grievance must be filed.
2. This request must be in writing to the division/department chairperson prior to the end of the thirty-day period with reasons and requested time for extension.

D. Determination of Grievances

1. Determination if the Grievance is an Issue of Substance
 - a. Upon receipt of the grievance, the division/department chair has seven working days (when classes are in session) to determine if the grievance is an issue of substance.
 - b. Within seven working days (when classes are in session) after receiving the grievance and upon determination it represents an issue of substance covered by the context of the procedures, the division/department chair shall refer the grievance to the chair of the College Grievance Committee.
 - c. The grievance chair shall attempt to find a mutually satisfying solution by working with both the student and the faculty/administrator involved within seven working days (when classes are in session) of receiving the grievance.
 - d. If the grievance chair is unable to mediate a satisfactory solution, he/she shall request in writing that the faculty/administrator involved submit a written response to the student's grievance.
 - e. The response is to be received by the grievance chair within seven working days of the request (when classes are in session).
 - f. The grievance chair shall convene the student grievance committee within ten working days (when classes are in session) of receiving a written response from the faculty/ administrator involved.
2. Determination Grievance is Not an Issue of Substance
 - a. If within seven working days (when classes are in session) after receiving the grievance, the division/department chair decides that the grievance does not represent an issue of substance covered by these procedures, he/she shall so inform the student in writing with reasons.
 - b. The student may appeal (except in cases in which the provost or designee has rendered the decision) the division/department chair's decision of no

- substance to the dean/director in writing within ten working days (when classes are in session) of receipt of the division/department chair's decision.
- c. The decision of the dean/director shall be submitted in writing within ten working days (when classes are in session) to the provost (or designee), the chairperson, and the student.
 - d. The student may appeal the dean/director's decision to the provost (or designee) in writing within ten working days (when classes are in session) of receipt of the college dean/director's decision.
 - e. The decision of the provost (or designee) shall be provided in writing within ten working days (when classes are in session) and is final and binding.

E. Composition and Election of College Grievance Committee Members

1. Grievance committee faculty members must agree to serve and be elected by the college faculty at the start of the academic year.
2. Grievance committee student members shall be appointed by each college as needed.
3. The College Grievance Committee shall have four tenured faculty members from the two divisions or at least two of the departments, as defined by the college structure, and two students. In the event that there are not four tenured faculty members available to serve from that college, faculty from another college may be elected. There should be four faculty alternates and two student alternates in case a quorum cannot be achieved, or if a member of the committee must be excused. The committee should elect the chair.
4. The term of the members shall be one academic year. Members may be re-elected for subsequent years.

F. College Grievance Committee/Grievance Hearing Guidelines

1. Responsibility for establishing the validity of the grievance shall be upon the student.
2. The hearing will be conducted by the chair of the grievance committee.
3. The student or faculty member may have one advisor of his/her choice present during the hearing. However, the advisor shall not participate in the grievance hearing in any way, including, but not limited to asking or responding to questions, making arguments, or presenting witnesses or evidence, and may only advise the grievant or faculty member. If the advisor who will attend the hearing is an attorney, the grievant must notify the chair and dean of that fact a minimum of five calendar days prior to the hearing. The hearing shall be closed, except when both parties agree that it should be open.
4. The grievance chair shall keep a written record of the hearing, which shall include:
 - a. The names of those present;
 - b. A copy of any evidence (records, written testimony, duplicated materials, etc.) that is introduced; and
 - c. A record of the final recommendation of the committee and its rationale.

5. The hearing shall be conducted so that all parties to the dispute have an opportunity to present their views and to rebut those of others.
6. Both grievant and respondent must have the opportunity to address the committee.

G. Recommendation(s) of the Grievance Committee

1. The committee shall make no final recommendation and no testimony heard unless a majority of voting members are present.
2. All final recommendations shall require the agreement of a simple majority of voting members present at the hearing.
3. The final recommendation of the collegial Grievance Committee shall include:
 - a. A statement concerning the validity of the alleged grievance;
 - b. A recommendation for resolving the grievance.
4. Recommendations of the collegial Grievance Committee concerning both the finding relevant to the dispute and the suggested remedy shall be submitted to the division/department chair.

H. Division/Department Chair's Role Following Committee's Recommendation

1. The division/department chair may affirm, reverse, or ask the committee to reconsider its recommendations.
2. The division/department chair may also request further information from the principals in the dispute in rendering a decision.
3. The division/department chair will render a written decision to the grievant within ten working days (when classes are in session) of receipt of final documentation from the Grievance Committee

I. Appeal of the Division/Department Chair's Decision

1. If the decision by the division/department chair is unsatisfactory to the grievant, the grievant may request a review by the dean.
2. The grievant's request must be made in writing within ten working days (when classes are in session) of receipt of the division/department chair's decision.
3. The dean will submit a written decision within ten working days (when classes are in session) of receipt of the request to the grievant and the chairperson. (If the respondent is a division/department chair, the collegial dean will assume the functions of the division/department chair stated above. In this instance, appeals to the decisions of the dean shall be made to the provost or designee.)
4. The student may appeal this decision to the provost in writing no later than ten working days (when classes are in session) of receipt of the college dean's decision.
5. The decision of the provost (or designee) shall be provided in writing within ten working days (when classes are in session) and is final and binding.
6. If the respondent is a dean, the provost or designee will assume the functions of the division/department chair specified in the preceding section H. 1 through 3

above. In this instance, the University Academic Grievance Committee assumes the role of the collegial grievance committee.

7. Recommendations from the University Academic Grievance Committee are submitted directly to the provost/or designee whose decision is final and binding.

V. Nonacademic Grievances:

A. Discrimination and Sexual Harassment

1. Discrimination complaints based on race, color, national origin, religion, gender, ancestry, age, sexual orientation, marital status, disability, citizenship, unfavorable discharge from military service, or veteran status, may be filed with the Director of Human Resources.
2. Sexual Harassment in higher education (in accordance with the Illinois Human Rights Act) means any unwelcome sexual advances or requests for sexual favors made by a higher education representative to a student, or any conduct of a sexual nature exhibited by a higher education representative toward a student, when such conduct has the purpose of creating an intimidating, hostile, or offensive educational environment. Students may file a complaint in accordance with Policy 52, "Anti-Discrimination and Harassment Policy and Compliance Procedures." A copy of Policy 52 is available on the Provost's website.

B. Other Non-academic Issues/Complaints

Regarding other non-academic issues/complaints not covered above, students may file a written complaint with the Dean of Students or his/her designee.

1. Filing a Complaint: To file a complaint the student must submit a written statement to the Dean of Students or his/her designee within thirty calendar days of the date of occurrence. The written complaint must state the reasons for the grievance and the remedy that is sought.
2. Request for Extension of Filing a Grievance: The student may request an extension of the thirty day time period in which a complaint must be filed. This request, with rationale, must be in writing to the division/department chairperson prior to the end of the thirty day period.
3. Determination of Complaints:
 - a. Upon receipt of the complaint, the Dean of Students or his/her designee has seven working days to determine if the grievance has substance.
 - b. Determination that the Complaint has No Substance:
 - i. If within seven working days (when classes are in session) after receiving the grievance, the Dean of Students or his/her designee decides that the complaint does not have substance covered by these procedures, he/she shall so inform the student in writing with reasons.
 - ii. The decision of the Dean of Students or his/her designee shall be submitted in writing to the provost (or designee) and the student by certified mail (return receipt requested).

- iii. The student may appeal the Dean of Students or his/her designee's decision to the provost (or designee) in writing within ten working days (when classes are in session) of receipt of the dean's decision.
- iv. The decision of the provost (or designee) shall be provided in writing within ten working days (when classes are in session) and is final and binding.
- c. Determination that the Complaint has Substance:
 - i. Within seven working days (when classes are in session) after receiving the complaint and upon determining it has substance Dean of Students or his/her designee shall attempt to find a mutually satisfying solution by working with the student within ten working days (when classes are in session) of receiving the grievance

- i. If the Dean of Students or his/her designee is unable to mediate a satisfactory solution, he/she shall review the facts and make a decision regarding the student's complaint.
- ii. The decision of the Dean of Students or his/her designee shall be submitted in writing within seven days of the request (when classes are in session) to the provost (or designee) and the student.
- iii. The student may appeal the Dean of Students or his/her designee's decision to the provost (or designee) in writing within ten working days (when classes are in session) of receipt of the dean's decision.
- iv. . The decision of the provost (or designee) shall be provided in writing within ten working days (when classes are in session) and is final and binding.

SECTION VI: 500 - FIELD EDUCATION

Policy 501 -

Field Education

Policy: Completion of the Foundation and Advanced Field Curriculum

Purpose: To ensure that social work student successfully complete Field Education the Signature Pedagogy in accordance with the Education and Policy and Accreditation Standards of CSWE.

Signature Pedagogy – represents the principal form of instruction and learning in which a profession socialized its student to perform the role of practitioner. Professionals have educational or pedagogical norms with which they link/connect and integrate theory and practice.

Procedure:

- 1.0 Students are eligible for Field Practicum I in the foundation year.
 - 1.1 Students admitted to the MSW Program on a full-time study plan take their Field Practicum (SOCW7500 and the co-requisite Integrative Seminar (SOCW7501) in the Fall Semester and Field Practicum II (SOCW7600) and the co-requisite (SOCW7601) in the Spring Semester.
 - 1.1.1 Students are required to register for the same sections for SOCW 7500 and SOCW 7501, because the Integrative Faculty teach the Field Seminar and serve as the Field Liaison for the same students.
 - 1.2 Students admitted to the MSW Program on a part-time study plan take Field Practicum/Integrative Seminar in their 2nd year of must complete the Field Application.
 - 1.2.1 Students must register for the same Integrative Seminar Instructor from Fall Semester in the Spring Semester
 - 1.2.1.1 Students are required to register for the same sections for SOCW 7600 and SOCW 7601, because the Integrative Seminar Faculty teach the Field Seminar and serve as the Field Liaison for the same students in their Field Practicum..
 - 1.3 Students who have successfully completed the Foundation curriculum are eligible for the Advance Field Practicum SOCW8600 and the co-requisite SOCW8601 in the Fall Semester.
 - 1.3.1 Students must register for the same Integrative Seminar Instructor and co-requisite courses from Fall Semester in the Spring Semester
 - 1.3.2 Students are required to register for the same sections for SOCW 8700 and SOCW 8701, because the Integrative Seminar Faculty teach the Field Seminar and serve as the Field Liaison for the same students in their Field Practicum
- 2.0 A student must meet the following eligibility criteria to register for field practicum and the co-requisite field seminar in the foundation and advance levels.
 - 2.1 The student must have a minimum cumulative GPA of 3.0
 - 2.2 Student must attend a Field Work Information/Orientation Session
 - 2.2.1 The student must follow the field Application process outline in the Field Manual
 - 2.3 Student must complete the Field Application process.
 - 2.4 Student must confirm field readiness with her/his academic advisor

- 2.5 For Advance Field the student must have attained Candidacy (completed 32 Credit hours) verified by the student's academic advisor.

Field Practicum Selection and Assignment Planning - 502

Policy: Field Placement Planning for potential Site Selection designed to support the curriculum goals and objectives, student learning outcomes and Advanced Concentration to ensure that the fieldwork reflects the sequence, depth, breadth and content to meet the EPAS field requirements.

Purpose: To ensure that the field practica are congruent with foundation and advance curriculum goals, objectives and anticipated student learn outcomes.

Procedure:

- 1.0 Students are expected to carry out the following field compliance tasks:
 - 1.1 Meet with your academic advisor to determine that you are eligible for Field.
 - 1.2 Student must attend a field orientation and complete the field application process.
 - 1.3 Complete all necessary paperwork
 - 1.4 Obtain membership with NASW
 - 1.5 Obtain malpractice insurance and submit proof of insurance to the Field Office
 - 1.6 Obtain a background check for – <http://www.certifiedbackground.com/>
- 2.0 Research available field placement from the field practicum agency approved by the field office.
 - 2.1 Student must identify three prospective field site for further exploration.
 - 2.1.1 Follow the process as outlined by the field directors orientation and in the Field Manual
 - 2.2 Comply with all agency requirements i.e., background check, immunizations, shots, medical exams, drug screening, etc.
 - 2.3 Remain at Field Internship until the end of semester and/or by contractual termination established by learning contract. (for more details and explication see the MSW Field Manual)
 - 2.4 The student must identify three

Field Integrative Seminar & Field Practicum - Faculty – 503

Policy: The Field Practicum and the Integrative Seminar are the formal structural means of providing field as signature pedagogy.

Purpose

To ensure that the student field experience is enriched by the Integrative Seminar and Field Practicum co-curricular design

Procedure:

- 1.0 Integrated Seminar Faculty selected to provide ongoing professional engagement in the social work practice community.
- 2.0 The Integrative Seminar are offered classroom based lecture-discussion by experienced practitioners to bridge the academic course-based knowledge, values and skills with practice based experience in the field practicum.
- 3.0 The IS faculty monitor the progress of students in the field practica and teach an integrative seminar to process the student field-based learning.
- 4.0 IS Faculty students in the Integrative Seminar are also assigned as the field Practicum liaison for their seminar students.
 - 4.1 Students must sign up for both in Field Practicum and Field Integrative Seminar throughout their field work assignment.
 - 4.2 Student performance assessment in Field Practicum must be congruent with Integrative Seminar assessment.
- 5.0 The IS faculty coordinates all reporting and communications associated with maintaining and supporting their students in field. All field processes are operationally described in the MSW Field Manual.

Policy 504 - Termination, Disruption, and or Failure of the Field Placement

Policy: MSW Students are assigned two semester-long Field Placement sites, the first during the foundation Year and the second during the Advanced Concentration Year. Termination of fieldwork either by the site, the MSW Program or the student is a serious situation and should not occur with careful consideration. When there is a termination there is no guarantee of the timing, location or practice area in the replacement of the student. (See the MSW Field Manual for more detail information regarding terminations, disruptions and all other field processes..)

Purpose:

Field Instructors, IS Faculty, students and field staff spend an inordinate amount of time planning, developing learning contracts, confirmations and the requisite materials for the students field internship to be successful. The criteria applied for the selection of field sites are:

- Consistent with curricular foci for Foundation and Concentration themes and anticipate student learning and competency outcomes.
- Termination of a Field Site may occur when the site cannot provide evidence of meeting the educational and training outputs.
- The Site may also experience unforeseen circumstances or

- If the student experiences extenuating circumstances

Procedure:

- 1.0 Termination of Field Internships occur only in extenuating circumstances, when there is an unpredictable student crisis, such as:
 - 1.1 Unpredictable student crisis - A major health, financial, or family emergency preventing successful completion of fieldwork
 - 1.1.1 The Integrative Seminar Instructor or the Field Director/Coordinator must be notified immediately, at the first sign of crisis or potential crisis. The notification should be personal, by email or telephone.
 - 1.1.2 There must be documentation on file with the Field Director/Coordinator prior to termination of a field assignment
 - 1.1.3 The Field Director, the IS Faculty, the Student's Advisor and a Field Site Instructor will hold a staffing to make a final decision regarding terminating and the appropriate steps to follow in regards to course withdrawal, an Incomplete or failure.
 - 1.1.4 If termination of the internship is approved the Field Director/Coordinator will work with the student to obtain another placement. There is no guarantee that time completed will be credited toward the required minimum 420 hours (Foundation) and a minimum of 480-600 hours (Advance Concentration)
- 2.0 Fieldwork site Termination: There are many reasons fieldwork site termination of a student's internship after the placement has been secured. This occurs under unpredictable circumstances.
 - 2.1 Unpredictable circumstances such as staffing problems (i.e., maternity leave, emergency leave, staff cut backs, staff vacancies, etc.) or reorganization of the site (i.e., restructuring, labor union disputes, corporate buy-out. Etc).
 - 2.2 If the termination takes place prior to the site assignment, the reasons for the termination will be noted in the Field Directors correspondence notes and the student is immediately notified by email or phone. The Field Director/Coordinator will seek an alternative site placement as a priority.
 - 2.3 If the termination takes during a student's field internship, the reasons for the termination will be documented in the Director of Field/Coordinator notes.
 - 2.3.1 Determination will be made with the site regarding the student's progress to date, the competencies met/unmet, and the number of hours completed
 - 2.3.2 If the student has entered or past the 6th week, a mid-term site replacement evaluation will be done requested typically initiated by the IS Faculty.
 - 2.3.3 The Field Director/Coordinator will seek a replacement site as an immediate priority. The replacement will correspond in length as determined by the Field Director in consideration of hours completed, student progress, the mid-term evaluation, and extenuating circumstances.
 - 2.3.4 There is no guarantee that time completed will be credited toward the required minimum hours of Field Practica.

Policy 505 - Termination from field for non-academic reasons

Purpose: Students may be terminated from the field for non-academic reasons if there is sufficient documentation that they flagrantly breached the NASW Code of Ethics or engaged in a gross violation of agency or university standards. It is anticipated that early termination from the field practicum for non-academic reasons would be infrequent. However, it is often because of the nature of the interaction during the direct practice experience that such issues surface.

Procedure:

- 1.0 As gatekeepers to the profession, it is important for field instructors and MSW faculty to collaborate and agree to a plan that is not decided impulsively.
- 2.0 Every effort will be made to communicate with students respectfully about the reasons for such action. If reasons for such termination from field ultimately lead to termination from the MSW program, every possible effort will be made to assist the students in identifying resources to implement alternative career and educational plans.
- 3.0 The process for terminating from field for non-academic reasons includes several steps.
 - 3.1 First, when a breach or violation occurs, a temporary suspension of responsibility may be issued by the designated field instructor. At that time the field liaison, Integrative Seminar Instructor must be immediately notified by the student and field instructor.
 - 3.2 If the field liaison is unavailable, then the field director should be contacted. Either way, the field director must be advised of the problem at this juncture.
 - 3.3 Both the student and the field instructor need to provide written documentation, which will be stored with the student's records, of the problematic occurrence.
 - 3.4 The field liaison will initiate a conference with the student, the field instructor, and the field director to discuss the situation from all perspectives and to develop in writing an initial plan of action.
 - 3.5 Next, the field director will organize an emergency meeting of the Field Review Committee. In some cases, the field instructor may be invited to attend this meeting.
 - 3.6 In all cases, the student should be invited to present his/her viewpoint and to answer questions. The purpose of the meeting is to discuss the presenting issues, to review the initial plan of action, to evaluate options for field education, and to make the final disposition about the student's continued participation in field practicum.
 - 3.7 The report of the Field Review Committee will be submitted in writing to the student and a copy will be placed in the student's file which is retained in the MSW office.
 - 3.8 The final decision of the Committee may have a negative impact on the student's ability to continue in the MSW program. Students who disagree with the outcome of this process should follow the appeal procedures specified in the student handbook and the GSU catalog.

Policy 506 - Termination and Counseling-Out Policy and Procedures

Policy: Termination from the program and GSU results when students violate the conduct codes or regulations of either the M.S.W. Program or GSU. Grounds for termination are as follows:

Procedure:

- 1.0 Marginal academic performance, which includes
 - 1.1 Maintaining less than a B average (below 3.0 GPA) for two consecutive semesters
 - 1.2 Accumulating grades of incomplete (I) for two consecutive semesters
 - 1.3 Failure to adhere to practicum agency policies or professional standards
 - 1.4 Academic dishonesty, including cheating and plagiarism
 - 1.5 Failure to use sound judgment, e.g., failure to seek professional help for physical or emotional problems that interfere with professional functioning
 - 1.6 Exhibiting behavior that interferes with the student's functioning or jeopardizes those for whom the student is responsible, such as clients and co-workers
 - 1.7 Behaviors that have negative effect on other students and faculty
 - 1.8 Inability to complete the field practica
- 2.0 The Performance Review Committee, which is a "committee of the whole," may hold a performance review of a student experiencing difficulties that could lead to his or her termination from the M.S.W. Program. Any faculty member who becomes aware of a student's developing problem with academic or professional performance may initiate a review.

**SECTION VII:
UNIVERSITY SERVICES/RESOURCES**

University Services and Resources

Emergency Services - <http://www.govst.edu/emergency/> Student Identification Cards – http://www.govst.edu/sas/t_sl.aspx?id=1308

Books and Supplies - <http://www.govst.edu/bookstore/>

Financial Aid - <http://www.govst.edu/finaid/>

Scholarships - <http://www.govst.edu/scholarships/>

Graduate Assistantships - <http://www.govst.edu/chhs/default.aspx?id=5654>

Food Service - http://www.govst.edu/auxil/t_auxil.aspx?id=2156

Library Services - <http://www.govst.edu/library/>

Academic Computing Services - http://www.govst.edu/its/t_its.aspx?id=2074

Student Services - http://www.govst.edu/sas/?ekmense=c580fa7b_2_6_btnlink

Writing Center - <http://www.govst.edu/writingcenter/>

GSU Student Handbook - http://www.govst.edu/sas/t_sl.aspx?id=27286

Campus Access and Security - http://www.govst.edu/sas/t_police.aspx?id=1718

SECTION VIII: SOCIAL WORK ORGANIZATIONS

Social Work Organizations

GSU Social Work Student Organization (SWSO) - Membership in this organization is open to all social work student attending Governors State University. Students enrolled in Social Work Programs, BSW and MSW are strongly encouraged to become members and actively participate in the SWSO. For additional information about SWSO's community action, civic engagement and legislative advocacy, contact the SWSO Advisor, Dr. Phyllis West at pwest@govst.edu.

Omicron Beta the GSU chapter of Phi Alpha Honor Society, the national honor society for Social Work Student was established at GSU in February, 2008. The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. In concert with Phi Alpha, Omicron Beta fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarships and achievement in social work. To date Omicron Beta has inducted 175 GSU Social Work students. For additional information about the honor society, eligibility and schedule of activities, students may contact the Phi Alpha advisor Dr. Lydia Falconnier at lfalconnier@govst.edu.

SECTION IX:

SOCIAL WORK FACULTY AND STAFF

SOCIAL WORK DEPARTMENT

FACULTY & STAFF

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SECTION X:
ACKNOWLEDGEMENT

Governors State University
College of Health and Human Services
Master of Social Work Program

Acknowledgement of Receipt of Handbook

I, _____, acknowledge the receipt of the Governors State University Master of Social Work Student Handbook found on the website at www.govst.edu/msw

I understand that I am responsible for reading this handbook and I am accountable for adherence to the policies, procedures and guidelines herein. I also agree to uphold the Statement of Professionalism, the National Association of Social Workers Code of Ethics, and the student responsibilities as outlined in the GSU Catalog. I understand that I am responsible for monitoring and adhering to all updates of this handbook during my enrollment in the MSW program.

Student Signature

Date

APPENDIX A

Appendix A

Educational Policy and Accreditation Standards, CSWE (2012)

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Social workers:

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Social workers:

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned

discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers:

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

Social workers:

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

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

Social workers:

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed

research.

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

Social workers:

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Social workers:

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Social workers:

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

Social workers:

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes 7 identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers:

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers:

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers:

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

NOTES