

SOCIAL WORK PROGRAM

STUDENT HANDBOOK



MANSFIELD UNIVERSITY
Mansfield, Pennsylvania 16933

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A GUIDE TO THIS HANDBOOK

This *Student Handbook* serves as a guide for the Social Work major in completing the Bachelor of Social Work (BSW) degree at Mansfield University. It contains policies and procedures that are designed to guide the student in planning and progressing through the Program.

Policies and procedures found in the *Handbook* have been established by various bodies, including the Pennsylvania State System of Higher Education, Mansfield University, the Department of Social Work and Sociology, the Social Work Program, and the Program's accrediting body, the Council on Social Work Education. Additional guidelines and requirements may be found in Mansfield University academic publications such as the Mansfield University Student Code of Conduct <http://www.mansfield.edu/residence-life/upload/Mansfield-University-Student-Code-of-Conduct-PDF.pdf> and the current Mansfield University *Undergraduate Catalog* (<http://catalog.mansfield.edu/index.php>).

Social Work academic advisors are prepared to assist the student in understanding any of the policies and procedures discussed in this manual. However, it is the student's responsibility to learn and meet the requirements outlined in this *Student Handbook*.

WELCOME FROM THE FACULTY:

It's our pleasure to formally welcome you into the Social Work Program at Mansfield University. We hope you find your passion for the profession in this Program, and learn much about yourself along the way. We also wish for you a tight-knit group of friends who will remain a part of your life long after you graduate.

The goal of the Program faculty is to help you become successful in your chosen career path. We will encourage you to be your best, but we need your help. We view you as an active partner in your learning here. To get the most that you can out of this program, we encourage you to consider the following tips:

1. **Learn about us.** Get to know the Social Work faculty members. Stop in and visit with us during our office hours or drop us a quick e-mail. We want to get to know you!
2. **Check campus e-mail often.** we will send important and time-sensitive announcements to your campus email account. It's in your best interest to read these thoroughly!
3. **Know how you learn best.** See Appendix C for a quick test that will help pinpoint your learning style. Use what you know about yourself to help you be successful in the program.
4. **Manage your time.** If you don't already have good time management skills, you'll need to develop them. Many students find planners help keep them organized and on top of assignments.
5. **Work with your advisor,** who can assist you with planning for future class schedules, setting career goals, and discussing internships.
6. **Get involved** across the campus. If you can't find an organization that interests you, look into starting one that does!
7. **Show respect for others** in your interactions with them. You'll meet peers who have different views from you. Resolve to learn something from every situation.
8. **Respect the deadlines** and policies of the program. They are designed to help prepare you for the working world of Social Work.
9. **Respect yourself.** Build some time for yourself into your schedule. This is an important skill that you will use every day in practice.
10. **Have fun.** Learning needs to be fun too, and don't forget to find some joy and laughter in your journey here.

We hope you find this manual a helpful resource. Best wishes on your journey into the wonderful world of Social Work!

WELCOME FROM RECENT GRADUATES

Dear new social work major,

Welcome to the beginning of your professional development as a future social worker. There will be many highs and lows along the journey, but do not be alarmed because the support you receive from peers and staff will astound you. Honestly, the class work will feel daunting at times; especially the amount of papers, researching peer-review articles, group projects, the application process for candidacy, the shadow experience, and the internship. But rest assured, you will manage these tasks and will cultivate the awesome skills that you already possess.

I encourage you to be open-minded, read your textbooks, put down your cell phone and engage in a conversation with someone you do not know, get out of your comfort zone, take chances, make mistakes, embrace learning new material, join a club or two, hone your strengths and transform your weaknesses into strengths. The world needs future social workers like yourself who can and will listen to individuals without judgment; social workers who demonstrate empathy so they feel loved and comforted; social workers to give them hope for a better tomorrow; social workers to help them process their feelings and who will problem solve. You are that person. You are that future social worker!

You are tomorrow's change agent who will make a difference in people's lives. I wish you all the best of luck in your passage into social work. Please remember that there have been many people before you who have finished the race; you can do it as well. It can be an extremely humbling feeling to ask for help if the load seems too heavy, but I promise you that your peers and professors will assist. These relationships built at MU, especially in the department of Social work, will last a life time.

Your future is bright,

Shane Collins, Class of 2018

* * * * *

Dear Social Work Major,

First, congratulations on being a part of this major! It is such a rewarding program. I will miss being in it and learning so much from the amazing professors our program is lucky to have. My advice would be to take a deep breath and do not let anything scare you. What I mean by that is role plays, candidacy, and the internship. I was terrified, but experiencing it was honestly not scary at all. Candidacy is easy, just do your best and make sure your grades are good and you will be fine. Role plays are a lot of fun once you get over the initial scare. I hate public speaking but I really enjoyed the role plays. The internship was also one of the best experiences that I have ever had. It's hands on and you learn a lot but in a fun way. I also like that it teaches you a lot about yourself and what kind of social worker you'll be. I want to stress that as an intern, you won't be perfect. But that's okay! It's a time to learn, experience, and make mistakes and learn from them. You will have proud moments and you will have moments where you feel like you really messed up and maybe you aren't as good as you thought you were. All these moments will pass and what you'll be left with is a great experience where you learned, built connections and relationships, and created many different memories. I sincerely hope that you feel excited about your time in the program and all that you will accomplish in it. I also highly encourage you to reach out to the professors if you ever need anything. They are so helpful and kind. I also encourage you to build relationships with your fellow peers in the major, as I can't even tell you how often my peers and myself have referred to all of us as a family. You will all grow together as you travel this journey. Embrace and take advantage of it.

Good luck,

A Social Work grad, Class of 2018

Welcome new social work majors!

Congratulations on making one of the greatest decisions of your life by joining the social work major at Mansfield University! This program truly has a great curriculum and great professors who will help you gain the education and develop the skills you need to achieve the career of your dreams.

As you grow throughout your social work education, I would recommend gaining as much shadowing and volunteer experience in as many different fields as possible. There are so many different paths you can take in social work, and I recommend trying out each one to see where your true interests lie. You may think you already know where you want to work, but then again you could surprise yourself. Shadowing and volunteer experiences never look bad on a resume. It shows future employers that you want to learn and want to gain as much experience as possible.

Some more advice for new students: be active in class! Don't be afraid to raise your hand or speak your opinion. It will only give you practice for the future – when you have to stand up and advocate on behalf of your clients. Also, utilize your professors as much as possible. They have so much experience and are extremely knowledgeable on what to expect in the field. If you're having a problem in class, address it with them. They want to see you succeed and will help as much as they can.

Even though you may get stressed at times or feel like your brain is fried from writing so many papers, just know that it is all worth it in the end. You will be enhancing the futures for so many people. You will make an impact in this world! You should be proud to be a social worker!

Good luck and enjoy the ride!

Haley Fitzwater, Class of 2015

* * * * *

Dear future social work major,

Congratulations on being accepted into this awesome, interesting and diverse field! If you are compassionate and empathetic towards others, you're in the right place. This program offers you a chance to learn the foundations of social work and put them into practice with a 500 hour internship. This may sound overwhelming right now, but all you have to do is take each semester at a time.

The professors and staff in this program are an accomplished and gifted group of people. I would recommend you get to know each of them, as well as your advisor, very well as they can provide valuable guidance to help make your college experience the best it can be!

To succeed in this program, you need to be organized. Do not procrastinate! Try to get your work done early. Many of the professors will let you turn in work for some feedback before you turn in the final paper or project... take advantage of this. Don't be intimidated by the thought of role plays or group work. By the time you do these things, you'll know some of your classmates well and it won't be as bad as it sounds. This is a challenging field so expect to push yourself because the professors will have high expectations for you. But it's such a rewarding career. Social workers change futures!!

Take advantage of everything college has to offer... social groups, honor societies, field trips and any other opportunity you come across. Be open to new ideas and come to truly know yourself... know where you come from and what personal biases you may have. You may think you know what population you want to work with or what setting you want to work in, but be open to looking into different areas, you may be surprised.

Best of luck to you in your college education and your future career!

Joanne Babcock, Class of 2014

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Student Handbook
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AN OVERVIEW OF THE SOCIAL WORK PROGRAM

PROGRAM MISSION

The mission of the Mansfield University Social Work Program is to prepare baccalaureate social workers in the betterment of society, guided by the knowledge, values and skills of the profession. Consistent with the mission of a small public university grounded in a liberal arts education, we are committed to promoting leadership development through character, scholarship, cultural awareness and service to humanity.

PROGRAM GOALS

The four Social Work Program goals derived from the mission statement are to:

- Educate future social workers who will lead the profession in service to their communities (local, regional and beyond).
- Provide an academically challenging curriculum that models the tenets, values and ethics that serve as the foundation for generalist social work practice.
- Promote social justice through critical inquiry.
- Provide field education that enhances the student's connection between theory and application, and increases awareness of diversity and research-informed practice.

COMPETENCIES

The program's curriculum is designed to prepare graduates for generalist practice through the mastery of competencies, those measurable practice behaviors that are comprised of knowledge, values and skills. The nine competencies insure that students will:

- Demonstrate ethical and professional behavior
- Engage difference and diversity in practice
- Advance human rights and social, economic and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with individuals, families, groups, organizations and communities
- Assess individuals, families, groups, organizations and communities
- Intervene with individuals, families, groups, organizations and communities
- Evaluate practice with individuals, families, groups, organizations and communities

PRACTICE BEHAVIORS

The program is designed to follow the precepts of competency-based education, an outcome performance approach. This approach is designed to integrate and apply competencies necessary for practice with individuals, families, groups, organizations and communities. Each competency or objective features specific practice behaviors that are used to operationalize the curriculum and assessment.

1. Demonstrate ethical and professional behavior.

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

- Use technology ethically and appropriately to facilitate practice outcomes; and
 - Use supervision and consultation to guide professional judgment and behavior.
2. **Engage difference and diversity in practice.**
 - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
 - Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
 - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
 3. **Advance human rights and social, economic and environmental justice.**
 - Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
 - Engage in practices that advance social, economic, and environmental justice.
 4. **Engage in practice-informed research and research-informed practice.**
 - Use practice experience and theory to inform scientific inquiry and research;
 - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
 - Use and translate research evidence to inform and improve practice, policy, and service delivery.
 5. **Engage in policy practice.**
 - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
 - Assess how social welfare and economic policies impact the delivery of and access to social services;
 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
 6. **Engage with individuals, families, groups, organizations and communities.**
 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
 - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
 7. **Assess individuals, families, groups, organizations and communities.**
 - Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
 - Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 8. Intervene with individuals, families, groups, organizations and communities.**
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
 - Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
 - Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
 - Facilitate effective transitions and endings that advance mutually agreed-on goals.
- 9. Evaluate practice with individuals, families, groups, organizations and communities.**
- Select and use appropriate methods for evaluation of outcomes;
 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
 - Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
 - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

GENERALIST PRACTICE

The definition of generalist practice, as defined by the Council on Social Work Education in EP 2.0, is:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

SUMMARY AND ASSESSMENT OF PROGRAM

There are two components of the Social Work Program: its explicit curriculum and its implicit curriculum. The explicit curriculum consists of courses that are designed to teach necessary skills for beginning-level Social Work practice. The implicit curriculum consists of those things that make up the informal learning environment, such as advising, faculty-student relationships, opportunities to organize and to provide input, and the ways in which students are socialized into the profession.

Assessment activities are undertaken to continuously improve both the explicit and the implicit curricula offered by the Social Work Program. These include but are not limited to the assessment of student learning outcomes within courses and across the curriculum. Assessment findings are shared with the Program's constituents and are available on the Program's website.

THE EXPLICIT CURRICULUM

The Social Work Program's curriculum is organized in a thoughtful, coherent manner that begins with basic knowledge courses, followed by professional foundation courses that are delivered through a variety of instructional techniques. Most degree-specific courses are found in the research and practice sequence. All three sequences are relevant to the mission, goals, and objectives of the Program and to the purposes, values, and ethics of the Social Work profession.

Orientation and Professional Foundation Sequences:

The student is oriented to the Program and to the profession of Social Work during the first semesters at Mansfield University. *SWK 2246 (Professional Identity and Pre-Practice Experience)* contributes to early knowledge in several ways. This course is designed to make a strong connection to practice, as the student is required to know and understand the ethical code of the profession and to complete a 30-hour shadow placement with a practicing BSW or MSW (Master's in Social Work). It is hoped that this early practice exposure will assist the student in making a career decision most appropriate to him or her. *SWK 2500 (Diversity in American Social Welfare)* provides students with an early understanding of the impact of diversity on Social Work practice. Two Sociology courses are required early in the curriculum (*SOC 1101 – Introduction to Sociology and SOC 1121 – Contemporary Social Problems*). These courses provide a theoretical context for understanding the impact of societal forces on systemic functioning.

SWK 1800 (Introduction to Social Work) provides a grounding in the history, knowledge and values of the profession. Understanding the impact of social policy on the profession and the clients it serves is the goal of *SWK 3330 (Social Policy)*. Two human behavior in the social environment courses (*SWK 3301 and 3302*) and a human biology course (*BSC 1104*) provide students with knowledge of behavioral functioning at all stages of the life cycle. Last, students select one SWK elective (*SWK 3320, 3322 - 3326*) that allows for in-depth exploration of a specific topic of interest.

Research and Practice Sequence:

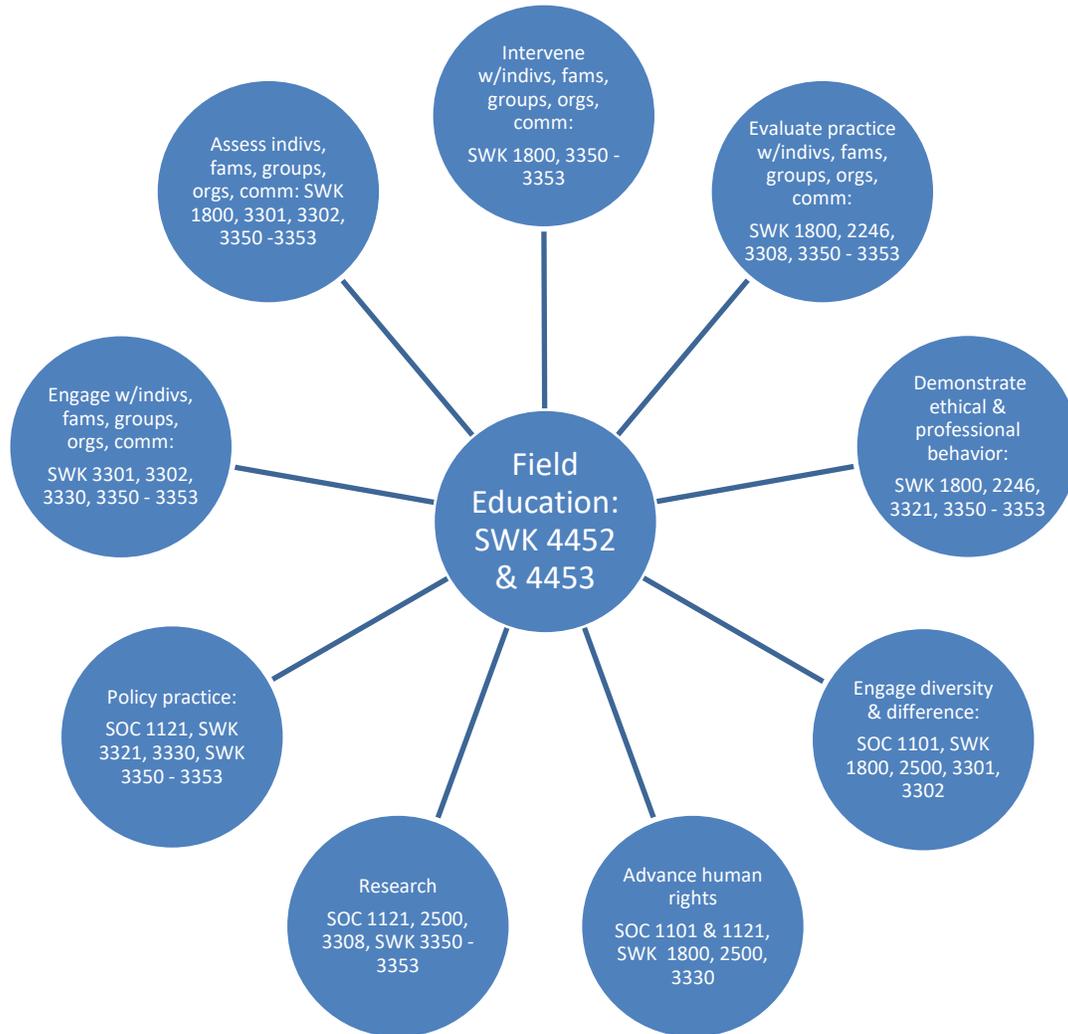
Research and its implications related to practice are studied in *SWK 3308 (Evaluation Research)*. This course provides a context for the evaluative function in social work practice. *SWK 3321 (Child Welfare)* highlights the important role social work plays in the safety of children, particularly given the existing legal requirements in the state of Pennsylvania. The four

practice courses require that students apply critical thinking skills with the understanding gained from earlier courses. These concepts are integrated into Social Work practice beginning with *SWK 3350 (Social Work Practice with Small Groups)* and continuing through *SWK 3351 (Social Work Practice with Communities and Organizations)*, *SWK 3352 (Social Work Practice with Families)* and *SWK 3353 (Social Work Practice with Individuals)*. It is a unique feature of the Program that four distinct practice courses are required, each focusing on specific practice interventions.

All practice experiences culminate in the Field Education experience in *SWK 4452 (Field Education)* and *SWK 4453 (Field Seminar)*. Knowledge from all content areas covered in the curriculum is demonstrated by the successful completion of *SWK 4452 (Field Education)* and *SWK 4453 (Field Seminar)*. Each student completes a capstone project and presentation that covers the content areas and addresses each program objective. The Field Education Director carefully selects field agencies and supervisors. A faculty liaison guides the educational process through coordination with the student and agency field instructor(s). Field Education is considered the signature pedagogy and a critical component of each student's Social Work education.

RELATIONSHIP OF COURSES TO PRIMARY CONTENT AREAS

While the nine EPAS 2015 competencies are infused throughout the curriculum, this diagram reflects courses that particularly emphasize each unique content area. Note that all courses cohesively contribute to and support the program's signature pedagogy, Field Education. It lies at the heart of the program.



SOCIAL WORK CURRICULUM

CURRICULUM PLAN

The Social Work Program's curriculum is based on the Program objectives and is established by the faculty in consultation with the Professional Advisory Committee, a committee of practicing social workers in the region. The following two pages outline the Program requirements and sequencing.

EVALUATION RECORD (effective SP 17)

COURSE	SH	G R A D E	D A T E
GENERAL EDUCATION (43 SH)			
FOUNDATIONS OF KNOWLEDGE – 12 SH			
First Year Seminar	3		
ENG 1112 Composition 1	3		
Upper Div. Writing Course	3		
COM 1101 or 1102	3		
APPROACHES TO KNOWLEDGE – 19 SH			
Humanities	3		
Humanities	3		
Natural Science BSC 1104 Human Biology	4		
Social Science SOC 1101 Intro to Sociology	3		
Social Science (not SOC prefix)	3		
Mathematics	3		
UNITY & DIVERSITY OF HUMANITY – 12 SH			
Global Perspectives Elective	3		
Global Perspectives Elective	3		
1. Ethics and Civic Responsibility			
SOC 1121 Cont Soc Problems	3		
<i>Choose from 1 of the 2 themes below</i>			
2. Sustainability			
3. Arts and Human Experience			

GEN ED REQUIREMENTS

- 1) 43 SH devoted to Gen Ed
- 2) BSC 1104, SOC 1101, and SOC 1121 only proscribed courses in gen ed for SWK
- 3) Humanities & Social Science courses must have different prefixes
- 4) 2 options for global perspectives:
 - a. 2 courses of same foreign language
 - b. 2 global culture courses w/different prefixes
- 5) 9 Gen Ed hours must be completed at 3000-4000 level

SOCIAL WORK MAJOR

B.S.W.

COURSE	SH	G R A D E	D A T E
DEGREE SPECIFIC (54 SH)			
ORIENTATION – 6 SH			
SWK 2246 Prof Identity & Pre-Pr	3		
SWK 2500 Diversity in Soc Welf	3		
PROFESSIONAL FOUNDATION – 18 SH			
SWK 1800 Intro to Social Work	3		
SWK 3301 HBSE I	3		
SWK 3302 HBSE II	3		
SWK 3321 Child Welfare	3		
SWK 3330 Social Policy	3		
Prof Elective (SWK 3320-3327)	3		
RESEARCH AND PRACTICE – 30 SH			
SWK 3308 Evaluation Research	3		
SWK 3350 Practice w/ Groups	3		
SWK 3351 Practice w/ Organiz	3		
SWK 3352 Practice w/ Families	3		
SWK 3353 Practice w/ Individuals	3		
SWK 4452 Field Education	12		
SWK 4453 Field Seminar	3		
FREE ELECTIVES (23 SH)			

B.S.W. SOCIAL WORK DEGREE STANDARDS

- 1) 120 SH required
- 2) 54 SH devoted to major
- 3) Candidacy approval
- 4) SWK 4452 & 4453 taken concurrently, after all degree requirements completed.

COURSE SEQUENCE PLAN

Bachelor of Social Work – 4 Year Course Plan A Suggested Sequence of Required Courses (2017-18 catalog)

FRESHMAN YEAR			
		<u>FALL</u>	<u>SPRING</u>
	3	SWK 1800 Introduction to SWK	3
	3	SOC 1101 Introduction to Sociology	
	3	FYS 1100 First Year Seminar	
	3	General Education Course	
	3	General Education Course	
Total	15		Total 15
SOPHOMORE YEAR			
		<u>FALL</u>	<u>SPRING</u>
	3	SWK 3321 Child Welfare	3
	3	SWK 3330 Social Policy	4
	3	General Education Course	3
	3	General Education Course	3
	3	Upper Division Gen Ed Course	3
Total	15		Total 16
JUNIOR YEAR			
		<u>FALL</u>	<u>SPRING</u>
	3	SWK 3300 HBSE I	3
	3	SWK 3302 HBSE II	3
	3	SWK Professional Elective	3
	3	Upper Div. Writing Course	3
	3	Free Elective	3
Total	15		Total 15
SENIOR YEAR			
		<u>FALL</u>	<u>SPRING</u>
	3	SWK 3352 Practice with Families	12
	3	SWK 3353 Practice with Individuals	3
	3	Free Elective	
	3	Free Elective	
	3	Free Elective	
Total	15		Total 15
Total Credits = 121*			

Notes:

- * This academic map is a suggested four-year schedule of courses based on degree requirements in the undergraduate catalog. This sample schedule serves as a general guideline to help build a full schedule each term. Milestones, courses, and special requirements necessary for timely progress to complete a major are designed to keep students on track.
- * You must have 45 completed credits and a minimum of 2.5 GPA to be accepted for candidacy, which is required prior to entering into SWK Practice courses (3350-3353).
- * A grade of "C+" or better in all Practice courses (3350-3353) is required to progress into Field Education (SWK 4452).
- * SWK 4453 must be taken concurrently with SWK 4452.
- * Professional Elective Requirements: You must choose one from 3320, 3322, 3323, 3324, 3325, 3326, 3327.
- * This academic plan accounts for one extra credit. If preferred, one 2 credit free elective or two 1 credit free electives may be taken in place of one of the above listed 3 credit free electives.

FIELD EDUCATION

Field Education in Social Work refers to agency-based learning experiences, which involve client-centered practice with individuals, families, groups, and community client systems. The Social Work Program's Field Education requires a 500-hour supervised field experience during the final semester of the Social Work curriculum. Students should be aware that hours spent in the accompanying Seminar course, as well as any hours spent completing internship-related paperwork/projects (i.e. learning plans, logs, capstone paper, etc.) outside of the field site do not count towards the 500 hours. All hour accruals must occur onsite or otherwise be approved by the Site Supervisor and the Mansfield Faculty Liaison. Field Education reinforces the student's identification with the purposes, values, and ethics of the profession, fosters the integration of empirical and practice-based knowledge, and promotes the development of professional competence at the generalist level of practice. It is designed to give the student the opportunity to apply his or her knowledge base and skills under supervision. In all Field Education experiences, the student is expected to abide by the National Association of Social Workers *Code of Ethics* and work within the participating agency's mission and practice protocols. It is important to note that students may not intern at sites that do not have signed, current Affiliation Agreements with Mansfield University. Students should check with the Director of Field Education to verify the status of a particular agency.

Additional details regarding the Field Education experience can be obtained from the *Field Education Manual*, available at the Campus Bookstore or online at the Social Work program's website.

CHECKLIST FOR ARRANGING FIELD EDUCATION

FAILURE TO MEET TIMELINES WILL RESULT IN AN INABILITY TO COMPLETE FIELD

Step	Due Date	Activity
#1	By the end of the junior year	<p>The student will obtain 2 copies of the <i>Field Education Manual</i> (from the campus bookstore or downloaded from the Program website).</p> <p>The student will begin exploration of possible Field Education sites. A review of possible sites may occur by accessing the <i>Field Education Resource Guide</i> available from the Field Education Director.</p>
#2	<p>Field application is due to the Field Education Director</p> <p>Third Thursday of the semester</p>	<p>The student will schedule an appointment with the Field Education Director to discuss eligibility, goals, and possible sites of interest. When attending this appointment, bring:</p> <ol style="list-style-type: none"> 1) a draft of your resume, and 2) the completed Field Education Application (Appendix E) 3) if seeking placement over 100 mile radius from campus, include letter of request to do so
#3	<p>Faculty Evaluation Committee reviews Field Education Applications</p> <p>No later than two weeks from above deadline</p>	<p>The Faculty Evaluation Committee reviews the application for approval. The Field Education Director sends a letter of acceptance for Field Education to the student (via email).</p>

#4	<p>Meet with Field Education Director</p> <p>Once you receive the "letter of acceptance" sign up for individual meeting with Field Education Director</p>	<p>During this meeting, the Field Education Director together with the student identifies 2 or more agencies to contact as possible Field Education sites.</p> <p>The student completes the "Agency Selection Form" (Appendix B), and leaves a copy with the Field Education Director. The student is NOT to contact any agency not on this preapproved list.</p>
#5	<p>Student contacts agencies to schedule and complete interviews</p>	<p>The student contacts agencies identified in Step #4 to schedule an interview, using the Telephone Contact Guide for Student Use (Appendix C).</p> <p>The student attends the scheduled interviews, using the Agency Interview Guide for Student (Appendix D) as a guide. To each interview, the student will take a:</p> <ol style="list-style-type: none"> 1) Current resume 2) Agency Response Form (Appendix E) 3) <i>Field Education Manual</i> for review with the agency field instructor (give 1 copy to the agency instructor ONLY when a final decision has been made). Inform the agency interviewer that at least 2 agencies are being considered and a collaborative decision will be made with the Field Education Director as soon as possible.
#6	<p>Agency Response Forms given to Field Education Director and site finalized</p> <p>Oct. 15th (Spring) March 15th (Summer)</p>	<p>The student will complete at least 2 interviews, and will return the 2 SIGNED Agency Response Forms (Appendix E) to the Field Education Director.</p> <p>The student will discuss the interviews with the Field Education Director and collaboratively, the two will finalize the choice of sites.</p>
#7	<p>Write a professional letter of confirmation thanking both agencies</p>	<p>The student will write a formal "thank you" letter to both agencies informing them of the decision. Timely follow through will leave a good impression and may assist a future student who may be interested in that site. The student will give the Field Education Director a copy of the formal thank-you letters.</p>
#8	<p>Give the Field Education Director the Field Education Agreement signed by appropriate agency personnel.</p>	<p>The student will schedule a second interview with the selected agency to finalize the Field Education Agreement, which must be signed by the agency field instructor and agency administrator (Appendix F). Give the completed signed contract to the Field Education Director.</p>
#9	<p>Internship Form finalized and given to the Field Education Director</p>	<p>The student will obtain the appropriate signatures for the MU Internship Form obtained from the Registrar's Office (see Appendix G). The completed form will be returned to the Field Education Director to provide registration for SWK 4452 (Field Education).</p> <p>The student will register separately for SWK 4453 (Field Seminar) via the usual web advisor process during the regular registration period.</p>

GENERAL EDUCATION DISTRIBUTION REQUIREMENTS

In addition to Social Work Program requirements, the student must complete General Education requirements. To graduate, the student must complete a combined total of 120 semester hours. The 120 semester hours consist of Social Work Program requirements, general education requirements, any minor(s) that has been selected, and free electives.

General Education Outline (total semester hours: 42 – 44)

- A. Foundations of Knowledge (12 credits)
 - First Year Seminar (3)
 - Written Communication (6)
 - Oral Communication (3)
- B. Approaches to Knowledge (18-20 credits)
 - Humanities (6) (*Courses must have a different prefix*)
 - Natural and Physical Sciences (3-4) (*Must have a laboratory component*)
 - Social and Behavioral Sciences (6) (*Courses must have a different prefix*)
 - Mathematics (3-4)
- C. Unity and Diversity of Humanity (12 credits)
 - Global Perspectives (6)
 - o *Option 1: Language other than English (6) (Must be two consecutive courses of the same language)*
 - o *Option 2: Western and Non-Western Global Cultures (6) (Courses must have a different prefix)*
 - Themes (6 from at least two strands)
 1. Ethics and Civic Responsibility (3)
 2. Environmental, Economic, Social, and Personal Sustainability (1-3)
 3. Arts & the Human Experience (1-3)
- D. Capstone Project (taken within the major)

General Education courses are not simply to be started and completed in the first few semesters of a student's university career: general education should be wound throughout a student's time at Mansfield. This is why a minimum of nine credit hours in General Education must be completed at the 3000-4000 level. At Mansfield University, the First Year Seminar marks the beginning of a student's general education experience, and the Senior Capstone Project marks the completion of the experience.

The General Education Curriculum is designed to give a student breadth in content and ample opportunities to develop fundamental skills. This is why a particular course can appear only once in the General Education Program and, with few exceptions, the same prefix may not be used more than twice to fulfill general education requirements.

Students need to take courses in at least two of the three themes Ethics & Civil Responsibility, Environmental, Economic, Social, and Personal Sustainability, and Arts & the Human Experience.

General Education seeks to foster an inquiring mind, the ability to communicate effectively, the use of varied means of seeking truth and acquiring knowledge, a sense of global connectedness, the ability to evaluate multiple perspectives, the use of ethical reasoning, the exercise of civic responsibility, and the lifelong pursuit of personal growth.

ACADEMIC MINORS

While a minor is not required, the student is encouraged to select elective courses or minor areas of study that meet his or her special interests. Content in areas that offer specialized knowledge and skills may enhance the student's employability. Minor courses of study are a unique feature offered by the university and each student is encouraged to take advantage of the opportunity.

Examples of minors that may support a Social Work student's career interests are:

African-American Studies	A Foreign Language	Political Science
Business Administration	History	Professional Writing
Child Welfare	International Studies	Psychology
Computer Science	Leadership Studies	Sociology
Criminal Justice		Women's Studies

Requirements for academic minors are found in the *Undergraduate Catalog*. Each student should review options regarding minors with his or her academic advisor.

THE IMPLICIT CURRICULUM

The implicit curriculum consists of those items that make up the informal learning environment, such as advising, faculty-student relationships, opportunities to organize and to provide input, and the ways in which students are socialized into the profession. It also includes program rules, regulations and supportive information to help the student be successful.

NON-DISCRIMINATION STATEMENT

It is the policy of Mansfield University to assure a working, educational, and residential environment free of unlawful discrimination because of race, color, religion, disability, ancestry, national origin, age, or sex (including sexual harassment). The entire policy is available in the Office of Multi-Cultural Affairs in 106 Alumni Hall. <http://esd.mansfield.edu/forms-and-policies/undergraduate-academic-policies/harassment-and-non-discrimination-policy.cfm>

The Social Work Program follows all Mansfield University policies regarding harassment & non-discrimination.

GRIEVANCES AND APPEALS

The student has the ability to grieve or appeal complaints related to academic standards. Procedures for due process and appeals can be found at <http://esd.mansfield.edu/forms-and-policies/undergraduate-academic-policies/due-process-appealing-a-grade.cfm>

The student may appeal any academic standard decision, such as grade assignment or changing of course requirements during the semester.

PLAGIARISM AND ACADEMIC INTEGRITY

Each student is expected to complete his or her own academic work. Dishonesty in any of its forms, including cheating, academic misconduct, fabrication and plagiarism, is unacceptable. Plagiarism includes copying other's work without crediting the source, submitting the work of another under one's own name, or using ideas from classes or readings in papers or presentations without referencing the source of the ideas. Any ideas, even when paraphrased, must be credited by citing the source. Faculty members are responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost.

If a faculty member suspects that a student has engaged in some form of academic dishonesty, an Academic Dishonesty Form is completed and shared with the student. The student signs the form and indicates whether he/she is guilty or not guilty of the charge. The student has three options: to indicate academic dishonesty and accept the sanctions as determined by the faculty member; to indicate academic dishonesty for an especially serious violation and face possible suspension or academic dismissal through the Administrative Hearing Board; or to indicate innocence of the charge or to indicate that the sanction by the faculty member is too severe. In this last situation, the Hearing Board will review the case. Both the student and the faculty member will be invited to the meeting, and both will be able to present evidence.

STATEMENT OF DIVERSITY

Graduates of Mansfield University are expected to participate in a world that has been enriched by knowledge and insights that require diverse peoples to live and work together. An academic community that values diversity by words and actions provides the best environment in which the student can learn the social skills necessary to participate in today's multi-cultural environment.

The Mansfield University Council of Trustees reaffirms the purposes of the founders of M. U. to "strive to make education universal; that the rich and the poor, the child of those who have power and place, and those who tread the lowly paths of life, shall receive alike the blessings of education... and invite equally and alike, without distinction of sex, or color, or race, or creed, or party, the children of all who may desire to participate of the opportunities here offered. That is the highest purpose for which Mansfield may be praised" (Simon B. Elliot, 1912).

STUDENT RIGHTS AND RESPONSIBILITIES

Each Social Work student is subject to the student rights and responsibilities outlined in the *Mountie Manual* and in the *Social Work Program Student Handbook*. It is the student's responsibility to know the policies and procedures currently in place.

The student has a right to organize for the purpose of advocating in his or her own interests. The Social Work Program encourages each student to become involved in the policies and programs that influence academic life. Active membership in the Social Work Club allows the student to be involved and to contribute to the operation and organization of the Program. Usually, the Social Work Club Officers serve this advocacy role; however, individual students can also advocate for changes in the Social Work Program policies and programs.

STUDENT RECORDS

Mansfield University collects and maintains data and information about each student for designated periods of time and for the express purpose of facilitating educational development. The university recognizes the privacy rights of individuals, as guaranteed by the Family Rights and Privacy Act of 1974 and the Pennsylvania Right-to-Know Law of 1957, yet attempts to balance those rights with the institution's need for information relevant to the fulfillment of its educational missions. As such, the university has an approved policy on the confidentiality of student records which outlines all procedures that apply to the collection, maintenance and release of such records. A copy of this policy may be obtained at the Registrar's Office, South Hall <http://esd.mansfield.edu/forms-and-policies/undergraduate-academic-policies/ferpa.cfm> Student records, including information about academic progress in the program, will not be released without express written permission. Academic records housed within the Social Work Program are available for inspection and review by the student, except for materials where the student has specifically signed away right of access to those materials.

ACADEMIC ADVISING

Upon declaring Social Work as a major, each student is assigned an academic advisor from among faculty members associated with the Program. The student must consult with the assigned academic advisor prior to registering for the following semester's courses. Additional consultations with an advisor are encouraged as needed, to discuss areas of interest, to explore student strengths and challenges, and to plan for internship options and career choices. The student may request an alternate academic advisor assignment at any time. While academic advising is an invaluable tool, it is ultimately the student's responsibility to track progress in meeting graduation requirements.

In addition to discussing academic advising, the student is encouraged to discuss future plans with his or her advisor. Field Education sites, future employment plans and graduate study possibilities are all appropriate topics for exploration. Additionally, there may be special issues, such as the existence of a criminal record, which may limit a student's Field Education and employment sites. It is important for the student to acknowledge any potential problems and discuss these issues with his or her academic advisor or the Program Director.

IS SOCIAL WORK THE RIGHT CHOICE?

Social Work is a challenging and exciting career if one is motivated to help others and if one is mature and emotionally stable. Social workers frequently encounter people who are severely disturbed, psychotic, or suicidal. To provide objective assistance in these circumstances, social workers must possess good judgment, a capacity for rapid decision making and a high degree of emotional stability. The profession of Social Work is demanding and often typified by tension, frustration and anxiety. Nonetheless, the rewards for helping others are great, especially for those with personal strength and humanistic values.

It sometimes becomes necessary to advise a student to reconsider his or her preferences for the Social Work profession and subsequently to change majors, or to dismiss a student from the Program. This decision, while difficult to make, best serves the individual student, the integrity of the Social Work Program, and the profession.

TRANSFER STUDENTS

The transfer student frequently has special needs for academic advising, which require adjustments to his or her course schedule sequencing. Along with all students in *SWK 2246*, each transfer student will complete a proposed educational plan, which must be approved by the course instructor. The transfer student should consult closely with his or her academic advisor at the time of registration to insure proper course sequencing. Additional consultations with an advisor are encouraged as needed.

CREDIT FOR PREVIOUS EXPERIENCE

No student admitted to the Program may receive credit toward the BSW degree for life experience or previous work experience. Internship credits received in associate degree programs will not be applied towards the BSW Field Education requirements.

SOCIAL WORK PROGRAM ADMISSION AND RETENTION STANDARDS

The process by which the student will advance in the Social Work Program is as follows:

1. The student declares Social Work as his or her major and makes plans to complete the orientation sequence courses (*SWK 2246* and *SWK 2500*), and the professional foundation sequence courses (*SWK 1800*, *SWK 3321*, *SWK 3301*, *SWK 3302*, *SWK 3330* and one professional elective from *SWK 3320*, *3322* –*3326*).
2. Prior to enrolling in the first practice class (*SWK 3350*, *3351*, *3352*, *3353*), the student applies for candidacy into the Social Work program (Appendix D). The complete application will be reviewed by the Faculty Evaluation Committee. The candidacy application must be approved by the Faculty Evaluation Committee before the student enrolls in any practice course. The student will be evaluated on the basis of:
 - the submission of an application and a WebAdvisor Program Evaluation;
 - record of grade achievement (a minimum cumulative GPA of 2.50);
 - evidence of professional commitment and participation (e.g., sustained activity in the Social Work Club, participation in other professional, community, and/or campus-based organizations which demonstrate interest in the profession through volunteer agency experiences and other experience; and participation in prior courses); and
 - evidence of acceptance of and commitment to the National Association of Social Workers *Code of Ethics*.

These four components, each worth 10 points, will be reviewed and rated by the Faculty Evaluation Committee. A minimum score of 30/40 is required for acceptance.

3. The student will apply for Field Education (Appendix E). The completed application is reviewed and must be approved by the Faculty Evaluation Committee. The application packet is completed at the beginning of the semester prior to entering Field Education. The applicant is evaluated on:
 - the application form, resume and a WebAdvisor Program Evaluation;
 - record of grade achievement in practice courses (a minimum grade of C+ in each practice course);
 - evidence of continued professional commitment and participation; and
 - evidence of continued commitment to the National Association of Social Workers *Code of Ethics*.

These four components, each worth 10 points, will be reviewed and rated by the Faculty Evaluation Committee. A minimum score of 30/40 is required for acceptance.

FAILURE TO ADVANCE IN THE SOCIAL WORK PROGRAM

A student may be dismissed from the Social Work Program based on determination by the Faculty Evaluation Committee for reasons such as:

- failure to adhere to professional behavior or actions consistent with the National Association of Social Workers *Code of Ethics*;
- failure in Field Education; or
- failure to meet Social Work Program admission and retention standards.

A student may appeal any advancement decision by petitioning the Office of the Provost.

Procedures for Dismissal from the Social Work Program for Non-academic Reasons

Students are required to make appropriate academic progress, which is discussed in the Mansfield University Social Work Student Handbook. Of particular relevance to the field

internship is the policy related to the code of ethics and student conduct (below).

Conduct which violates the social work profession's current code of ethics (the NASW Code of Ethics):

This conduct which may include, but is not limited to:

- Academic misconduct like plagiarism, cheating; this policy is spelled out in the Academic Integrity Policy in the university catalog;
- Stealing;
- Professional misrepresentation of one's own conduct, of client data, or of one's professional qualifications-education-experience-affiliation;
- Engaging in social work practice (real or simulated, in a course or in an internship) while impaired (For example, under the influence of drugs, alcohol, or other chemicals; see the "Student Assistance Policy" for further clarifications);
- Breaching professional confidentiality;
- Sexual harassment of clients, other students, colleagues or supervisors;
- Engaging in consensual relationship where conflict of interest or abuse of power differential is present;
- Exploiting professional relationships for personal gain;
- Engaging in any form of discrimination on the basis of race, ethnicity, family structure, marital status, sex, color, gender, political orientation, sexual orientation, class, age, religion, national origin, and disability;
- Conviction in relation to criminal activity while enrolled as a student at Mansfield University;
- Prior arrest or conviction that negatively impacts the federal and state background clearances for field placements.

This dismissal policy is meant to be used in conjunction with the *Social Work Program Admission and Retention Standards* and the *Student Assistance Policy* which were established by the Social Work Program Faculty Committee. It by no means excludes or over-rules any student behavior and codes established by Mansfield University and discussed in the *University Catalog* and *Student Code of Conduct*. Students may appeal dismissal policy actions taken using the grievance procedures outlined in these university documents.

STUDENT ASSISTANCE POLICY

Policy Statement:

The Mansfield University Social Work Program wishes to adopt a stance that is supportive of its students as future professional practitioners. As future social workers it is crucial that one develop a balance between meeting professional responsibilities and good self-care. When personal problems, like illness, family crises, death, alcohol abuse, and other mental health issues, are seen as impeding that student's performance, the Mansfield University Social Work faculty will take a pro-active and supportive stance in assisting the student toward a more balanced program of self-care.

This policy is directly concerned with the National Association of Social Work Code of Ethics Standards 4.05 (a) and 4.05 (b) (below).

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.

Procedures:

With different presenting issues, different procedural steps may be followed. The social work faculty may choose to respond with the following options:

1. Make a referral to an on- or off-campus counselor.
2. Make a call to Enrolment Services to assist the student in making arrangements regarding course work, if the issue requires the student to absent him or herself from campus for a period of time.
3. Encourage individual students to collaborate with faculty to develop an action plan to address incompletes, make up work, extend due dates, or other academic issues.
4. When a student attends class, an advisement appointment, or a shadowing or field internship visibly impaired (see below), the instructor will ask the student to seek out self-care options. The student will be asked to leave the academic site and to schedule a time, prior to returning to the academic site, when he/she may meet with program faculty to address and follow-up concerns.

Visible impairment can be considered as, but not limited to:

- Being under the influence of alcohol or other chemicals (slurred speech, motor impairment, stumbling, odor of alcohol or other drugs);
 - Extreme aggressiveness (such as yelling, swearing, hitting, or other forms of verbal and physical aggressiveness) towards classmates, faculty, or other campus members and/or community members participating in an academic experience (such as the shadowing or field internship sites).
 - Extreme emotionality in the classroom, internship, or other academic settings (such as crying in class or extreme anger resulting in aggression).
 - Inability to deal with workload requirements in coursework or internship (such as regular absence from class, submitting assignments late or not at all on a regular basis, or low-performing grades).
5. If faculty has reason to believe that a student may be a danger to him or herself and/or to others students, the student will be referred for crisis intervention.

In cases where visible impairment is evident, but there are not related chemical health impairments, the student will be asked to meet with their advisor and the Social Work Program Director to determine appropriate steps to address the behaviors.

On occasion, a student openly acknowledges

- A currently active mental health or chemical health impairment to an instructor or advisor **OR**
- A recent (within the past year) relapse relating to a mental health or chemical health impairment to an instructor or advisor.

In some cases, the Social Work Program Faculty may need to determine the appropriate length of time for a student to delay entrance into the field internship, but that time period will be no less than one semester after the behaviors occurred. In this case, the student will be notified in writing that s/he must follow up a self-care plan and document a period of stability as determined by the Social Work Program Faculty.

Specifically in situations involving chemical use, the student must document a period of stability and/or sobriety in relation to the issue of concern before s/he will be allowed to proceed into a field placement internship. If the student is currently in a field placement, that placement will be terminated. A second placement will be arranged only after the student has a pre-determined period of stability.

All information relating to any student's impairment will be treated confidentially by the student faculty/advisors but can be shared within the Social Work Program Faculty.

CHANGE OF CONTACT INFORMATION

The student is responsible to inform both the Office of the Registrar and the Social Work Program of a change in name, address, telephone number or e-mail address. Current contact information is important for efficient communication between the Program and student. Changes of contact information may be directed to the Program Secretary or Program Director.

APPLICATION FOR GRADUATION

The student will complete an "Application for Graduation" form, available from the Registrar's Office website, at the beginning of his or her second to last semester. The form is sent to the Registrar's Office, where a graduation audit will be performed. A letter informing of remaining graduation requirements will be sent to the student. The student should contact the appropriate academic advisor if this letter indicates any deficiencies in meeting graduation requirements.

OPPORTUNITIES IN SOCIAL WORK

SOCIAL WORK CLUB

The Social Work Club is a student organization that meets guidelines set forth by the Office of Student Affairs. The Club meets frequently during each semester and plans activities that enhance Social Work education and promote positive relationships among students, faculty, and the community. Various social activities and events are sponsored throughout the year, including a fruit basket sale for Club fundraising. It allows the club to finance other activities such as donating to the homeless, visiting senior centers, providing Christmas gifts for families, and funding the Senior Celebration event for graduates. Additionally, the Club sponsors a team to walk in the American Cancer Society's Relay for Life annual fundraiser. Members and faculty routinely attend the NASW-PA Legislative Advocacy Day supported by the Student Government Association and the Social Work Club funds. The organization's President, Vice-President, Secretary and Treasurer are elected by Social Work Club membership. The President is responsible for bringing students' concerns to the Program Director, Department Chair and/or meetings of the Program's Professional Advisory Committee. Each Social Work major is encouraged to be active in the Club. Notices of meetings are electronically posted.

PHI ALPHA HONOR SOCIETY

A chapter of the Phi Alpha Honor Society is active at the university. The organization, established at Mansfield University in 1998, seeks to foster higher standards of academic excellence for Social Work and is to honor those who have attained excellence in the major. To be eligible, the Social Work major must have achieved at least sophomore status (31 credits), completed eight semester hours of required Social Work courses, achieved an overall GPA (Grade Point Average) of 3.0, and attained a GPA of 3.25 in required Social Work courses.

VOLUNTEER AND SHADOWING EXPERIENCES

A core value of the Social Work profession is service. Students are encouraged to volunteer through campus clubs and organizations. Specific information on these opportunities can be found at the Office Community and Volunteer Services (<http://www.mansfield.edu/community-service2/>). Each student is encouraged to actively participate in campus programs that will enhance their experience. For example, writing for the campus newspaper or serving as a Resident Advisor assists the student in developing social skills useful in future Social Work employment settings.

The course SWK 2246 Professional Identity requires the completion of a 30-hour shadow observation in a social work setting. This exposure to a professional Social Worker enables students to observe interactions in an actual agency setting and examine how Social Work knowledge, values and skills are employed in that setting. For a listing of possible shadowing sites, see Appendix F.

CWEB PROGRAM

An excellent opportunity for the student wishing to work with children and families is available through the CWEB (Child Welfare Education for Baccalaureates) program. CWEB was designed to address the lack of qualified social workers in Pennsylvania by financially assisting undergraduate students in order to provide them with the proper training and credentials.

CWEB provides an opportunity for those interested in child welfare to essentially get the last two semesters of college paid. Child welfare includes working with child protective services, adoption, foster care, family preservation and family support services.

The program has two options:

- 500 hour child welfare experience, completed during *SWK 4452*; or
- 975 hour child welfare experience, beginning in the summer following the junior year and completed during *SWK 4452*.

Benefits to the student currently entering the CWEB program include:

- Tuition for two senior year semesters;
- A monthly living stipend of \$600 per month for eight months;
- \$100 book allowance for your *SWK 3321 (Child Welfare)* course;
- A job guarantee after graduation working in child welfare in Pennsylvania;
- A significant bonus (\$2200) if 975 hours are completed prior to graduation; and
- Exemption from taking the Civil Service exam, if 975 hours are completed.

In return, the student must:

- Complete and follow through with the application form and required clearances;
- Have earned 75 credits before beginning his or her CWEB experience;
- Successfully complete *SWK 3321 (Child Welfare)*; and
- Sign a contract agreeing to work in a Pennsylvania child welfare setting for at least one year after graduation.

Interested students should contact Dr. Tiffany Welch, CWEB Coordinator (570-662-4494 or twelch@mansfield.edu) for further information and application materials. Please note: the application and clearance process can take up to ten weeks so planning ahead is important.

SOCIAL WORK AS A CAREER

A BSW program graduate begins his or her career in a variety of public and private social service agencies such as child welfare, mental health programs, drug and alcohol programs, programs for the aging, hospitals, nursing homes, jails/prisons, neighborhood centers, and day care centers.

Many enter graduate Schools of Social Work where they may apply for advanced standing based on the accredited status of this program. Advanced standing allows the student to complete an MSW in one calendar year rather than two, if attending classes full-time. Some students enroll directly in graduate school from Mansfield University while others work a year or two before entering graduate school. Most graduates believe that formal and informal continuing education and learning opportunities are necessary for career advancement in the Social Work profession.

Additionally, accreditation by the Council on Social Work Education provides access to licensing examinations in those states that regulate Social Work practice at the baccalaureate level.

BSW WORK SETTINGS

Social Workers provide services in a wide variety of settings. Examples of settings that employ BSW graduates are:

Children and Youth

This includes an array of service delivery systems serving children and adolescents. Practice setting examples range from pregnancy counseling centers, foster care and adoptions agencies, agencies investigating neglect and abuse, residential service settings such as group homes, school-based social work, agencies who provide services to children and adolescents with mental health needs, and programs for youthful offenders.

Gerontology

This includes service delivery to elderly people in a variety of settings. Examples of settings include adult day care centers, public social services, at-home support services, and skilled care nursing homes.

Health Care

This focuses on people of all ages and diagnoses involved in health care settings. Examples of such settings include medical care in hospitals, services provided in hospice settings, and home-based health care settings.

Developmental Disabilities

This includes a wide variety of service options for people with developmental disabilities. Practice settings typically include independent living arrangements, group homes, and day treatment centers.

Mental Health/Mental Illness

This encompasses services provided to people with mental illnesses and mental health issues. Practice settings include in-patient, out-patient, community-based, long-term residential, psychosocial day programs, partial hospitalization, and transitional living centers.

Poverty

This deals with issues related to poverty and economic disenfranchisement as manifested in unemployment, homelessness, malnourishment, starvation, and illiteracy. Practice settings range from public welfare offices to a network of public and private charitable organizations.

Substance Abuse/Alcoholism

This covers issues related to abuse and addiction. Practice settings include detoxification centers, in-patient, out-patient treatment programs, and community-based programs.

Additional Possibilities

Other possible areas of practice not mentioned in the categories above:

Domestic Violence	Disaster Relief	Crisis Intervention
Eating Disorders	HIV/AIDS Programs	Family Counseling
Victims' Assistance	Pregnancy Prevention	Social Work in Prisons
Employee Assistance Programs	Credit Counseling	Veterans Services

A Resource Guide with information on approved Field Education sites is available for the student's use in the Field Education Director's office. It is possible to complete Field Education at an agency that does not appear in the Resource Guide. The appropriateness of the agency will be assessed relative to the Social Work Program objectives, completion of the Field Education training, and the availability of a suitable agency field instructor.

WHERE THE JOBS ARE

According to the federally-released 2012-13 *Occupational Outlook Handbook*, social workers held over 600,000 jobs in 2012. About 54 percent of those jobs were in health care and social assistance agencies. Approximately 31 percent were employed in government agencies. Most social workers are employed in cities or suburbs, although some work in rural areas. The following tabulation shows employment projections data for social workers, 2012-22:

Occupational Title	Employment, 2012	Projected Employment, 2022
Child, family, and school social workers	285,700	328,800
Health care social workers	146,200	185,500
Mental health and substance abuse social workers	114,200	140,200

Competition for social work jobs is higher in cities, where demand for services often is greater and training programs for social workers are prevalent. However, opportunities are expected to be good in rural areas, which often find it difficult to attract and retain qualified staff. Job prospects are expected to be favorable for those social workers who specialize in aging or work in rural settings.

Employment of social workers is expected to grow faster than the average for all occupations through 2020. The rapidly growing elderly population and the aging baby boom generation will create greater demand for health and social services, resulting in particularly rapid job growth among gerontology social workers. Employment of social workers in private social service agencies is also expected to increase.

Employment of child, family and school social workers is expected to grow by about 15 percent. Mental health and substance abuse social worker is projected to grow 23 percent over the ten year period from 2012 – 2022, which is much faster than average. In particular, it is projected that social workers specializing in substance abuse will experience strong demand. Growth of medical and public health social workers will increase even faster, according to projections. About 27 percent job growth is expected in these areas, expected due to the rise in the aging population.

For additional information on these projections, including salary projections, see <http://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

WEB RESOURCES for SOCIAL WORK

History

<http://www.naswdc.org/pressroom/features/general/history.asp>

History of Social Work website; read about the foundation of the profession

Jobs

<http://www.scsc.state.pa.us>

State of Pennsylvania Civil Service jobs: find out about current job availability in PA

<http://www.socialworker.com/jobs.htm>

New Social Worker job site: employment opportunities across the country

<http://www.bls.gov/ooh/community-and-social-service/social-workers.htm> Occupational Outlook website: the outlook for Social Work jobs in the future

<http://www.abacon.com/socwk/quiz/>

Social Work Job Quiz website: test knowledge about social work job interviewing by taking the short quiz.

Licensing

<http://www.aswb.org/> (Look at “free resources” on the right side of the page)

Social Work licensing website: explore licensing requirements of individual states

www.dos.state.pa.us/social

PA licensing Q&A website: explore the ins and outs of PA state licensure

<http://www.op.nysed.gov/prof/sw/>

New York state licensing information

Practice settings

<http://ifp.nyu.edu/>

Social Work links: explore categories of interest in social work

Assistance with writing, including grammar issues

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Basics of APA style

<https://owl.english.purdue.edu/owl/resource/560/14/>

Online APA Writing Lab

<http://owl.english.purdue.edu/owl/>

Basic writing help

CSWE EDUCATIONAL POLICY & ACCREDITATION STANDARDS

For Baccalaureate Degree Programs in Social Work Education
(revised 2015)

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

PROGRAM MISSION and GOALS

Educational Policy 1.0 – Program Missions and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0 - - Program Mission and Goals

1.0.1 *The program submits its mission statement and explains how it is consistent with the profession's purpose and values.*

1.0.2 *The program explains how its mission is consistent with the institutional mission and the program's context across all program options.*

1.0.3 *The program identifies its goals and demonstrates how they are derived from the program's mission.*

EXPLICIT CURRICULUM

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0 – Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners, use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0 - - Generalist Practice

B2.0.1 *The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.*

B2.0.2 *The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.*

B2.0.3. *The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.*

Educational Policy 2.2 – Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline – to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2 - - Field Education

2.2.1 *The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.*

B2.2.2 *The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.*

2.2.4 *The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.*

- 2.2.5** *The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.*
- 2.2.6** *The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.*
- 2.2.7** *The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.*
- 2.2.8** *The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.*
- B2.2.9** *The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*
- 2.2.10** *The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*
- 2.2.11** *The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

IMPLICIT CURRICULUM

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements; the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is an important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0 – Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting, selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0 - - Diversity

- 3.0.1** *The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.*
- 3.0.2** *The program explains how these efforts provide a supportive and inclusive learning environment.*
- 3.0.3** *The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.*

Educational Policy 3.1 – Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for the students' professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1 - - Student Development: Admissions, Advisement, Retention, and Termination; and Student Participation

Admissions

B3.1.1 *The program identifies the criteria it uses for admission in the social work program.*

3.1.2 *The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

3.1.4 *The program describes its policies and procedures concerning the transfer of credits.*

3.1.5 *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

Advisement, retention, and termination

3.1.6 *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

3.1.7 *The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.*

3.1.8 *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.*

Student participation

3.1.9 *The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.*

3.1.10 *The program describes how it provides opportunities and encourages students to organize in their interests.*

Educational Policy 3.2 – Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ration, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service – as well as their interactions with one another, administration, students, and community – the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2 - - Faculty

3.2.1 *The program identifies each full and part time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.*

3.2.2 *The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.*

3.2.3 *The program documents a full-time equivalent faculty-to-student ratio not greater than 1-25 for baccalaureate programs and not greater than 1-12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options, class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.*

B3.2.4 *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is*

to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners, and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3 – Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3 - - Administrative Structure

3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Education Policy and Accreditation Standards and the institution's policies.

3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

B3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

3.3.5 The program identifies the field education director.

3.3.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4 – Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the

necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4 – Resources

3.4.1 *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.*

3.4.2 *The program describes how it uses resources to address challenges and continuously improve the program.*

3.4.3 *The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.*

3.4.4 *The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.*

3.4.5 *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*

3.4.6 *The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.*

ASSESSMENT

Educational Policy 4.0 – Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0 - - Assessment

4.0.1 *The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:*

** A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.*

** At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.*

** An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP4.o.*

** Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.*

** An explanation of how the program determines the percentage of students achieving the benchmark.*

** Copies of all assessment measures used to assess all identified competencies.*

4.0.2 *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*

4.0.3 *The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) it's findings.*

4.0.4 *The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.*

4.0.5 *For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment of outcomes.*

National Association of Social Workers Code of Ethics

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

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

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

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social

workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships

with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Learning Style Quiz

Read each statement and select the appropriate number response as it applies to you.

Often (3) Sometimes (2) Seldom/Never (1)

Visual Modality

- _____ I remember information better if I write it down.
- _____ Looking at the person helps keep me focused.
- _____ I need a quiet place to get my work done.
- _____ When I take a test, I can see the textbook page in my head.
- _____ I need to write down directions, not just take them verbally.
- _____ Music or background noise distracts my attention from the task at hand.
- _____ I don't always get the meaning of a joke.
- _____ I doodle and draw pictures on the margins of my notebook pages.
- _____ I have trouble following lectures.
- _____ I react very strongly to colors.
- _____ **Total**

Auditory Modality

- _____ My papers and notebooks always seem messy.
- _____ When I read, I need to use my index finger to track my place on the line.
- _____ I do not follow written directions well.
- _____ If I hear something, I will remember it.
- _____ Writing has always been difficult for me.
- _____ I often misread words from the text, i.e. "them" for "then").
- _____ I would rather listen and learn than read and learn.
- _____ I'm not very good at interpreting an individual's body language.
- _____ Pages with small print or poor quality copies are difficult for me to read.
- _____ My eyes tire quickly, even though my vision check-up is always fine.
- _____ **Total**

Kinesthetic/Tactile Modality

- _____ I start a project before reading the directions.
- _____ I hate to sit at a desk for long periods of time.
- _____ I prefer first to see something done and then to do it myself.
- _____ I use the trial and error approach to problem-solving.
- _____ I like to read my textbook while riding an exercise bike.

- _____ I take frequent study breaks.
- _____ I have a difficult time giving step-by-step instructions.
- _____ I enjoy sports and do well at several different types of sports.
- _____ I use my hands when describing things.
- _____ I have to rewrite or type my class notes to reinforce the material.
- _____ **Total**

Total the score for each section. A score of 21 points or more in a modality indicates a strength in that area. The highest of the 3 scores indicates the most efficient method of information intake. The second highest score indicates the modality that boosts the primary strength. For example, a score of 23 in the visual modality indicates a strong visual learner. Such a learner benefits from the text, from videos, charts, graphs, etc. If the second highest score is auditory, then the individual would benefit from audio tapes, lectures, etc. If you are strong kinesthetically, then taking notes and rewriting class notes will reinforce information.

Visual learners usually learn better from seeing. They should: use graphics and charts, color code to organize notes, ask for written directions, and visualize facts to be memorized.

Auditory learners usually learn better by listening. They should: use tapes for reading and class/lecture notes, participate in discussions, and have test questions or directions read aloud or taped.

Kinesthetic learners usually learn better when physical activity is involved. They should: engage in experiential learning (role plays, lab work), take frequent breaks, use computers to reinforce learning through sense of touch, and memorize facts while walking or exercising,

http://www.brookhavencollege.edu/learningstyle/modality_test.aspx

**Field Education Application
Mansfield University Social Work Program**

Name:			
Local Mailing Address			
Home Mailing Address			
Home phone:			Overall GPA:
Cell phone:			Social Work GPA:
Email:	Note: GPA's can be found on Web Advisor.		
Do you have a driver's license __ yes __ no			Do you have a car? __ yes __ no

Successful Field Education:

- Builds upon a knowledge base reflected in the required courses;
- Provides an opportunity to practice Social Work at a beginning level in the Social Work field under individual supervision; and
- Involves a 12-credit hour course accomplished at field sites AND a 3-credit hour Field Seminar held on the Mansfield campus.

The application process includes submission of this form, a resume and a current academic Program Evaluation from Web Advisor. A student must satisfactorily complete all required Social Work courses prior to entering Field. Grades for practice courses (*SWK 3350, 3351, 3352, and 3353*) should be "C+" or better. Prior to application submission, the Field Director should be consulted: 1) if practice courses have not been completed within two years of an application and 2) for special issues, such as the existence of a criminal record, which may limit a student's Field Education sites.

Approval for Field Education includes the submission of this application to the Field Education Director and acceptance for Field by the Faculty Evaluation Committee. This application will be evaluated on the following four components. Each component is worth 10 points. A minimum score of 30/40 is required.

- quality of application;
- record of grade achievements in practice courses (a minimum grade of "C+");
- evidence of continued professional commitment and participation; and
- evidence of continued commitment to the *NASW Code of Ethics*.

If faculty have concerns regarding a student's ability to function in a Social Work practice setting, these concerns will be shared with the student by the Field Education Director. A decision will be made in a timely manner by the Faculty Evaluation Committee and notification given regarding the application and readiness for Field Education.

Faculty Use Only: Rating Scores			
Application:	/10	GPA:	/10
Self-reflection:	/10	NASW/Ethics:	/10

Please type the requested information for the application:

- a. Describe where the *SWK 2246* Shadow Placement (or a comparable >30 hour observation) was conducted.
- b. Describe any additional class-required exposure in social work practice settings.
- c. Describe any additional volunteer experiences in a social service setting.
- d. Describe one skill developed in a practice class that will be most beneficial in Field Education.
- e. Describe what has been learned in practice classes that has enhanced a continued commitment to the NASW Code of Ethics.
- f. Discuss qualifications for practice, including the ability to establish and sustain a relationship, deal with diversity, and show an understanding and concern about social and economic justice.
- g. Describe short and long term personal goals: 1) write a brief description about the type of agency in which there is the most interest and 2) project what the student expects to be doing in five years in the field of Social Work.
- h. If applicable, describe any prior arrest or conviction that may negatively impact the federal and state background clearances required for some field placements.
- i. If requesting a field placement over 100 miles away from Mansfield, explain the need and provide a transportation and a temporary housing plan for campus return for the field seminars.
- j. Please note any information that will help the Field Education Director accommodate specific Field Education needs. Examples of this information may be a physical or mental impairment which substantially limits a major life activity, a record of substance abuse addiction, a learning disability or other concerns.

Statement of acknowledgement:

The student has reviewed the policies in the Social Work Student Handbook and the Field Education Manual (See <http://www.mansfield.edu/social-work/forms-manuals.cfm>) prior to application submission.

Signature of Student: _____ Date: _____

PLEASE SUBMIT BOTH PAGES OF THE APPLICATION, A RESUME AND AN ACADEMIC PROGRAM EVALUATION FROM WEBADVISOR.

INCOMPLETE APPLICATIONS WILL BE RETURNED TO THE STUDENT AND MAY DELAY APPROVALS FOR FIELD EDUCATION.

Form revised 7/29/15

SHADOWING SITES

Field of Practice CHILDREN AND YOUTH		
Adams County Children & Youth Services (CYS)	Gettysburg, PA	717-337-0110
Board of Child Care	Baltimore, MD	410-496-5602
Bucks Co. CYS	Doylestown, PA	215-348-6900
Bradford Co. CYS	Towanda, PA	570-265-1760
CONCERN Professional services for Children, Youth, and Families	Wellsboro, PA	570-724-7142
Broome Co. DSS	Binghamton, NY	607-778-8850
Comprehensive Interdisciplinary Services (CIDS)	Elmira, NY	607-733-6533
Frankford Group Ministry	Philadelphia, PA	215-744-2203
Kidspace of Danville	Danville, PA	570-271-0590
Kidspace of Bethlehem	Bethlehem, PA	610-799-8350
Luzerne Co. CYS	Wilkes-Barre, PA	570-826-8710
Lycoming Co. CYS	Williamsport, PA	570-326-7895
Monroe Co. Child Protective Services	Rochester, NY	585-753-6298
Northampton Co. CYS	Easton, PA	610-559-3290
Milton Hersey School	Hershey, PA	717-520-3310
Montour Co. CYS	Danville, PA	570-271-3050
Northumberland Co. CYS	Sunbury, PA	570-988-4237
Pathways REACH Program	Corning, NY	607-937-3200
Potter Co. Human Services	Roulette, PA	814-544-7315
St. Gabriel's System Reintegration Services	Philadelphia, PA	215-854-7053
Susquehanna Co. CYS	Montrose, PA	570-278-4600
Tioga Co. Human Services Dept.	Wellsboro, PA	570-724-5766
COMMUNITY ORGANIZATION		
Catholic Charities of Broome Co.	Binghamton, NY	607-729-9166
Community Action Program of Lancaster Co.	Lancaster, PA	717-299-7301
Easter Philadelphia Organizing Project	Philadelphia, PA	215-634-8922
Frankford Family Development Center	Philadelphia, PA	215-685-1476
Kensington Welfare Rights Union	Philadelphia, PA	215-203-1945
Lancaster Family Center	Lancaster, PA	
Partnership for Community Health	Wellsboro, PA	570-723-0520
Project HOME	Philadelphia, PA	215-232-7272
Turning Point of Hornell	Hornell, NY	607-324-3457
CRIMINAL JUSTICE		
Elmira Correctional Facility	Elmira, NY	607-734-3901
SCI Waymart	Waymart, PA	570-488-5811
Wings of Life Unit – Muncy Prison	Muncy, PA	570-546-3171
DOMESTIC VIOLENCE		
Abuse & Rape Crisis Center	Towanda, PA	570-265-5333
YMCA/Wise Options	Williamsport, PA	570-322-4637

EMPLOYMENT AGENCIES		
Tompkins Workforce of NY	Ithaca, NY	607-272-7514
FAMILY SERVICE AGENCIES		
Early Headstart- Pottstown	Pottstown, PA	620-326-3819
Family Services League	Huntington, NY	637-427-3700
CONCERN	Wellsboro, PA	570-724-7142
Family Service Society	Corning, NY	607-962-3148
Family Services of Chemung Co.	Elmira, NY	607-733-5696
Tressler Lutheran	Mechanicsburg, PA	717-7950300
GERONTOLOGY		
Albright Life Lycoming & Clinton Co.	Williamsport, PA	570-9075433
Area Agency on Aging	Towanda, PA	570-265-3862
Broad Acres Health & Rehabilitation Center	Wellsboro, PA	570-724-3913
Care First	Corning, NY	607-962-4100
Carleton Rehab Center	Wellsboro, PA	570-724-2631
Chemung Co. Office for the Aging	Elmira, NY	607-737-5520
Elderwood	Waverly, NY	607-565-2861
Guthrie Hospice	Towanda, PA	570-265-8615
Halifax CTC	Halifax, PA	717-896-3416
Penn Lutheran Nursing Home	Sellinsgrove, PA	570-374-8181
Phoebe Home	Allentown, PA	800-453-8814
Potter County Area Agency on Aging	Roulette, PA	814-544-7315
Sweden Valley Manor	Coudersport, PA	814-274-7610
Union Snyder Area Agency on Aging	Lewisburg, PA	570-524-2100
HEALTHCARE		
Arnot Ogden Medical Center	Elmira, NY	607-737-4100
Evangelical Hospital	Lewisburg, PA	570-522-2000
Geisinger Community Medical Ctr.	Scranton, PA	570-703-8000
Guthrie Hospice	Towanda, PA	570-265-8615
Falck Cancer Center	Elmira, NY	607-737-8100
Laurel Home Health/Hospice	Wellsboro, PA	570-723-8100
Lehigh Valley Hospice	Allentown, PA	610-969-0300
St. James Mercy Hospital	Hornell, NY	607-324-8000
Robert Packer Hospital	Sayre, PA	570-888-6666
Susquehanna Health Systems	Williamsport, PA	570-321-1000
Towanda Memorial Hospital	Towanda, PA	570-265-2191
Troy Community Hospital	Troy, PA	570-297-2121
MENTAL HEALTH/DEVELOPMENTAL DISABILITIES		
Amica Meditation & Counseling	Wyalusing, PA	570-746-6003
Bradford County Human Services	Towanda, PA	570-265-1727
Bradford/Sullivan Co. Early Intervention	Canton, PA	570-673-6001
Broome County Mental Health	Binghamton, NY	607-778-2351
Chemung ARC	Elmira, NY	607-734-6151
Community Services Group	Mountville, PA	717-285-7121
Corning Continuing Treatment Program	Corning, NY	607-936-1816

Laurel Behavioral Health	Wellsboro, PA	570-723-0345
Lycoming/Clinton Co. MH/MR	Williamsport, PA	570-326-7895
Partners in Progress	Mansfield, PA	570-662-7026
Pathways	Corning, NY	607-524-6667
Steuben Co. Mental Health Clinic	Corning, NY	607-937-6201
Tioga Co. Human Services Dept.	Wellsboro, PA	570-570-5766
Intensive Case Management		
Social Rehabilitation		
WES Health Systems	Philadelphia, PA	215-455-3900
SCHOOL SOCIAL WORK		
Addison Central School	Addison, NY	607-359-2241
Broadway Elementary	Elmira, NY	607-735-3600
Corning-Painted Post Middle School	Corning, NY	607-936-3788
Elmira School District	Elmira, NY	607-735-3949
Northside Family Support Team	Corning, NY	607-936-3841
Northern Tioga School District	Lawrenceville, PA	814-258-5649
Northern Tioga School District	Elkland, PA	814-258-5115
Tuscarora Elementary School	Addison, NY	607-359-2261
SUBSTANCE ABUSE		
Harbor Counseling	Wellsboro, PA	570-724-5277
New Beginnings	Canton, PA	570-364-8391
Transitions Counseling - Healthy Living	Corning, NY	607-936-4695
Trinity of Chemung Co.	Elmira, NY	607-737-5215
White Deer Run	Allenwood, PA	570-538-2567
Willard Drug Treatment	Willard, NY	607-869-5500

Revised 7/29/15