University of North Carolina Wilmington
School of Social Work

Bachelor of Social Work Program

STUDENT HANDBOOK

2020-2021
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School of Social Work
BSW STUDENT HANDBOOK

I. INTRODUCTION AND GENERAL INFORMATION

School of Social Work and BSW Program History

In 1972, UNCW initiated its first course in social work under the Department of Sociology and Anthropology. As student interest and university support grew, this single course offering expanded into a BSW degree (initially conferred in 1990) with full accreditation granted by the Council on Social Work Education effective with the graduating class of 1996. In 1998, the University deemed that the BSW program become a separate Department, recognizing that the professional degree could best be served through greater autonomy, professional integrity, and budgetary security. This decision provided evidence of the University’s administrative support for social work education to address the needs and services of eastern North Carolina. A strong undergraduate program emerged with a strengths-based orientation to generalist social work practice, housed within the College of Arts and Sciences.

As the Department flourished, it developed a reputation for the quality of its BSW graduates. This reputation inspired the faculty to conduct a regional needs assessment and generate a proposal to establish a Master of Social Work Degree. With continued administrative support, the Department of Social Work applied to the Board of Governors of the University of North Carolina and received permission in 2003 to develop a graduate social work program to award the MSW degree. The first class was admitted in Fall 2005 and graduated Spring 2007, with CSWE accreditation granted for this first MSW class of 2007.

A growing need for college studies for military personnel led to the creation of the UNCW Extension Program in Jacksonville, NC. A social work faculty coordinator was hired in summer 2008 to help establish the BSW program. The first Extension BSW cohort was admitted in fall 2008, with the first BSW degree awarded in May 2010. All social work courses are provided by UNCW faculty, but classrooms and administrative offices are housed on the Coastal Carolina Community College campus.

Effective July 1, 2010, the Department of Social Work was officially recognized by the UNC Board of Governors as a School of Social Work. This transition provided further evidence of the commitment of both the faculty and the administration to provide quality education in strengths-based social work practice. At the same time, the School of Social Work joined the School of Nursing and the School of Health and Applied Human Sciences in the newly formed College of Health and Human Services. This new college fosters quality professional education as well as interdisciplinary collaboration for practice and research. This change in administrative structure affords greater opportunity to recruit faculty and locate resources to enhance the quality of education and preparation of the BSW and MSW graduates.
BSW Program Description
The BSW Program is grounded in a strengths-based generalist model of social work education. The BSW Program prepares students to provide services to clients from various social systems (individuals, couples, families, groups, organizations and communities) with a variety of concerns and situations. Students learn about the history of social work practice, the National Association of Social Worker’s Code of Ethics and how to apply the Code, social policies that affect clients and workers, human developmental theory as it relates to bio-psycho-social-spiritual development, research methods to determine service effectiveness, and the organizational context of social work services. As part of the curriculum, all students spend two semesters of the junior year undertaking service-learning projects in area agencies. In the senior year students work two semesters in a field placement in one agency and are supervised in their work with clients. Social work positions are in a wide variety of human service settings, including mental health, schools, substance abuse treatment, and family services.

The BSW Program holds a philosophy of strengths-based collaboration with our students, in which student input and feedback regarding course content, program design, and School communications are highly valued. Students have opportunities for collaboration through the School Director and BSW Program Coordinator’s open-door policies, through service on School and College committees, through participation in School student organizations, and through end-of-semester course evaluations and student focus groups.

Mission and Goals
The BSW Program is consistent with the CSWE Standards and Educational Policies, the UNCW Mission and the Mission of the new College of Health and Human Services. Examination of the UNCW Mission indicates congruency between the BSW Program's mission and the UNCW mission. The UNCW Undergraduate Catalogue lists the university mission as follows:

The University of North Carolina Wilmington, the state’s coastal university, is dedicated to learning through the integration of teaching and mentoring with research and service. Our powerful academic experience stimulates creative inquiry, critical thinking, thoughtful expression and responsible citizenship in an array of high-quality programs at the baccalaureate and graduate levels, and in our doctoral programs in marine biology and educational leadership. Substantial research activity, combined with our hallmark teaching excellence and moderate size, advances distinctive student involvement in faculty scholarship. We are committed to diversity and inclusion, affordable access, global perspectives, and enriching the quality of life through scholarly community engagement in such areas as health, education, the economy, the environment, marine and coastal issues, and the arts (http://www.uncw.edu/aboutuncw/, retrieved 5/31/12).

Likewise, the College of Health and Human Services' mission states:

The mission of the College of Health and Human Services (CHHS) is to enhance health and quality of life across the lifespan for individuals, families and communities within southeastern North Carolina and beyond through innovation and excellence in workforce development, scholarship, research, professional service and community engagement. We are committed to the development of health professionals who will practice in a sound, intellectually and ethically accountable fashion and who will commit their practice to the health and well-being of the people of our region. To accomplish our mission we are committed to educating students to assume leadership roles in the health and human services; advancing knowledge and practice through
scholarly activity; educating professionals of ethical conscience and commitment; partnering effectively with health service providers and professional organizations; serving the region and communities of Southeastern North Carolina and beyond. ([http://www.uncw.edu/chhs/includes/documents/CHHSVisionMissionValuesGoalsandObjectives.pdf](http://www.uncw.edu/chhs/includes/documents/CHHSVisionMissionValuesGoalsandObjectives.pdf), retrieved 5/31/12.)

Together these mission statements support the development of quality professional education that fosters close partnerships between the professions and the community to serve the public. This mission is achieved through the integration of teaching and mentoring with a commitment to diversity and inclusion. Hence, the university focus creates a supportive environment for the School of Social Work, fostering a mission statement to enhance quality professional social work education. To this end, the **Mission for the School of Social Work** reads:

The School of Social Work is dedicated to a course of study and professional preparation that educates students, pursues scholarly inquiry, and performs community service in order to promote a strengths approach to social work practice. Such an approach teaches students practice skills that advance the empowerment and well-being of individuals, families, groups, organizations, and communities as they explore policies and programs to ensure social welfare and quality social work practice. ([https://uncw.edu/chhs/swk/documents/ssw-strategic-plan_may-2019.pdf](https://uncw.edu/chhs/swk/documents/ssw-strategic-plan_may-2019.pdf) retrieved 7/29/20)

And finally the mission for undergraduate social work education focuses the **Mission of the BSW Program** to read as follows:

The mission of the BSW program is to educate students in generalist social work practice, engage students in scholarly inquiry and community service, and instill the values of ethical practice, social justice, self-determination, empowerment and honoring diverse populations. Guided by a strengths perspective of generalist practice, the BSW Program prepares students for practice with individuals, families, groups and communities, and advanced study in social work and other related fields.

The BSW Program prepares students academically and professionally to be in tune with current demands and expectations of the professional labor market for BSW level social workers. The program has a history of taking special care in relationships with public and private social services organizations that emphasize faculty involvement in professional and service organizations, as well as academic associations. To this end, social work faculty members have been selected on the basis of an ability to contribute to our instructional program and the various components of our curriculum, and are expected to contribute to professional knowledge and development through research, publication, presentation, consultation and outreach.

Thus the BSW Program, within the School of Social Work, articulates a commitment to scholarly inquiry and dedication to community service while pursuing skills in generalist practice. Such a commitment necessitates an educational focus congruent with the Council on Social Work Education.

The **goals** of the UNCW BSW Program are:

1. To graduate students prepared to critically analyze and apply the knowledge, values and skills of generalist social work practice. (2.1.1, 2.1.3)

2. To graduate students who both know and apply the values and ethics of the profession, and have the ability to effectively communicate these concepts in the context of professional practice. (2.1.1, 2.1.2)
3. To graduate students committed to nondiscriminatory and respectful professional practice in a diverse society who advocate for economic and social justice, and who work to change the structures that discriminate against, oppress or prevent all persons from living their best lives. (2.1.4, 2.1.5)

4. To graduate students who are able to critically analyze and integrate the theories related to understanding persons in their environments with strengths-based approaches that focus on empowerment and building upon the assets of client systems at all levels of practice (individual, family, group, organizational and community). (2.1.7)

5. To graduate students who understand the connections between best practice and developing and maintaining professional growth and development by engaging in activities that increase their commitment to and involvement in the social work profession. (2.1.1)

6. To graduate students who understand the importance of research-based knowledge through the utilization of the social work literature, with appreciation for both qualitative and quantitative research methods as tools for developing new knowledge, evaluating and enhancing practice, and maintaining organizational and professional accountability. (2.1.6)

7. To graduate students who understand and who can interpret the history of the social work profession and its contemporary structures and issues sufficient to influence social policy. (2.1.8)

8. To graduate students who can analyze and formulate social policies in contemporary society. (2.1.8)

9. To graduate students who can apply communication skills differentially when working with diverse client populations, colleagues, and communities, including skills in engagement, assessment, intervention and evaluation with various sized client systems. (2.1.10, 2.1.3)

10. To graduate students who can use supervision and consultation appropriate to social work practice. (2.1.1, 2.1.3, 2.1.9)

11. To graduate students who can function within the structure of organizations and service delivery systems sufficient to obtain necessary organizational change to enhance client conditions. (2.1.8, 2.1.9)

* Numbers in parentheses above indicate Council on Social Work Education Core Competencies.

**Accreditation**

The School of Social Work is one of several professional schools within the UNCW system. The university is fully accredited by the North Carolina Association of Colleges and Universities and the Commission of Colleges of the Southern Association of Colleges and Schools to award degrees in a wide range of disciplines or areas of study. Social work is one of these disciplines. Students graduating from UNCW with a BSW degree in social work are recognized as completing an accredited university degree like any other degree awarded by the university.

Professional social work education in the United States is accredited by the Council on Social Work Education (CSWE). Accreditation certifies that a social work educational program meets or exceeds national standards relative to the quality of faculty, breadth of curriculum, quality of field experience, library holdings, program autonomy, logistical resources, and financial resources. Accreditation is important for students in terms of eligibility for consideration for advanced standing at schools of social work, certification at the BSW level in many states, and eligibility for some employment opportunities.
As noted, the UNCW BSW program is a CSWE accredited social work program. The last reaffirmation of accreditation was approved in 2020 and is good through 2027.

*Consistent with the requirements for accreditation by CSWE, the School of Social Work does not offer academic credit for life experience.*

**Social Work Certification**

Every state in the United States regulates the practice of social work. The law that covers the regulation of the social work profession in North Carolina is state statute 90-B, originally passed in 1983 and amended in 1991. The North Carolina Certification Board for Social Work was established by that law with the purpose of administering social work certification in the state. The law established four levels of certification, each of which has different requirements:

1. **CSW (Certified Social Worker) Voluntary; Requirements:** BSW from CSWE accredited Social Work program. Exam.

2. **CMSW (Certified Master Social Worker) Voluntary; Requirements include:** MSW from CSWE accredited program. Exam.

3. **CSWM (Certified Social Work Manager) Voluntary; Requirements include:** BSW or MSW with two years supervised administrative experience. Exam.

4. **LCSW (Licensed Clinical Social Worker) Mandatory; Requirements include:** MSW from CSWE accredited program and two years post-masters supervised clinical experience. Exam.

All four levels require social work degrees, exams, and references. All state-certified social workers must renew their certification every two years and must obtain 40 contact hours of continuing education over that two-year period. Four of those 40 hours must be in social work ethics training. There is a renewal fee, as well as an application fee and exam fee for initial certification. More information about licensure can be found online at [http://www.ncswboard.org/](http://www.ncswboard.org/).

There are exemptions in the law for students while they are in their field placements. This means that, although students may be involved in clinical work, they can do so in their internship without having to be state certified.

The purpose of ALL professional licensing or certification laws is to protect the public. It insures consumers that those who call themselves by a certain professional title actually have training in that field and meet minimum standards of practice. Consumers are provided with an avenue for recourse if they are harmed or treated unethically as complaints can be taken directly to the regulatory board.

**Social Work as a Profession**

Social work is an internationally recognized profession concerned with the well-being of individuals, families, communities, and society. Social workers need to be emotionally mature and sensitive to diverse communities, individuals, and families. They need to be able to join in collaborative partnerships in addressing challenges facing those with whom they are working. They must be able to work independently and creatively within a variety of settings.
According to the 2010-2011 USDOL Occupational Outlook Handbook, "social workers held about 650,500 in 2010. About 45 percent of these jobs were in child and family service settings, 23 percent in health care settings, and 19 percent in mental health and substance abuse settings."

The bachelor of social work degree (BSW) is the minimum requirement for many entry-level jobs in social work. The master of social work degree (MSW) is generally necessary for independent practice in the area of mental health, supervision, administration, and staff training.

Kathy Boyd, Former Executive Director of the NC Chapter of the National Association of Social Workers, stated in an issue of The New Social Worker (Spring 1996) that there are "vast numbers of jobs available for bachelor-level practitioners, but the types of jobs, the way they are advertised, and the competition for them is very different at the BSW level than at the MSW level. Jobs for the BSW practitioner typically have titles such as habilitation specialist, mental health assistant, group home worker, residential counselor, teaching parent, program coordinator, activity director, admissions coordinator, workshop director, and of course, social worker." In addition, she noted that the "BSW is more marketable in rural settings than in urban ones, because there is less competition. There are many social service directors in North Carolina who say they would hire a BSW almost sight unseen, as they simply can’t find enough individuals who hold a BSW degree."

UNCW BSW graduates have been successful in obtaining jobs with various County Departments of Social Service working primarily in child welfare, hospitals including private psychiatric hospitals, criminal justice systems, after-care and habilitation positions, hospice, residential treatment facilities for medical and aging services, drug and alcohol services, crisis intervention services, and in school social work.

Graduates of the BSW Program have been successful in being accepted and attending graduate schools (MSW). UNCW BSW graduates have attended UNCW, Columbia University, Portland State University, Radford University, University of Central Florida, University of Denver, East Carolina State University, University of Georgia, University of North Carolina-Chapel Hill, University of Pittsburgh, University of South Carolina, University of Texas at Austin, Virginia Commonwealth University, New York University, University of Pennsylvania, and Smith College, among many others.

**BSW Education in a Liberal Arts Context**

The School is dedicated to a course of study and professional preparation that considers the challenges, policies, programs, and methods specific to social welfare and social work. The focus of the UNCW BSW curriculum is to prepare graduates for entry level, strengths-based generalist social work practice in a variety of public and private social work services. The curriculum also reflects the setting of the university within an expanding metropolitan area surrounded by a large and changing rural community. In addition, the curriculum addresses diverse groups within its community, such as a growing Latino community, the Waccamaw Native-American community, both a rural and urban African-American community, and a generally poor rural white community. Finally, the program identifies and addresses the specific needs of active duty military, veterans, and their families, as befitting of a school located near Camp LeJeune Marine Corps Base, as well as Marine Corps Air Stations at Cherry Point and New River.

The problems that social workers address in practice are some of the most historically persistent, perplexing problems that people face. Despite space technology and the power of computers, we are still very much on the frontier of knowledge regarding human behavior, social organizations, and the planning of social change. What is required to work in such a field is a broad knowledge of social life; a capacity to consider alternatives; an ability to communicate clearly; a commitment to the development of further knowledge; and the intellectual and emotional capacity to deal with social variation, human imperfection,
and change. Therefore, the social work curriculum is rooted in the liberal arts, with a humanities and social sciences emphasis. This foundation is the basis of the core social work curriculum, which requires a broad intellectual background and knowledge. Students are encouraged to pursue their particular interests outside the School, for the purpose of enhancing their understanding of themselves and the world in which they live.

The School encourages a high degree of interaction between teachers and students in the classroom and offers the opportunity for students to work with faculty individually on academic projects or through advising. Additionally, BSW students serve on School and College committees and are actively engaged in the Student Social Work Organization and the Eta Omega Chapter of Phi Alpha Honor Society.

**Role of the BSW Program Coordinator and Assistant BSW Program Coordinator**

The BSW Program Coordinator has the responsibility to oversee and coordinate the BSW program for the School of Social Work for both the main campus and Onslow campus programs. The Coordinator acts as liaison with the Registrar’s Office and other campus units to ensure that student documentation is kept up to date and is accurate. The Coordinator handles the admission process for the BSW Program on the main campus. She manages transfer orientation sessions, and develops an orientation for entering BSW students and informs them about the program. She is responsible for determining student retention and re-admission procedures in keeping with School, College and University policies.

The Assistant BSW Program Coordinator is largely responsible for the day-to-day operation of the Onslow BSW Program. The Assistant BSW Program Coordinator handles Onslow Program admissions and on-going student needs in collaboration with the BSW Program Coordinator and the School Director. The Assistant BSW Program Coordinator position works closely with the BSW Program Coordinator and reports to the Director.

Undergraduate students should talk to the BSW Program Coordinator if they have questions about the program, issues or concerns about classes, or any other relevant concerns about the program. The BSW Coordinator works with the School’s Assessment Team to develop a procedure to evaluate the efficacy of the BSW program, and may periodically convene meetings of all BSW students and/or send out questionnaires to get feedback from students about their experiences.

**Using This Handbook**

The faculty and students of the UNCW School of Social Work have compiled this *Handbook* to help orient new and prospective students to the undergraduate major in social work. It also serves as a guide for current students and faculty. This *Handbook* is designed to complement faculty advising by providing students with an overview of the basic requirements and procedures developed by the School of Social Work for completing the undergraduate social work major. It is intended to be an important resource to assist students in meeting the requirements for the BSW (Bachelor of Social Work) degree. Students are encouraged to familiarize themselves with its content so they can participate fully in the ongoing relationship with their faculty advisor in making decisions necessary for the completion of the social work major.

This *Handbook* does not replace the *University of North Carolina Wilmington Undergraduate Catalog*, its supplements, or other official publications. Students are reminded that they are responsible for referring to the *University Undergraduate Catalog*, the *University Student Handbook and Code of Student Life*, and the *BSW Field Manual*, as well as this *Handbook*, for official information regarding university and School requirements. Students should familiarize themselves with every aspect of the *BSW Student Handbook* prior to submitting an application to the program, and are required to attest on the BSW
Application for Admission to the BSW Program that they have read this *Handbook*, including the NASW Code of Ethics contained herein.

II. BSW DEGREE REQUIREMENTS

The following social work courses are required for the BSW degree: SWK 235, 240, 240L, 320-321, 341, 335, 355, 396, 406-407, 442, 443, 496-497, and at least one of the following social work electives: SWK 311, 315, 316, 318, 366, 418, 450, 451, 495. Please see the course sequence below.

Students are required to earn a "C" or better in all required social work courses designated by SWK and must maintain an overall grade point average of 2.5 to be admitted into the BSW program and field placement courses (SWK 496 and 497) required for the BSW degree. If a student earns a C- or below in any course designated SWK, the student may retake the course one time in an attempt to replace the earned grade with a grade of C or better.

Course Sequence for Social Work Major

Collateral Courses
Collateral courses are required for a BSW degree. Optimally, all of these courses should be completed before starting the core social work course sequence listed below. Students should make every effort to have these courses completed as soon as possible and any failure to do so should be immediately discussed with your advisor. The following collateral courses are required for the BSW degree:

Completion of 13 hours of the following collateral courses with a passing grade:

*Required for SWK 320:*
- Four (4) credit hours in human biology: BIO 105 or BIO 160
- Three (3) credit hours of SOC 105 (Introduction to Sociology)
- Three (3) credit hours of PSY 105 (General Psychology)

*Required for SWK 335:*
- Three (3) credit hours of PLS 101 (American National Government)

Core Social Work Courses
Students are required to complete SWK 235: *Introduction to the Social Welfare System*. This course is offered fall and spring semesters and usually in summer, open to non-majors and Pre-Social Work majors, and must be taken before the spring semester of the junior year.

The following social work (SWK) core courses are required to be taken in the following sequence. Each course is offered once in an academic year. The usual sequence of core courses will cover a two-year period or four semesters, with the sequence beginning each fall semester.
1st Fall Semester (junior year)
SWK 235 (3 cr.) if not taken previously
SWK 240 Basic Working Relationship Skills (3 cr.)
SWKL 240 Basic Working Relationships Skills Lab (1 cr)
SWK 320 Human Behavior and the Social Environment I (HBSE I) (with 25 hours of service-learning requirement) (3 cr.)
SWK 355 Issues in Diversity for Generalist Practice (3 cr.)

1st Spring Semester (junior year)
SWK 443 Social Work Practice with Communities and Organizations (3 cr.)
SWK 321 Human Behavior and the Social Environment II (HBSE II) (with 25 hours of service-learning requirement) (3 cr.)
SWK 335 Social Welfare Policies (3 cr.)
SWK 396 Pre-Field Seminar (1 cr.)

Note: It is recommended that students take the required SWK elective in either fall or spring semester of the junior year.

2nd Fall Semester (advanced year)
SWK 442 Generalist Social Work Practice with Groups (3 cr.)
SWK 406 Research Methods for Social Work Practice I (3 cr.)
SWK 496 Field Practicum I (6 cr.)

2nd Spring Semester (advanced year)
SWK 341 Generalist Social Work Practice with Individuals and Families (3 cr.)
SWK 407 Research Methods for Social Work Practice II (3 cr.)
SWK 497 Field Practicum II (6 cr.)

Courses Open any Semester
SWK 491 Directed Individual Study;
SWK 499 Honors Work in Social Work

SWK Electives
Electives are offered each semester and usually during summers. Students are required to take one (1) social work elective. Students may take more than one social work elective, but only one is necessary to meet the requirements for the BSW major. See course descriptions below for both core and elective SWK courses.
The following programs require particular coursework and field placements for program qualification:

**NC Child Welfare Collaborative**

In an effort to strengthen public child welfare services in the State of North Carolina, the UNCW School of Social Work supports special educational opportunities that emphasize public welfare practice. Students who wish to work in public child welfare to ensure safe, permanent, and nurturing families for children are encouraged to apply. Students selected for the program are eligible for a monetary service award, but must make application to the program and undergo an interview with the selection committee to determine suitability for this work. With the completion of the required pre-service training (*SWK 311: Child Abuse and Neglect* and *SWK 312: Seminar on Working with Children, Youth, and Family Services*), the selected child welfare scholars will be placed in a county Department of Social Services for field placement. Upon graduation, the child welfare scholar must seek employment in a Department of Social Services (DSS) within North Carolina in payment for the BSW stipend received; for each semester the student receives funding, the student must complete six months of post-graduation employment with a county Department of Social Services (DSS) in North Carolina. If the scholar fails to pursue employment within the DSS system, s/he will be expected to repay the amount of the stipend received. Should a student wish to complete the required training, but choose not to secure the stipend, s/he may seek the classification of Child Welfare Collaborative Waiver student. This status affords all the training opportunities and privileges of the scholar. However, s/he will not receive a stipend and will not be required to work in DSS upon graduation. Students interested in pursuing this focused child welfare education should discuss the program with the Assistant Coordinator of Field to learn more details about the Collaborative Program. More information is also available online at [http://ssw.unc.edu/cwec/](http://ssw.unc.edu/cwec/).

**School Social Work Certification**

Those social work students aspiring to practice social work in the public schools will want to secure school social work certification. While this certification is not required to secure a school field placement, it is required to secure school social work employment in North Carolina. In order to be eligible for this certification, the intern must *successfully complete the elective in school social work, SWK 418: Social Work Practice in the School Environment* (which is typically only offered in the fall semester), and successfully complete two semesters of field placement in the public schools under the **supervision of a certified school social worker**. In addition, the student may be expected to complete course(s) in Education, depending on the requirements of the county in which the student seeks employment in the public schools. For further information about certification, students should consult with the Coordinator of Field Education at UNCW and/or discuss certification with the school social work administrator of the respective county where one hopes to be employed as the certification process may vary from county to county. The information provided here is relevant only for North Carolina public schools; to learn more about school social worker certification in other states, you must check with the local public school systems in those areas.

**Course Descriptions**

**Required courses:**

**SWK 235 - Introduction to Social Work and the Social Welfare System** (3) Social welfare institutions and the social work profession in the United States; the values, methods and roles of social workers and the history of the system.

**SWK 240 - Basic Working Relationship Skills** (3) Prerequisite: SWK 235; Corequisites: SWK 235, SWKL 240, SWK 320. Multi-cultural working relationship skills for generalist practice, building client-
directed partnerships, interviewing, and transitioning from services using a strengths-based and solution-focused perspective. Process recordings, case assessments, social work ethics, values and diversity are covered.

**SWKL 240 - Working Relationship Lab** (1) Prerequisite: SWK 235; Corequisites: SWK 235, SWK 240, SWK 320. Student will practice the basic working relationship interviewing skills.


**SWK 335 - Social Welfare Policies** (3) Prerequisite: PLS 101 and SWK 235; Corequisite: SWK 321. Social, cultural, economic, and political influences on the social welfare system. Policymaking, program development and planning.

**SWK 341 – Generalist Social Work Practice with Individuals and Families** (3). Prerequisite: SWK 442; Corequisites: SWK 407; SWK 497 (due to reposition in the curriculum, pre and corequisites will change to reflect the spring semester prior to graduation) Client-directed strengths-based and solution-focused generalist practice with individuals and families. Assessments, progress notes, case management, working with mandated clients, crisis and trauma work covered.

**SWK 355 - Issues in Diversity for Generalist Practice** (3). Prerequisite or Corequisite: SWK 235. Values, biases, and prejudices which produce personal and social vulnerability. Consequences in the lives of people of color, women, the poor, gays and lesbians, and others.

**SWK 396 - Pre-field Seminar** (1). Prerequisites: SWK 235, 240, 320; Corequisites: SWK 321, 341. Explore professional expectations of field education, including ethical standards of the NASW Code of Ethics. Preparation of a resume, identification of the student’s learning style, and exploration of diverse agencies and fields of practice.

**SWK 406 - Research Methods for Social Work Practice I** (3) Prerequisites: SWK 321 and SWK 443; Corequisite: SWK 496. Research methodologies in social work practice; client-centered research questions, theoretical frameworks, research design sampling, data collection, analysis and report writing.


**SWK 442 - Generalist Social Work Practice with Groups** (3) Prerequisite: SWK 443; Corequisite: SWK 406, 496. Basic group typology and dynamics applied to task and treatment groups in generalist social work practice. Client-directed strengths-based skills for a range of treatment and task groups.
SWK 443 - Social Work Practice with Communities and Organizations (3) Prerequisite: SWK 240; Corequisite: SWK 321, 335. (due to reposition in the curriculum, pre and corequisites will change) Knowledge, values, and skills common to social work practice at the community and organizational levels. Principles of social planning, community development, and social action. Topics include needs assessment, program planning and development, organizational change and program evaluation.

SWK 496 - Field Practicum I (6) Prerequisites: SWK 396, SWK 321, SWK 443, SWK 355; Corequisites: SWK 406, SWK 442; permission of instructor, and 2.50 overall GPA. Development and application skills used in social work practice. Supervision of student field experience in a community social service setting. Analysis and discussion of field experiences in a series of field seminars to be arranged by the field liaison. (A minimum of 225 hours of fieldwork is required.)

SWK 497 – Field Practicum II (6). Prerequisites: SWK 496, SWK 396, SWK 321, SWK 443, SWK 355. Corequisites: SWK 407, SWK 341, permission of instructor and 2.50 overall GPA. Development and application skills used in social work practice. Supervision of student field experience in a community social service setting. Analysis and discussion of field experiences in a series of field seminars to be arranged by the field liaison. (A minimum of 225 hours of fieldwork is required.)

Electives

SWK 310 - Social Service Practice with Older Adults (3) Prerequisite: SWK 235 or GRN 101. Examines the status of the elderly and specific problems they confront in modern society. Focuses on social agencies and other service resources. Analyzes policies. Major emphases on practice, service settings and special populations.

SWK 311 - Child Abuse and Neglect (3) Prerequisite for BSW majors: SWK 235. Study of the knowledge base, laws, and professional roles associated with contemporary child welfare practice. Identification of child maltreatment, reporting procedures and community-based interdisciplinary practice issues are emphasized. Upon acceptance to the NC Child Welfare Education Collaborative, students must complete both SWK 311 and SWK 312 before admission to a DSS field placement. (Fall/Spring every year)

SWK 312 - Seminar on Practice in Children, Youth, and Family Services (3) Prerequisites: SWK 235, SWK 311. Second of two-course sequence to prepare students for contemporary child welfare practice. Focused study of skills, tasks, and best practices associated with public child welfare services. Upon acceptance to the NC Child Welfare Education Collaborative, students must complete both SWK 311 and SWK 312 before admission to a DSS field placement. (Spring every year)

SWK 318 – Social Work and Health Care Delivery (3) Prerequisite: SWK 235. An examination of the rationale, issues, problems and practices related to the implementation of client-centered health care. New programs and proposals for the delivery of health services will be reviewed systematically with reference to the implications for social work practice.

SWK 366- Introduction to Substance Use Disorders and Addictions (3) Prerequisite: SWK 235 or permission of instructor. An introduction to the dilemma of substance use disorders and addictions and an overview of habit-forming substances. This course will strengthen students’ awareness of signs and symptoms present when initiating clinical work with individuals dealing with substance use disorders and addictions.

SWK 418 - Social Work Practice in the School Environment (3) Prerequisite: SWK 341; Corequisite: SWK 341, SWK 496 or permission of instructor. Examines legislation shaping contemporary public
education and school social work services in North Carolina. Emphasis on strengths-based, solution-focused social work intervention across the spectrum of social, emotional, and behavioral needs of students to enhance school performance. This course and a field placement in a school setting are required for NC School Social Work Certification. (Fall every year)

**SWK 450: The Culture of Military Life and Entering the War Zone.** (3). Prerequisite: SWK 235 or permission of instructor. Understanding the fundamental culture of military life and training and the experience of troops entering the war zone: norms, language, rank, military justice, and family life. Using the concept of ‘battle mind’ the course will cover the requirements of troop preparation for combat and their entering the war zone. Preparation for social work students to be able to work with veterans, active military and their families.

**SWK 451: Returning from the War Zone: Consequences, PTSD, Traumatic Injury, Interventions and Preventative Measures.** (3). Prerequisite: SWK 450. Students will learn the potential consequences for troops returning home to state side military life and family life. Confronting stress, trauma, depression, anxiety, addiction, anger, panic reactions, PTSD resulting from war zone service. Methods of prevention and intervention will be covered.

**SWK 460 – Grant Writing for the Human Services** (3). Grant writing for new initiatives in the human services. Needs assessment, goal-setting, program design, evaluation, budgeting, and securing funding sources.

**SWK 491 - Directed Individual Study** (1-3) Prerequisite: Overall GPA of at least 2.00, junior or senior standing, and consent of instructor, School Director and Provost. Involves investigation under faculty supervision beyond what is offered in existing courses. For further information, consult the Directed Individual Studies section in this catalogue.

**SWK 495 - Topical Seminar** (1-3) Prerequisite: SOC 105, SWK 235 and consent of instructor. Discussion of selected topics in social work. May be repeated under a different subtitle.

**SWK 499 - Honors Work in Social Work** (2-3) Prerequisite: Eligibility for honors program and senior standing. Independent study for honors students.

**Field Education/Placement**

Field Work is a bridge between student and worker, and between classroom learning and the practice setting. The field education courses (SWK 496 and SWK 497) provide the student with an opportunity to practice social work in an agency setting under the supervision of a qualified professional. The student has an opportunity to apply concepts and knowledge from the classroom to actual work with the client population which the agency serves.

Field placement is also preparation for practice. It provides the student with opportunities to learn, use, and test social work skills. Placement provides an arena in which the student can test her/hisself and her/his commitment to social work attitudes and values, noting both the consistencies and inconsistencies between classroom and agency. In addition, the placement helps the student to increase self-awareness when confronted with situations that challenge her/his attitudes and values.

Field education provides opportunities for individualized learning to an extent, which is generally impossible in the classroom. There may be only one student in the agency, and work assignments are
made according to each student’s interests and abilities. This individual focus can challenge the student to develop a sense of identity in a way not possible in the classroom.

In order to help bridge the transition from student to worker, there is a weekly integrative, strengths-based seminar that accompanies field placement. Participation in this seminar is a vital component of placement, because it is here that students discuss their field experience. Seminar content is developed around issues which every student experiences and copes with in placement. In addition, there is a series of written and oral assignments. Students should refer to the BSW Field Manual for information about course content and criteria for admission into the field practicum courses.

The BSW field program has a commitment to the quality of field instructors selected to foster learning opportunities for each BSW cohort. Every effort is made to recruit qualified field instructors who hold the BSW with a minimum of two years of practice experience. On those rare occasions when there is an excellent agency practice that will afford quality learning opportunities without a qualified social worker on staff, an alternative plan is developed to assure appropriate on-site task supervision and outside supervision by a credentialed BSW-level social worker with years of practice experience. The on-site task supervisor supervises day-to-day activity. The outside field instructor meets weekly with each student to provide supervision and collaborates regularly with the on-site task supervisor. The field instructor works with the agency to understand client and practice issues as well as to create an opportunity to foster interdisciplinary collaboration at the agency.

Some students may be employed in a human service agency and want to continue working there while completing their social work education. While efforts will be made to try to accommodate these students by creating a placement within the agency of employment, it is essential that the student understand that CSWE standards of field education receive first priority. The agency must provide the appropriate learning opportunities essential for BSW field education, consistent with CSWE Standards and UNCW Field Education Policy, to facilitate a paid internship. If the agency is unable or unwilling to provide work release time, the student must acknowledge that requirements for field education may need to be pursued in non-paid hours to meet the learning objectives of field education. Employment hours cannot be substituted for field hours if they do not meet the BSW learning requirements. In addition, the student must complete the Learning Contracts and Evaluation Forms and establish learning tasks and evaluation criteria consistent with the UNCW field expectations. The field faculty must also identify suitable supervisory personnel for field training as the student’s work supervisor cannot serve as the field instructor. Finally, no student will be given field credit for work completed prior to enrollment in field education or work completed for volunteer or service-learning experience.

Should a student be offered employment (either part-time or full-time) while serving as an intern, s/he must provide the Field Education Coordinator with a copy of the job description to determine the job duties that are appropriate for field learning and suitable hours that meet placement requirements if the student wishes to earn field credit for the employment experiences.

Once again, the BSW field program works closely with students who desire an agency-based practicum, as well as their agencies, to identify unique learning opportunities that meet the requirements of CSWE and the UNCW BSW Program. All tasks undertaken for field credit must fulfill the requirements of the learning contract and be different from the student’s regular position. As a result of some of the challenges of this kind of placement, only two students in the history of the UNCW BSW Program have completed a field placement at their employing agency.

**Field Placement Options**

Students enrolled in SWK 496/497 have a wide range of options for field placement settings and populations with whom they work. Examples of the types of agencies and organizations available include
schools, departments of social services, medical settings, hospice organizations, correction institutions and agencies, mental health agencies, agencies for the physically and mentally challenged, hunger and homelessness organizations, nursing homes, senior centers, government organizations, and other settings deemed appropriate by the Field Education Coordinator. BSW students work with diverse populations, including children, elderly, people with mental and physical challenges, the ill and dying, immigrants, the homeless, people who are incarcerated or under court supervision, and many others.

For more information about Field Education, see the BSW Field Education Handbook.

III. PROCEDURES OF THE SCHOOL OF SOCIAL WORK/BSW PROGRAM

Admission to the BSW Program

Admission to the BSW Program is a two-step process. First, a student who meets University requirements for declaring a major declares him/herself as a Pre-Social Work major. After meeting Pre-Social Work major requirements, a student must apply to the BSW Program and, if accepted, is declared a Social Work major.

The School of Social Work faculty is committed to assisting all entering students to evaluate career goals and objectives to ensure that the student meets minimum academic standards and has an understanding of the philosophy and value base of the social work profession. The BSW Program admissions procedure is intended to strengthen the student’s certainty regarding this career choice and to enhance the student’s focus and sense of purpose in curriculum planning.

Students may apply to be a major in the BSW Program once they meet minimal criteria. The minimal criteria are a 2.5 cumulative GPA and having earned 45 college credit hours. Students are suggested to attend a BSW Information Session in order to gain information about the BSW Program and the admissions process. Dates and locations for the Main Campus Information Sessions are posted on our website: www.uncw.edu/swk. Students on the Onslow Extension Site are contacted via email with an invitation to attend a BSW Information Session once a student is a Pre-Social Work student.

The School of Social Work reflects the commitment of the social work profession to encourage diversity both in or society and in the profession. This commitment thus seeks the development of a community of students and faculty that reflects the diversity of our regional community.

Step One: Applying to be a Pre-Social Work Major

The nature of the educational goals for social work majors requires that admissions be limited and competitive. Students on the main campus who declare themselves “Pre-Social Work” majors through the Registrar’s office must meet the requirements outlined below.

Pre-Social Work Admissions (PSWK major), Wilmington Campus

After completing 24 credit hours of study and maintaining the required GPA relative to credit hours completed, students at the Wilmington campus may declare a major at the university by completing a “Declaration of Major” form on-line through the Registrar’s Office. Students who have declared themselves pre-social work majors (PSWK) are transferred from University College advising to an advisor in the Office of Student Success in the College of Health and Human Services. Students that have been accepted as transfer students to the main campus and have declared Pre-Social Work as their intended major also meet with an Office of Student Success advisor. Together they systematically evaluate the student’s progress, professional interests, and suitability for the profession, and they develop a graduation plan. At this point, the student is provided with material including policies and procedures
for applying to be a BSW major and the processes and recommended course scheduling for completing
the BSW degree, which is outlined later in the *BSW Student Handbook*.

**Pre-Social Work Admissions (PSWK major), Onslow Campus**

Generally, the Onslow Extension Program admits students into degree programs that are transferring from other institutions or from the Wilmington campus. The first step, outlined below, is to apply and be admitted by the University. UNCW will consider several aspects of a student’s application in making admission decisions to the Onslow Extension Program. Please note that admission into the Onslow Extension Program does not guarantee admission into the School of Social Work. Students will still have to apply to the major, as well. Your academic performance from all institutions you have attended is the largest decision factor. The full process to be admitted to the university and the major are outlines below.

**Admission to the Onslow Extension Program**

The information below regarding transfer student information can also be found on the UNCW website at [http://www.uncw.edu/onslow/](http://www.uncw.edu/onslow/). Transfer students that have graduated from high school or completed the General Educational Development (GED) test or an Adult High School diploma and are attending, or have previously attended either a two- or four-year college/university may be considered for admission.

In order to be considered for admission at UNC Wilmington, a prospective transfer student under the age of 24 must meet North Carolina's minimum course requirements. If s/he does not, then the student would need to complete additional coursework to be considered for admission.

Students seeking information on transfer equivalencies from other colleges and universities may find the following links helpful.

- The [Transfer Guide](http://www.uncw.edu/onslow/) for North Carolina Community Colleges provides a valuable source of information and course equivalents for students transferring from one of the 16 North Carolina Community Colleges.
- For students transferring from schools other than North Carolina Community Colleges may find an unofficial evaluation of courses and credit in the [UNCW Transfer Equivalencies](http://www.uncw.edu/onslow/) database.

**Transfer Admission to Onslow Extension Program Requirements**

Minimum requirements for consideration for admission to the Onslow Extension Program:

- Meet Minimum Course Requirements (for applicants under the age of 24)
- Graduated from an accredited high school or have obtained a General Equivalency Diploma (GED) or received an Adult High School Diploma
- Eligibility to return to the last institution you attended
- A cumulative 2.5 GPA on a 4.0 scale on all transferable work attempted from all institutions you have attended
- At least 24 semester hours of transferable college-level coursework, including:
  - At least 6 hours of college-level English
  - At least 3 hours of college-level mathematics
- Students transferring to the Onslow Extension Site must have completed between 50 and 64 college credit hours prior to joining any program at the Onslow Extension Site. Students with less than 50 credit hours will need to take additional courses that fulfill UNCW University Studies and general
electives requirements outside of the major either at the Main Campus in Wilmington, or through a community college, before they can become a full-time BSW student at the Extension Site.

**Application to UNCW:** When applying to the UNCW Onslow Extension site your first step in the application process will be to create an account on UNCW's application portal SeaLevel. Your SeaLevel account allows you to:

- Create your profile and access UNCW's online undergraduate application
- Receive admissions material
- Receive important messages regarding you application status
- When submitting your application, be sure to mark the "Extension" box and "Onslow County" as your *Entering Status.*

All applications for the UNCW Onslow Extension Site are processed through the UNCW Wilmington campus. Please have all transcripts from high school and any other college you have attended sent to the following address:

**UNCW Admissions Department**  
601 South College Road  
Wilmington NC, 28403-5904

https://uncw.edu/chhs/swk/academic/bsw.html

**Admissions to the UNCW Onslow Extension Social Work Program**

Admission of SWK majors to the Onslow Extension Program BSW Program is limited to 25 students each fall. Below are the steps for admission as a PSWK major.

- Prior to admission to UNCW, students should attend a BSW Information Session on the Onslow campus to obtain information about the BSW Program.
- Students admitted to UNCW are reviewed by the Assistant BSW Program Coordinator soon after the application deadline has passed. Admission to the Onslow Extension Program BSW Program as a Pre-SWK major is based on a student’s GPA from the transferring institution(s) and number of credit hours completed.
- The Assistant BSW Program Coordinator at the Onslow Campus will encourage students to complete and submit the application for the BSW Major, described below.

**Step Two: Application to the BSW Program (SWK major)**

The School of Social Work is committed to creating a context for academic inquiry and professional development. These goals are implemented through the operation of a professional education program with a process of admission into professional preparation, a progressive movement of the student through an ordered curriculum culminating in first level generalist practice, and a systematic exposure to and participation in the culture of the social work profession. As such, the School of Social Work at UNCW has developed policies and procedures for admission and retention designed to ensure a high degree of consciousness of choice on the part of students and a suitable fit with the character and intentions of the social work profession.

Because the Bachelor of Social Work (BSW) is a professional program, admission into the program on either campus is viewed as a privilege extended towards the student by the program and the university. All
admission and continuance decisions remain within the complete control of the program subject to an appeals process described in the *BSW Student Handbook*. By accepting admission to the BSW Program, students indicate that they have the desire and ability that is consistent with the values and ethics of the social work profession. The program has established specific criteria and a workable process for evaluating and admitting suitable students.

*Criteria for admission to the BSW major*

Although main campus students may be Pre-Social Work Majors and Onslow students may be admitted to the university, they are not officially Social Work majors until they complete the application for admission into the program and are accepted into the major prior to the beginning of foundation courses in the fall semester of their junior year.

The deadline for applications to the BSW program is posted on the SSW website: [www.uncw.edu/swk](http://www.uncw.edu/swk). Students are encouraged to submit their applications as early as possible. Early submission of a student’s application does not ensure acceptance into the program. It simply helps us keep track of the number of student wishing to apply to the BSW program.

In order to be eligible for acceptance into the BSW Program, students must meet the following requirements:

- Completion of 45 university credit hours
- Completion of 13 hours of the following collateral courses:
  - Four (4) credit hours in human biology taken in either of the following courses: BIO 105 or BIO 160
  - Three (3) credit hours of SOC 105 (Introduction to Sociology)
  - Three (3) credit hours of PSY 105 (General Psychology)
  - Three (3) credit hours in PLS 101 (American National Government)
- An overall UNCW GPA of at least a 2.5. (Transfer students should have a GPA (cumulative) of at least a 2.5 to be considered for admission.)
- Completion of an Application for Admission to the BSW Program by deadlines posted on the SSW website. This application requires inclusion of documentation of successful completion of the above courses, a personal narrative, and a social service resume.

Students should make every effort possible to have their University Studies requirements and BSW collateral courses completed prior to applying to the BSW program, though we understand that sometimes this is not possible. Students should discuss with their advisor any special circumstances that may have prevented the student from completing all these courses and make plans to complete these hours.

Once a student has met the above requirements for the major, and his/her application is approved, and the student is accepted for regular admission, a Social Work Major Declaration Form is sent to the registrar’s office changing the student’s status from a “pre-social work major” to a “social work major.”

*Application Form for Admission*

Students meeting the above major criteria and wishing to enter the BSW Social Work Program must submit an Application and required supplemental materials to the BSW Program Coordinator (main campus) or Assistant BSW Coordinator (Onslow BSW Program) prior to the fall semester of their junior year. The admission application, in addition to basic student information, includes a history of
employment and volunteer experience in the human service field as well as a personal narrative detailing interest in and preparedness for the profession. The program specifically requests full disclosure of any past or present problems or conditions that may affect the student's suitability for or performance in the profession. These conditions include conviction of any felony or misdemeanor crimes that involved injury or damage to a person. This information is used for purposes of advisement, both academic and career-related. (See the Application for Admission at the end of this Handbook and on the School of Social Work website.)

Upon submission of Application to the BSW Social Work Program, the BSW Program Coordinator (main campus) and Assistant BSW Program Coordinator (Onslow campus) reviews each candidate for admission into the program. Each candidate's academic record, personal statement, prior paid or volunteer work experience, and any observations made by social work faculty who have taught the candidate in the prerequisite social work courses are taken into consideration. Recommendations will be: (1) Full acceptance into the BSW program, (2) Conditional acceptance, or (3) Denial.

**NOTE: Students are not given academic credit for life experience.**

In addition to a student's intellectual capacity, attention is given to the student's personal qualities and suitability for the profession. Consideration is given to such areas as motivation and interest in social work and social work education; demonstrated aptitude through life experience; receptivity to new approaches and ideas; the ability to be self-reflective; concern for helping others and solving social problems; the potential to form and sustain effective strengths-based relationships with client systems; and the ability to function under supervision in an agency setting. The Coordinator or Assistant Coordinator may, in some cases, request a special interview with the applicant before making a decision. All applicants must certify that they have read and agree to comply with the summary of the Code of Ethics of the National Association of Social Workers found in the BSW Student Handbook.

Once admitted into the program, students must maintain an overall 2.50 GPA to be admitted into the Field Program in the senior year. Social work majors must earn a "C" grade or better in all the core social work courses and are required to retake any social work course in which they earn less than a grade of “C” if they are to remain in the program. Students may retake any course designated SWK in which they earned a C- or below one time in an attempt to replace the grade with a C or better. Additionally, students must maintain the University's minimum academic requirements, including the university requirement of an overall GPA of 2.00 required in order to graduate. Students must also maintain ethical and professional conduct expected in the discipline throughout all of their time in the BSW Program.

**Denial of Admission**

Denial of admission is based on the quality and character of our advising process which allows students and faculty an opportunity to carefully consider the interests and qualifications of each student interested in a BSW degree and a social work career. Denial also is based on criteria for retention set forth in the University Undergraduate Catalog.

Students denied admission into the BSW program have a right to appeal the decision. Students appealing a denial decision must inform the Director of the School of Social Work, in writing, within a week of receipt of the committee’s decision. The letter of appeal should provide a rationale for the appeal, including evidence or documentation that the student is capable of completing the rigorous requirements of the social work program. Upon receiving the appeal letter, a faculty committee, appointed by the Director, will review all relevant materials supplied by the student. If a student's appeal is deemed suitable for conditional admission into the BSW program, the committee will make a recommendation to the BSW Program Coordinator, who will meet with the student to discuss the terms for a “conditional” acceptance.
Students denied admission into the program, and those whose appeals for reconsideration have been rejected, may reapply at a later date once they meet all the requirements for admissions into the BSW Program. Admission and continuance decisions for BSW students remain within control of the program faculty, subject to general university regulations and the appeals process described in the BSW Student Handbook.

**Conditional Admission**

Conditional admission may be granted when a student's grade point average is below the required 2.50, if the BSW Coordinator (main campus) or BSW Assistance Coordinator (Onslow campus) believes that the student has good career potential and the ability to meet the academic requirements within the following semester. It can also be granted if the BSW committee recommends it, in the case of an appealed denial (described above).

Students who are admitted with a conditional status are informed that they must comply with the stipulations contained in a written conditional admission letter. This conditional admission letter contains a contract between the student and the BSW Program Coordinator encouraging efforts to be made to include meetings with their Student Success Advisor to assure completion of collateral courses and to meet the grade requirement of 2.5 GPA for the following semester. Such efforts might include utilization of services provided by the University and other mentoring programs on campus.

Stipulations of the conditional acceptance plan may include the necessity of taking specific course work prior to beginning the practice or field internship sequence, raising the GPA to a specific level, or obtaining a letter of appropriateness to practice from a mental health professional.

The student’s academic progress and meeting the terms of the agreement will be reviewed by the BSW Program Coordinator after each of the following semesters to determine his/her continuation in the program. Possible outcomes are listed below:

- If a student meets all of the terms of the admission, their status will be considered no longer conditional and they will proceed like all other admitted students.
- If a student is showing progress and the ability to successfully complete the BSW degree but still does not meet all of the stipulations of the letter, then a continuance of the “conditional status” may be granted by the BSW Program Coordinator.
- If the student fails to meet the stipulations of the admission letter, the BSW Program Coordinator can recommend that a student’s admission is revoked. That student will be informed of their status and they will be dismissed from the major. If a student is dismissed from the major, s/he can appeal the decision.
- **Regardless of progress, a student is expected to be in good academic standing within 30 credit hours after a conditional acceptance is granted.**
- Collateral courses affecting the conditional admission status should be completed by the end of the fall semester of the junior year.

**Retention in the BSW Program**

To be retained as a BSW major, students must earn no less than a "C" in all social work (SWK) courses and must have a 2.50 overall UNCW grade point average to be admitted into the BSW Program and the Field Internship, which is required for completion of the requirements for the BSW degree. If a student falls below the 2.50 GPA required of the BSW Program, s/he will have to create a contract with the BSW Coordinator to continue in the major. A student is expected to be in good academic standing (2.5 GPA for BSW Program) within 30 credit hours after an academic contract is granted.

Students must also maintain ethical and professional conduct expected in the discipline throughout all of their time in the BSW Program. A violation of ethical or professional standards while a student is a social
work major could be cause for an academic contract or dismissal from the program. Please see the
sections on (a) professional values and ethical standards and (b) dismissal below for more information.

Students must also meet the university requirements for completion of any degree awarded by the
university. Students should carefully read the section on Retention and Reinstatement in the UNCW
Undergraduate Catalog (available on-line on the UNCW website) for information regarding requirements
for retention at the University. Students should pay careful attention to the GPA retention chart in the
Catalog.

If a student anticipates that he or she may make less than a "C," or if s/he receives a grade less than a "C"
in a core social work course (SWK designated), the student must meet with his/her course instructor and
faculty advisor as soon as possible. If a student earns a C- or below in any core course designated SWK,
the student may retake the course one time in an attempt to replace the earned grade with a grade of C or
better. This may slow down a student’s progress towards degree, especially if the course is part of a
sequence (i.e., SWK 406, 407). Courses are only offered once a year, and students have to re-take them at
that time. The student and advisor should create a new 4-year plan and send this proposed plan to the
BSW Coordinator for approval.

Professional Values and Ethical Standards:
Social work students are expected to adhere to established and accepted values of the profession. Such
values are reflected in the Council on Social Work Education Curriculum Policy Statement and include: a
regard for individual worth and human dignity, confidentiality, honesty; respect of the client right of
choice and to participate in the helping process; contribution to more humane and responsive social
institutions; respect for and acceptance of the unique characteristics of diverse populations; and,
responsibility for ethical conduct, the quality of practice, and continuous professional growth. Of
paramount importance is the recognition that the social work profession, by virtue of its system of ethics,
its traditional value commitments, and its long history of work in the whole range of human services is
committed to preparing students to understand and appreciate cultural and social diversity.

In addition, students are expected to adhere to the accepted ethical standards of the social work profession
as delineated in the National Association of Social Workers Code of Ethics. The Code of Ethics of
NASW is included later in this handbook. The BSW Student Handbook serves as the "working contract"
for the student and outlines the policies, procedures, and curriculum that are in place at the time the
student applies for, and is accepted for, admission to the professional undergraduate degree program in
social work. Content on professional ethics is provided in the core curriculum courses, and students are
encouraged to attend a variety of community-based professional meetings and workshops which focus on
ethical issues for the profession.

The School of Social Work does not give credit for life experience as a substitute for any social work
course. In addition, the Field Internship is open only to social work majors who have completed the
required prerequisites and by permission of the Field Education Coordinator.

University Dismissal

University Policy on Academic Dismissal
Students who do not meet the minimum grade point requirement for retention at the conclusion of the
spring semester will be academically ineligible. The student will be allowed to make up deficiencies
during this university’s summer sessions immediately following the spring semester in which the
ineligibility was declared.
• If a student is not in good academic standing at the conclusion of the summer sessions, the student will be dismissed from the university and will not be permitted to enroll for two consecutive regular semesters (fall and spring).
• Full-time (at least 12 hours) students who earn a 0.0 GPA in any semester will be dismissed from the university and will not be permitted to enroll for two consecutive regular semesters.
• Full-time students (at least 12 hours) who do not earn at least a 1.00 semester GPA and pass at least nine academic hours in any semester will be reviewed by the appropriate dean to determine academic eligibility.
• Readmission in both cases above is contingent upon the results of the Re-enrollment Review.
• If a student is allowed to re-enroll, he/she must see an academic advisor before registering for classes. See also Admissions - Former Students (Re-enrolling) in the UNCW Undergraduate Catalog, online).
• Academically dismissed students may enroll in any summer session.

Students who have been academically dismissed for the first time may seek administrative review of mitigating circumstances for authorization to enroll in the following semester under an academic contract. Students seeking a review must submit the required appeal form and a written statement outlining their circumstance to the appropriate dean. The appeal must be submitted to the appropriate dean within 10 days after the end of the last semester (spring or summer) in which a student is registered. Students must understand that the submission of an appeal does not guarantee the student will be allowed to enroll. The appeal process may take several days to be completed.

After a second declaration of academic dismissal, eligibility for continued residence can be restored only by completion of sufficient work during the summer sessions at the University of North Carolina Wilmington. (UNCW Undergraduate Catalog, online).

University suspension is given students who fail to achieve the minimum cumulative GPA required under the retention schedule the following semester. Students who have been dismissed from the BSW Program have the option of petitioning the University Reenrollment and Retention Committee for re-admission (see above). This decision is made on a case-by-case basis with the consultation of the School. Complete requirements for this process are found in the UNCW Undergraduate Catalogue, online).

University Policy on Non-Academic Dismissal
At the University level, standards of academic honesty and integrity are incorporated into the UNCW Code of Student Life 21012-13. The code sets out the kind of behavior that disrupts or inhibits the normal functioning of the University, and what action it will take to protect the community from such disruption. Academic and non-academic misconduct, both on and off campus are addressed throughout the Code. Such misconduct would include academic dishonesty, sexual or racial harassment, and conviction of a felony, among others. Students charged and found guilty of violating the Code of Student Life will receive sanctions that may range from an oral reprimand to expulsion from the University.

The Code includes information on rules and regulations concerning academic integrity and academic dishonesty, as well as responsibility to report academic dishonesty and sanctions for academic dishonesty. Procedures for resolving charges of Code violations are clearly and thoroughly presented.

Students are informed of the Code of Student Life in a variety of ways:
1. Excerpts from the Code concerning rules and regulations are incorporated into the University’s orientation materials for new students. Every new student who attends a UNCW student orientation for new students receives such material.
2. The Code is available in an electronic version through the University website. Every student has access to this format through personal computer accounts or at various computer stations around the campus.

3. Students who are charged with a violation of the Student Code go to the Office of Student Affairs and receive information from that office that they need in order to participate in the review process.

4. Staff members in the Office of Student Affairs are available to faculty and student groups for presentations, and routinely provide the campus newspaper with articles about academic integrity and academic dishonesty.

**SSW Standards and BSW Program Dismissal**

Whereas the university sets the minimum academic standards for retention and termination, the School has set higher standards for retaining students in the major. These standards are based on academic and professional measures.

*Academic Basis for Termination from the BSW Program*

Students admitted into the BSW program must have the desire and the ability consistent with the demands of the profession to provide service that is consistent with the values and ethical qualities necessary for responsible practice. Once admitted into the program, social work majors must earn a "C" grade or better in all the core social work courses and are required to retake any social work course in which they earn less than a grade of “C” if they are to remain in the program. Students are permitted to retake a SWK course one time for grade replacement. Failure to successfully complete the course with a C grade the second time would result in termination from the BSW program. This would apply to all courses, including field education. In rare cases, a student who is academically dismissed from the BSW program may reapply to the program when the required 2.5 GPA is met and if the student meets all university requirements for readmission and/or retention.

*Non-academic Basis for Termination from the BSW Program*

Non-academic dismissal is a very rare situation in the BSW Program. The following procedures act as guidelines if there is evidence that a student potentially is in violation of policies, procedures, and educational/practice/ethical standards of the School.

1. The situation may first be brought to the attention of a faculty member or a student, who in turn should consult with the Program Coordinator. (If the situation is occurs in the field placement, the field liaison should contact Field Coordinator.) If the behavior represents a serious violation, the Coordinator will refer to the situation to the School Leadership Team. They will hold a meeting with the student, the referring instructor, and the student’s advisor; other social work instructors may be asked to attend or submit information as well. (*If any member of the Leadership Team is the advisor, he/she will attend the meeting but will recuse himself/herself from the deliberations.*)

2. After meeting with the student and the reporting faculty member, student, or field instructor to fully discuss details of the situation, the Leadership Team may consult with the University attorney’s office, the Dean of Students Office, and/or University police. The Team will then determine whether the student should be permitted to continue in the program.

3. If a student is allowed to continue in the program, the Team will create a contract outlining the conditions for permitting the student to continue in the program, and the contract will be signed by all in attendance, placed in the student’s file, and copied to the Director.

4. If the Team determines that the student should be dismissed from the Program, they will advise the Director of their recommendation in writing.
5. The Director will make the final decision about whether the student is dismissed from the program, and she will notify the student of her decision in writing.

6. In the event that a student is dismissed, the student may appeal the decision following the Grievance procedures of the School, and the *UNCW Code of Student Life, 2011-2012, p. 12-38*).

*Students should refer to the BSW Field Education Manual for procedures regarding dismissal from the field education program.*

**Student Grievance Procedures**

The following outlines the Student Grievance Procedures. Generally, student grievance issues result from disagreements with instructors regarding grades and assignments, although students have a right to initiate grievance procedures about any issue they believe warrants such actions. **Students must use the School of Social Work Procedure before further university procedure may be implemented.**

*School of Social Work Procedure:*

1. Student-initiated grievances should be reported in person to the School of Social Work Director** by the student with the complaint.

2. The School of Social Work Director will advise the student on matters of policy and rights. The student will be advised to attempt to seek a satisfactory resolution by speaking directly with the faculty member. A third party can be present if requested either by the student or faculty member. The third party has no active role.

3. If step 2 fails, the student should submit a formal complaint, in writing, to the School of Social Work Director. A copy will be sent to the faculty member the next business day after receiving the complaint.

4. The faculty member will be asked to submit a written statement to the Director and the student describing the circumstances of the incident or circumstance within 5 business days of receiving a copy of the complaint from the Director.

5. Both student and faculty member will have the opportunity to discuss their statement with the Director, and the Director may contact either or both to ask clarifying questions. S/he may ask for a joint meeting between all three parties.

6. The Director will determine a response to the grievance, which will be conveyed to the student and the faculty member in writing, no less than 10 business days after receiving both written statements.

7. Students may appeal any unfavorable decision or action to the Dean of the College of Health and Human Services, using the grievance procedure set forth by CHHS.

**If a student’s grievance is against the Director of the School of Social Work, s/he should contact the Dean of the College of Health and Human Services to initiate the grievance procedure set forth by CHHS.**

In an effort to give students a means of handling unresolved grievances, the university has established the grievance procedures beyond the School and College levels. On each occasion, a committee, composed of students and faculty, will be convened to consider reasonable complaints relevant to the university. All persons concerned are encouraged to exhaust alternative means available to resolve the problem by approaching beforehand the faculty advisor, the faculty member, Director, or appropriate person in the College or Provost’s office, as appropriate. If the individual, after exhausting existing appeal procedures,
is unsatisfied and feels that she/he still has a legitimate complaint, she/he may initiate grievance procedures. Details of the University grievance procedures can be found in the University Code of Student Life and the University Undergraduate Catalog.

**Students with Special Needs:**
The School of Social Work supports the profession’s commitment to recognize and serve special populations; and in accordance with State and Federal law, the School and its faculty and staff do not discriminate or deny admission or participation on the basis of disability to any disabled person who is otherwise qualified. In order to give students with visual, learning, motor, or other conditions or learning disabilities special assistance, the program must be cognizant of these needs. Although students are not required to reveal disabilities during the application process, such information will be maintained in confidence and will help the faculty and staff in planning and advising around special needs. If a student desires special assistance, it is suggested that she/he advise the BSW Program Coordinator and/or the Field Education Coordinator.

**Advising**
The Office of Student Success (OSS) and School of Social Work faculty advisors assist students with decisions regarding their completion of the requirements of the university and the School of Social Work for the BSW degree. It is the student’s responsibility to take appropriate courses and monitor his or her academic progress toward graduation.

Student responsibilities include:

1. Checking his/her University email account regularly for important information needed to meet deadlines and plan his/her curriculum. *Only UNCW email accounts are used in electronic communication with students.*

2. Prepare for each session with his/her advisor by having materials ready and course requirements selected.

3. Keep up with the deadlines for graduation application and other requirements of the university and School.

4. Making and keeping an appointment for advising with their assigned advisor each semester.

The Office of Student Success and School of Social Work faculty responsibilities include:

1. Working with each student to evaluate his/her progress in meeting the requirements of the university and School for completing the degree.

2. Assisting students in addressing administrative procedures related to their degree audit and meeting university/School requirements such as necessary course substitutions and transient study documentation.

3. Being available to meet with students during regular office hours and by appointment to discuss any additional concerns, issues, and ideas the student wishes to discuss.
**Graduation Procedures**

The student must file her/his application for graduation in the Office of the Registrar in the semester prior to the semester of which graduation is desired. Deadline dates for graduation application are specified in the university calendar.

Graduation will be certified at the end of the term in which the student completes all academic requirements. At that time, the student will receive the Bachelor of Social Work degree.

**University Honor Code**

The University of North Carolina Wilmington is committed to the proposition that the pursuit of truth requires the presence of honesty among all involved. It is, therefore, this institution’s stated policy that no form of dishonesty among its faculty or students will be tolerated. Although all members of the university community are encouraged to report occurrences of dishonesty, each individual is principally responsible for his or her own honesty.

**Student Privacy Rights**

Federal law guarantees rights to privacy of educational records, and students should be aware of these provisions. Students have a right to inspect their education records; if they believe them to be inaccurate, they may request to amend the record. A student’s personal educational information may not be released to anyone without his/her consent, with the exception of certain eligible parents where the student is their legal dependent. Any requests for student information will be directed to the University registrar.

**Social Work Student Organizations**

*Student Social Work Organization*

The Student Social Work Organization is an important part of the School of Social Work. It is an organization run by the students, for the students, to enhance professional development and to promote human dignity. Involvement in the Student Social Work Organization gives students the chance to interact to share concerns and ideas, and to undertake fundraising and service projects for the community. Membership is open to both BSW and MSW students, and students from other majors who have an interest in participation.

*Eta Omega Chapter of Phi Alpha Honor Society*

The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

National Qualifications for Individual Membership:

1. An undergraduate student is eligible for membership after achieving the following national requirements and meeting local chapter requirements:
   a. Declared social work as a major.
   b. Achieved sophomore status.
   c. Completed 8 semester hours of required social work courses.
   d. Achieved an overall grade point average of 3.0 (on a 4.0 scale).
   e. Achieved a 3.25 grade point average in required social work courses.
   f. Local chapters may establish higher eligibility requirements.
   g. Has no record of dishonorable academic or professional conduct.
2. Membership is available to all full-time social work faculty.

3. Each chapter may select two persons each year for honorary membership. This recognition is available to persons outside the program who have made a significant contribution to the program and/or society. Membership certificates for honorary members are provided by the national Office without cost to local chapters.

**School of Social Work Student Awards and Scholarships**

**Maria O’Neil McMahon Scholarship** : This scholarship is awarded to a BSW student with senior status with an outstanding academic record who applies in spring each year. Because of the nature of the financial situation with this scholarship, it is not always available each year. Notice of availability and the application process are sent to students each spring.

**Delilah B. Blanks Outstanding Social Work Graduate Award**
This award is presented each spring to the graduating BSW student whose grade point average is the highest among the graduating seniors, as indicated by the student’s GPA at the end of fall semester. In the event of a tie, the student with the higher cumulative GPA will be the recipient.

**John P. Nasuti Award**
This award is presented to a graduating student with military involvement with the highest cumulative GPA in relationship to hours earned. Active duty students are first considered, with retired, inactive and military spouse relationships considered if no active military student is eligible.

**Silvia K. Polgar Social Work Service Award**
This award is presented each spring to the graduating senior who best exemplifies the social worker’s role as a volunteer and social advocate in the community, and who best upholds the principles set forth in the NASW Code of Ethics. The recipient is selected from a pool of students nominated by fellow students.

**BSW Student Representation on School and College Committees**

School Committees:

**BSW Program Committee**: Two-Four student members—one each or representative from the junior and/or senior cohorts from both main campus and Onslow Extension cohorts.

**Graduation Committee**: Officers of the student organizations and other volunteers from both campuses.

**Orientation Committee**: Representatives of the student organizations and other volunteers from both campuses plan and assist in the BSW Student Orientation session held each fall before the beginning of fall semester.

**Advisory Committee**: Two student members, one each from the BSW and MSW programs.

College Committees:

**Dean’s Student Leadership Council** – one BSW student

**Globalization, Culture and Diversity Committee** – one BSW student
IV. FULL-TIME FACULTY OF THE SCHOOL OF SOCIAL WORK

Kristen Bolton, PhD, MSW-Associate Professor
Research areas: Resilience across the life span; conditions that facilitate healthy psychological development; solution focused brief therapy interventions; program evaluation.
Dr. Kristin Bolton joined the UNCW faculty upon receiving her PhD in Social Work from the University of Texas at Arlington. To date, she has published 8 peer-reviewed articles, presented at both national and international conferences, and serves on the Solution Focused Brief Therapy Association Research Committee. In 2012, she was the recipient of a research grant from the SFBTA to conduct a program evaluation on youth violent offenders in Tarrant County, Texas.

Lisa Brooks, MSW, LCSW-Lecturer
Lisa Brooks began teaching part-time at UNC Wilmington in 2005. She earned her BSW from UNCW and her MSW from the University of South Carolina. Over the last 20 years, she has worked as a child and family therapist, forensic interviewer, speaker and National Trauma Focused Cognitive Behavioral Therapy provider. She has additional training in play and art and enjoys incorporating these modalities into her practice. Lisa specializes in child sexual abuse, child traumatic grief and child abuse/neglect. Currently, her primary area of interest is encouraging self-advocacy, growth and holistic self-care amongst mental health professionals that are exposed to high levels of stress and trauma in the workplace.

David Conley, PhD., Assistant Professor
Dr. Conley is joining the CHHS School of Social Work as an Assistant Professor in Fall 2020. David holds a Bachelor of Science from Virginia Tech as well as MSW/PhD degrees from Virginia Commonwealth University in Richmond, Virginia. Prior to his PhD, David worked for Senator Jennifer McClellan’s office and served as a Public Policy Manager and lobbyist for the Virginia Association of Community Services Boards, Virginia’s publicly-funded service system for mental health and disability services. Representing Virginia’s 40 community services boards and their clients, David learned the behavioral health system of care through policy practice and politics. Through these experiences, he gained an understanding of the political processes that shape behavioral health policy, and it is this understanding that shapes his research and teaching. David’s research focuses on political social work, social policy, and behavioral health, including the impact that social workers (and other advocates) can have on creating and influencing policy and politics. His dissertation focused on how stigma in state mental health legislation affects subsequent mental health policy outcomes in state legislatures across the country.

Carolyn Craddock, LCSW LCAS CSI ACSW-Lecturer, Assistant Field Education Coordinator, Onslow Campus
Clinical Social Worker and Addictions Specialist, joined the UNCW Social Work Community in August 2018 after serving as a part time Lecturer the previous year. She earned her MSW, with a concentration in Forensic Study, from Boston College and her BS in Family and Child Development from Virginia Tech. Her extensive clinical and administrative experience in behavioral health, includes working in community mental health and crisis services with families, children and adults. She has provided direct clinical practice, supervision and leadership, including the implementation of new services and best practice programs for individuals with mental health, substance use and legal involvement. Serving on the National Association of Social Worker-North Carolina Board of Directors since 2014, she has been a member over the course of her career.

Lori Dugan, MSW, LCSW-Lecturer, Assistant Field Education Coordinator-Main Campus
Ms. Dugan joined the School of Social Work Field Education faculty in Spring of 2013. She earned her undergraduate degree from UNC Chapel Hill and her MSW degree from University of Maryland Baltimore, and is a Licensed Clinical Social Worker in North Carolina. Her clinical experience includes inpatient psychiatric social work, school social work, and residential diagnostic social work for children who have experienced trauma/abuse. Ms. Dugan also had a private practice serving both youth and adults. She strives to incorporate a team environment with her clients, students and co-workers.

Arthur J. Frankel, PhD, MSW, LCSW-Professor
Dr. Frankel has taught graduate and undergraduate social work since 1972. He was the BSW Director at the Rutgers University School of Social Work, and has directed a research center in Philadelphia. His academic record includes 30 referred articles, three books, and over $15,000,000 in research grant awards since his graduation from the joint Ph.D. program in 1972 at the University of Michigan, Ann Arbor, in Social Work & Psychology. Dr. Frankel has extensive experience in clinical practice, both in private practice and mental health organizations, and in grant development and research in social work practice. He has conducted numerous social work clinical training workshops. In his initial years at UNCW, he directed the Center for Social Work Research and Practice.
Christopher Hall, PhD, MSW, LCSW, Professor
Dr. Hall joined us in the 2006-7 academic year. He was previously employed by the University of Louisville where he taught various courses and worked on several projects related to child welfare training. He has several years of experience in private practice in clinical social work and has noteworthy experience in the international sphere, having served in education positions both in Japan and the Czech Republic. Dr. Hall is a licensed practitioner and an associate professor of clinical social work at the University of North Carolina--Wilmington where he co-directs the Strengths Collaborative, a group dedicated to encouraging social constructionist-informed and strength-based ways of working. His teaching areas include advanced Master’s social work practice, and Master’s field collaboration courses. His scholarship and research focus on various forms of postmodernism with an emphasis on social constructionism. Specific areas of interest include the social construction of practice modalities, amplifying the client voice in the therapeutic context, power/knowledge, and the deconstruction of hegemonic discourse. In his four-and-a-half years at UNCW Chris has ten juried publications, ten national juried presentations, has been awarded three internal grants, and has conducted ten community trainings and workshops.

Kris Hohn-PhD, MSW-Assistant Professor
Kris' research expertise centers around issues of diversity. In over 8 years of research, she has investigated the unique experiences and needs of vulnerable marginalized communities, primarily her work centers around the sexual and gender minority (SGM) population, and specifically mental and physical health disparities. She consistently works with an interdisciplinary team to capture the health, social, and educational needs of self-identified SGM adolescents. With Drs. Hunter-Jones and Sellon, Dr. Hohn is part of an interdisciplinary team of faculty professors that formed the Interdisciplinary Minority Student Research Group to inspire and mentor future researchers.

Josalin Hunter-Jones, PhD, MSW, MPH-Assistant Professor
Josalin joined the CHHS School of Social Work as an Assistant Professor in Fall 2018. Prior to coming to UNCW, she spent nine years at Emory University Rollins School of Public Health directing federally funded research projects focused on the social determinants of HIV/AIDS, the opioid epidemic, and the adaptation of a mindfulness-based intervention for African Americans living with epilepsy/seizure disorder. Previous experience also includes leading international research projects focused on mental and behavioral health in West Africa; and, training, supervising, and mentoring undergraduate and graduate students.

Dr. Hunter-Jones has over 20 published journal articles, and has presented nationally and internationally. Her primary interests include mental/behavioral health, chronic disease among ethnic and sexual minority groups, and broadly, the intersection of social justice and health.

She holds a Bachelor of Science in Psychology from Xavier University, a Master of Social Work from University of Missouri-Saint Louis, a Master of Public Health from Emory University, and a PhD from University of Georgia. She is also a Certified Health Education Specialist.

Tiffany Lane, PhD,MSW-Associate Professor and BSW Program Coordinator
Tiffany joined the CHHS School of Social Work as an Associate Professor in Fall 2020. Prior to coming to UNCW, she spent two years at Norfolk State University in the Ethelyn R. Strong School of Social Work as the Director of the BSW program. She also was faculty for five years and BSW Program Chair for a year and a half at West Chester University, PA. Dr. Lane is the founder of Almatine's Goodies, which is an initiative to support older foster care youth enrolled in post-secondary institutions. Previous experience also includes working as a contracted Mental Health Assessor for the Philadelphia, PA School District. Dr. Lane was the Director and Principal Investigator of the TREADS mentor program while at Norfolk State University, VA. Dr. Lane has published scholarly and conceptual articles in diverse academic journals, and has presented nationally. Her primary interests include child welfare services and issues impacting youth who age out of foster care. She is an advocate for academic and social supports for African Americans who reside in impoverished communities. She holds a Bachelor of Social Work from West Chester University, PA, a Master of Social Work from Howard University, Washing DC and a PhD from Morgan State University, Baltimore MD. She holds a Bachelor of Social Work from West Chester University, PA, a Master of Social Work from Howard University, Washing DC and a PhD from Morgan State University, Baltimore MD.

Andrea L. Jones, Ph.D., MSW, LSW-Assistant Professor

Prior to pursuing her PhD in social work, Dr. Andrea Jones had been a social worker for more than 16 years with significant practice and administrative experience in mental health (adolescent, adult, older adult) at all levels of care, as well as geriatric care management, oncology and hospice social work While pursuing her PhD at the University of Maryland, Dr. Jones received research support as a Hartford Doctoral Fellow, and from the Maryland Gerontological Society, AGESW, and the University of Maryland. She has coauthored articles on EAPs and co-conducted a three year program evaluation for Atlantic Philanthropies and the Baltimore Community Foundation related to volunteerism. Her dissertation, Volunteer Guardians in the Community:
A Mixed Methods Exploration of a Complex Volunteer Task, is indicative of an applied research trajectory examining volunteerism and civic engagement. Dr. Jones has taught courses at both the undergraduate and graduate level including research methods, clinical paradigms, psychopathology, end of life issues, and human development.

**Athena Kolbe, Ph.D., MSW, MA, LCSW-Assistant Professor**
Athena Kolbe joined the CHHS School of Social Work faculty in August 2017. She received her BA in International Affairs & Labor Studies at Skidmore College; an MA in Theological Studies at Golden Gate Seminary; an MSW in Interpersonal Social Work Practice at Wayne State University; an MA in Political Science at the University of Michigan Ann Arbor; and a PhD in Social Work & Political Science at the University of Michigan Ann Arbor. Dr. Kolbe’s professional experience includes work as a social work instructor at the State University of New York Brockport and at the Institute of Social Work & Social Science in Port-au-Prince, Haiti. She has also worked as a journalist, a research assistant, a researcher, and a clinical social worker. Dr. Kolbe’s main areas of interest include human rights, needs assessment, and international social work.

**Stacey Kolomer, PhD, MSSW-Professor, Director**
Research areas: Physical, mental, and financial health and well being of family caregivers, specifically grandparents who are raising their grandchildren; Social Services for an Aging Population

Dr. Stacey Kolomer began her academic career as an assistant professor at the University of Georgia School of Social Work. She was promoted to Associate professor in 2007 and served for three years as director of the BSW program. Her research interests include grandparent caregiving families, burn survivorship, and interdisciplinary geriatric education. Dr. Kolomer was a Hartford Faculty Scholar and has received funding from the John A. Hartford Foundation, Inc., The Georgia Gerontology Consortium, and the Institute for Geriatric Social Work. Dr. Kolomer was a University of Georgia Service-Learning Fellow, served on the Service-Learning Curriculum committee, and was awarded the Service Learning Excellence in Teaching Award in 2012. Dr. Kolomer has over 30 published journal articles and book chapters and has presented at several national and international professional conferences. Her previous areas of practice include hospitals, dialysis units, and a nursing home.

**Jacquelyn Lee, LCSW, PhD-Assistant Professor**
Research Areas: mental health, social work education, and workforce issues (e.g., secondary traumatic stress, self-care).

A graduate of the University of Georgia, Dr. Lee joined the School’s faculty in August 2012. The majority of her practice experience involves mental and behavioral health related services for young children in the context of the school setting. She has experience in the non-profit sector, intensive outpatient addiction treatment, and community-based aging services. Dr. Lee is a Licensed Clinical Social Worker (LCSW) and holds graduate certificates in addiction, gerontology, and university teaching. Additionally, she enjoys regularly presenting her research at local and national conferences.
Noell L. Rowan, Ph.D., MSW, LCSW, LCAS - Professor, Associate Director
Dr. Rowan has more than 20 years of practice experience in the areas of mental health and addictions, holds the LCSW credential in North Carolina and the ACSW credential. She served as the Coordinator, BSW Program, UNCW from 2013-2018. Prior to joining UNCW, Dr. Rowan was Director of BSW Program, Kent School of Social Work, University of Louisville, from its inception (2007-2013). She collaborated with University of Louisville colleagues to create the first Interdisciplinary Wellness Coaching Minor. John A. Hartford Foundation funded her research in the Hartford Faculty Scholars Program in Geriatric Social Work (2010-2012). She collaborated on multiple research projects from local, state, and federal funding sources as Assistant Research Professor, University of Louisville (2005-2007). She earned BSW and MSW degrees from University of Georgia, and PhD in social work from University of Louisville/University of Kentucky joint program. She has authored more than 25 articles, book reviews, and co-authored a book chapter entitled, Substance Abuse, in Handbook of Gerontology: Evidence-based approaches to theory, practice, and policy in 2007. In 2009, she was awarded Best LGBT Research Award by Diversity Research Symposium, Ball State University. In 2011, she was the recipient of David A. Peterson Award for being lead author for Best Article in the Volume of Gerontology and Geriatrics Education to recognize excellence in scholarship in academic gerontology. She has also been the recipient of two teaching awards; 2006, Metroversity Award for Instructional Development for innovative teaching in gerontology and in 2007, she was awarded Distinguished Educator Achievement Award by Kentucky Association of Gerontology for exceptional effort in teaching geriatrics and gerontology in the Commonwealth of Kentucky.

Debra Rhodes, MSW, LCSW-Lecturer, Interim BSW Program Coordinator
Debra is the Interim BSW Program Coordinator. She joined the CHHS School of Social Work faculty in August 2017 as Assistant BSW Coordinator. Before that time, she served as a part-time lecturer for the School of Social Work for several years at the Onslow extension site. She earned her BS in Sociology at Campbell University and her Master of Social Work at East Carolina University, where she specialized in health and aging. Ms. Rhodes is a Licensed Clinical Social Worker in North Carolina. Her clinical experience includes a focus on grief and bereavement, dementia-related care, and general counseling with a solution-focused therapy approach. She has received training in applied suicide intervention skills and bereavement skills, and is a board member of such organizations as NASW, Onslow PEERS and Kiwanis of Onslow.

Dr. Alicia Sellon-PhD., MSW-Assistant Professor
Alicia focuses on identifying opportunities to increase diversity, equity, and inclusion in two main ways. First, exploring opportunities to increase participation in meaningful activities for isolated and vulnerable older adults, such as those with disabilities. She developed a book chapter for social work students on the ways to engage and assess vulnerable and socially isolated older adults. She also worked on a project with lower-income older adults that explored their perceptions of their housing complex and surrounding community. Dr. Sellon is also part of an Interdisciplinary Minority Student Research Group that mentors undergraduate students to develop and implement their own research projects.
Amy Van de Motter, MSW, LCSW-Lecturer
Amy Van de Motter joined the CHHS School of Social Work faculty in August 2017. She earned both her undergraduate degree in Elementary Education and her MSW degree from UNC Wilmington, and is a Licensed Clinical Social Worker in North Carolina. Her clinical experience and area of interest has been adult mental health, including working in community mental health settings with individuals diagnosed with severe and persistent mental illness. Amy also has experience as a medical social worker with the geriatric population, providing education and support to clients and family caregivers.

Angie Vandenberg, MSW, LCSW-Lecturer, Field Education Coordinator
Angie Vandenberg, MSW, LCSW, joined the Social Work Faculty in August 2012. She is both a Licensed Clinical Social Worker and a certified Victim Service Practitioner. Her work experience and area of interest has been working with survivors of sexual trauma. She has a particular passion in working with child survivors of trauma, and incorporating the use of play and art into sessions.

Helen Taylor Yates, LCSW, PhD-Assistant Professor
Taylor joined the College of Health and Human Services in 2020 as an Assistant Professor in the School of Social Work, and is a graduate of the UNCW BSW program in (2000). She received her MSW from the University of Georgia in 2001 and her PhD in social work at UGA in 2019. Taylor has worked in community mental health, private non-profits and public health settings as a clinical social worker and supervisor. She has experience providing strengths-based counseling and case management approaches, and has helped clients reach wellness goals, improve parent-child relationships and recover from abuse and domestic violence. Most recently, Taylor was the Clinical Supervisor at Live Forward, Inc., a non-profit agency serving individuals and families affected by HIV and other chronic illnesses. Taylor’s research interests include understanding social determinants of health as they relate to women and chronic illness. She is specifically exploring the effects of care responsibilities as both protective and prohibitive factors of women’s wellness outcomes. Her recent research projects include developing and evaluating behavioral interventions for women living with HIV including the Solution Focused Wellness for HIV Intervention for Women-a manualized group counseling method. This research was funded by a research award grant from the Solution Focused Brief Therapy Association (SFBTA). Taylor has published four articles in both social work and public health journals, and is a member of SFBTA and the Society for Social Work and Research.

Reginald O. York, MSW, PhD-Professor
Dr. York has over 30 years of experience as a social work educator, having previously served on the social work faculties of the University of North Carolina at Chapel Hill and East Carolina University. At East Carolina University, part of his time was in the position of Director of the School of Social Work. He is the author of 31 journal articles and four books on human service planning and human service research. He is also the author of a number of successful grant applications.

V. ETHICAL CONDUCT
The UNCW School of Social Work highly values the principles set forth in the NASW Code of Ethics, and requires a course in ethical concepts and practice. Below is the NASW Code of Ethics in its entirety.

NASW CODE OF ETHICS begins on next page.
Code of Ethics  
of the National Association of Social Workers  

Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017.

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 should discuss with clients the social workers’ policies concerning the use of technology in the provision of professional services. Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients’ capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients. To use services provided through technology, social workers should help them identify alternate methods of service.

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
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.

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.