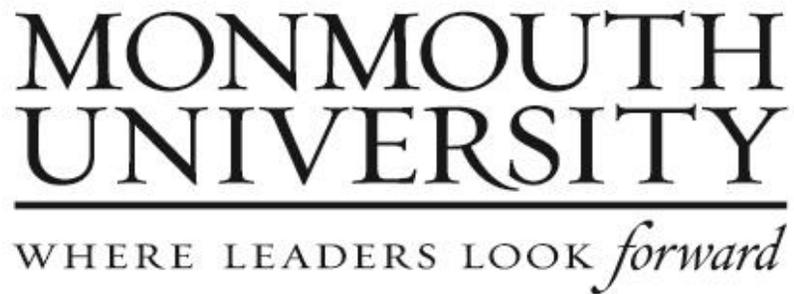


SCHOOL OF SOCIAL WORK



School of Social Work Handbook

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Introduction

Welcome to Social Work at Monmouth University! As you enter the School of Social Work, you will be participating in a dynamic, people-oriented, academically rigorous program of preparation for a profession calibrated to present realities and complexities relevant to social work practice today.

This Handbook is intended to assist you in becoming part of the School of Social Work. It contains information about the various academic programs, a summary of the School of Social Work policies and procedures, and student rights and responsibilities.

So that we might offer you a social work education that is intellectually challenging and professionally sound, the School of Social Work at Monmouth University is under continuous evaluation and revision. The Monmouth University Social Work alumni attest to the quality of the Social Work Program. This is further supported by our graduates having outstanding success finding social work positions shortly after graduation and many are employed before they graduate.

Even the most complete handbook cannot tell the whole story. After studying this information, please feel free to ask questions. The Social Work faculty, administration, and staff are available to help you.

Program History

Social Work as an undergraduate major was introduced at Monmouth University in 1968. The baccalaureate Social Work Program was established in response to diverse needs with a common theme: a growing awareness of an economy of human welfare. This was represented by an ever-increasing demand within the social work community for efficient and accountable uses of resources.

Since that time, Social Work at Monmouth University has grown to meet the changing demands of its student body and of the social welfare system by providing a curriculum of expanded breadth and quality. The School of Social Work encompasses both a Bachelor of Social Work (BSW) and a Master of Social Work (MSW) degree program.

The BSW Program began with the hiring of a part-time faculty member in 1968, and was committed to seeking recognition as a Council on Social Work Education (CSWE) accredited program with the hiring of a full-time faculty member in September 1973. A second full-time Social Work faculty member was hired in September 1975.

Faculty were hired to bring complementary skills to teaching, with one member hired primarily to teach courses in the practice sequence including field work coordination, and the other faculty member to teach the social welfare policy, planning and research courses. Initial accreditation occurred for the BSW Program in 1975. Since that time, the BSW Program was re-accredited in Academic Year (AY) 83-84, a second time in AY 90-91, a third time in AY 98-99, and again in AY 06-07.

During AY 1997-98, Social Work received notice that the MSW Program was accepted into candidacy for accreditation by the CSWE. The fall semester of 1998 saw the first MSW class enrolled in the Program. In June of 2001, the Program received full accreditation (retroactive to the first graduating class of 2000) from the Council on Social Work Education. In July of 2008 what was the Social Work program became the School of Social Work.

The Social Work Programs at Monmouth University have been designed to provide an understanding of human rights, human diversity and society as well as prepare students for careers in social work that advance social justice and human rights. In the spring of 2006 the department received full reaccreditation for the combined BSW/MSW programs for the full eight year cycle.

Program Mission, Goals, and Objectives

The central mission of the School of Social Work at Monmouth University is to prepare its graduates for professional social work practice that strives to secure social and economic justice, advance human rights, and improve the quality of life of vulnerable families, individuals, organizations, communities, and nations on the local, national and global levels. This mission is delivered through the use of a strengths based empowerment process for families in a global context.

The BSW Program prepares students for generalist professional social work practice. The BSW Program also prepares social work students for graduate social work education. The educational process and curriculum are grounded in the liberal arts, along with the knowledge, values and skills of the social work profession.

The MSW Program at Monmouth University prepares graduates for advanced social work practice in one of two concentrations, Clinical Practice with Families and Children, or International and Community Development.

The School of Social Work's mission is guided by Monmouth University's mission. The School of Social Work uses a foundation in the liberal arts tradition of educating and preparing students to realize their potential as leaders and to become engaged citizens in a contemporary world.

The curriculum supports the University and School missions through three perspectives: social and economic justice through the advancement of human rights, strengths-based empowerment, and practice with families within a global context.

Families within a global context define the initial focal social unit for all social work practice at Monmouth University.

Social and economic justice requires fairness in practice on the institutional and interpersonal levels. Human rights stand as an operational definition of social and economic justice committed to building a world in which the dignity of each human being and their community is inviolable. Fairness and dignity are the core values that guide all Monmouth University School of Social Work professional and academic endeavors.

The strengths perspective is envisioned by the Monmouth University School of Social Work as an approach to engagement and assessment that accesses the capabilities and assets of families, individuals, organizations, communities, and nations. Strengths-based engagement and assessment demand a different way of collaborating with families, individuals, organizations, communities, and nations. All are seen in the light of their capabilities, talents, competencies, possibilities, visions, values, and hopes, however marginalized and disenfranchised they may have become through domination, oppression, and trauma.

Empowerment is envisioned as the process of increasing personal, political, educational, and/or economic power so that families, individuals, communities, organizations and nations can take action to improve their situations. It is a process through which people claim the power and gain the resources necessary to shape our world and reach our full, human potential as members of families in a global context. The principles of empowerment include intervention strategies intended to achieve social and economic justice by advancing human rights, celebrating and benefiting from the diversities of humanity, and transforming self and society to welcome and support the voices, the potential, the ways of knowing, and the energies of us all.

Practice with families within a global context recognizes that at this juncture in history, societal constructs no longer solely define families. The definitions of families are expanding to include biological, legal, spiritual, and families of choice. The perspective of practice with families in a global context acknowledges that some individuals are without families by choice or circumstances or may be in transition towards a new family of creation. Globalization and internationalization are encroaching upon the basis of social identity. These three perspectives inform our BSW and MSW programs as they contribute to the development of students' knowledge, values and skills. Along with the practice behaviors they are manifest in all facets of our programs.

1. To conceptualize and contribute to social work theory, knowledge, values, and skills on a generalist level for BSW students, and on an advanced, concentration specific level for MSW students through three interrelated perspectives: social and economic justice through the advancement of human rights, strengths-based empowerment and practice with families within a global context.

2. To develop the skills to understand, analyze, and evaluate the quality of life and well-being of vulnerable families, individuals, organizations, communities, and nations that is grounded in a strengths-based empowerment approach for social and economic justice and human rights.
3. To prepare social work practitioners to develop and systematically apply knowledge, values, skills, and ethics in their work with families, individuals, organizations, communities, and nations of diverse cultural contexts in working collaboratively toward the prevention and solution of social problems.
4. To think critically, analyze, produce, and disseminate research that informs theory, policy, practice, and evaluation in social work.
5. To collaborate with and support vulnerable populations through advocacy, social action, volunteerism, service, education, and consultation, working from a strengths-based empowerment approach for social and economic justice and human rights.

BSW and Foundation Year Curriculum Objectives

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

- 2.1.1-1 Advocate for client access to the services of social work
- 2.1.1-2 Practice personal reflection and self-correction to assure continual professional development
- 2.1.1-3 Attend to professional roles and boundaries
- 2.1.1-4 Demonstrate professional demeanor in behavior, appearance, and communication
- 2.1.1-5 Engage in career long learning
- 2.1.1-6 Use supervision and consultation

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

- 2.1.2-1 Recognize and manage personal values in a way that allows professional values to guide practice
- 2.1.2-2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- 2.1.2-3 Tolerate ambiguity in resolving ethical conflicts
- 2.1.2-4 Apply strategies of ethical reasoning to arrive at principled decisions

Educational Policy 2.1.3 - Apply critical thinking to inform and communicate

professional judgments.

2.1.3-1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom

2.1.3-2 Analyze models of assessment, prevention, intervention and evaluation

2.1.3-3 Demonstrate effective oral and written communication in working with individuals, families, and groups

Educational Policy 2.1.4 - Engage diversity and difference in practice.

2.1.4-1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power

2.1.4-2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

2.1.4-3 Recognize and communicate their understanding of the importance of difference in shaping life experiences

2.1.4-4 View themselves as learners and engage those with whom they work as informants

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

2.1.5-1 Understand the forms and mechanisms of oppression and discrimination

2.1.5-2 Advocate for human rights and social and economic justice

2.1.5-3 Engage in practices that advance social and economic justice

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

2.1.6-1 Use practice experience to inform scientific inquiry

Educational Policy 2.1.7 - Apply knowledge to human behavior and the social environment.

2.1.7-1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation

2.1.7-2 Critique and apply knowledge to understand person and environment

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

2.1.8-1 Analyze, formulate and advocate for policies that advance social well-being

2.1.8-2 Collaborate with colleagues and clients for effective policy action

Educational Policy 2.1.9 - Respond to contexts that shape practice.

2.1.9-1 Continuously discover, appraise, and attend to changing locales, populations,

scientific and technological developments, and emerging societal trends to provide relevant services

2.1.9-2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Educational Policy 2.1.10 A-D - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10(a) Engagement

2.1.10(a)-1 Substantively and affectively prepare for action with individuals, families, groups, organizations and communities

2.1.10(a)-2 Use empathy and other interpersonal skills

2.1.10(a)-3 Develop a mutually agreed-on focus of work and desired outcomes

2.1.10(b) Assessment

2.1.10(b)-1 Collect, organize, and interpret client data

2.1.10(b)-2 Assess client strengths and limitations

2.1.10(b)-3 Develop mutually agreed-on intervention goals and objectives

2.1.10(b)-4 Select appropriate intervention strategies

2.1.10(c) Intervention

2.1.10(c)-1 Initiate actions to achieve organizational goals

2.1.10(c)-2 Implement prevention interventions that enhance client capacities

2.1.10(c)-3 Help clients resolve problems

2.1.10(c)-4 Negotiate, mediate, and advocate for clients

2.1.10(c)-5 Facilitate transitions and endings

2.1.10(d) Evaluation

2.1.10(d)-1 Social workers critically analyze, monitor, and evaluate interventions

Clinical Practice with Families and Children Concentration Curriculum Objectives

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

2.1.1-1 Advocate for equal access to family and child based social work services

2.1.1-2 Practice personal reflection and self-correction to assure continual professional development in clinical practice with families and children

2.1.1-3 Adhere to clinical professional practice roles and boundaries with families and children

2.1.1-4 Demonstrate professional demeanor in behavior, appearance, and communication in clinical practice with families and children

- 2.1.1-5 Engage in career-long learning for advanced clinical practice and licensure
- 2.1.1-6 Use clinical supervision and consultation

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

- 2.1.2-1 Recognize and manage personal values in a way that allows professional values to guide clinical practice
- 2.1.2-2 Make ethical decisions in clinical practice by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, and the Statement of Principles
- 2.1.2-3 Tolerate ambiguity in resolving ethical conflicts that involve clinical practice with families and children
- 2.1.2-4 Apply strategies of ethical reasoning to arrive at principled clinical decisions

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

- 2.1.3-1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and clinical practice wisdom relevant to families and children
- 2.1.3-2 Analyze clinical models of assessment, prevention, intervention and evaluation
- 2.1.3-3 Demonstrate effective oral and written communication in clinical practice with individuals, children, families, and groups

Educational Policy 2.1.4 - Engage diversity and difference in practice.

- 2.1.4-1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power that impacts families and children
- 2.1.4-2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups of families and children in clinical practice
- 2.1.4-3 Recognize and communicate their understanding of the importance of difference in shaping life experiences in clinical practice with families and children from a global perspective
- 2.1.4-4 View themselves as learners and engage with families and children as informants

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

- 2.1.5-1 Understand the forms and mechanisms of oppression and discrimination that impact families and children from a global perspective
- 2.1.5-2 Advocate for human rights and social and economic justice for children and families from a global perspective
- 2.1.5-3 Engage in strength based empowerment practice with children and families that advance social and economic justice from a global perspective

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

2.1.6-1 Use clinical practice experience to inform scientific inquiry

2.1.6-2 Use research evidence to inform clinical practice

Educational Policy 2.1.7 - Apply knowledge to human behavior and the social environment.

2.1.7-1 Utilize strength-based empowerment perspectives to guide the processes of assessment, intervention, and evaluation in clinical practice

2.1.7-2 Critique and apply clinical knowledge to understand person and environment for families and children

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

2.1.8-1 Analyze, formulate and advocate for policies that advance social well-being for families and children from a global perspective

2.1.8-2 Collaborate with colleagues and clients for effective policy action for families and children from a global perspective

Educational Policy 2.1.9 - Respond to contexts that shape practice.

2.1.9-1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant clinical services for families and children from a global perspective

2.1.9-2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services for families and children from a global perspective

Educational Policy 2.1.10 A-D - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10(a) Engagement

2.1.10(a)-1 Substantively and affectively prepare for clinical practice with individuals, children, families, groups, organizations, and communities

2.1.10(a)-2 Use empathy and other interpersonal clinical skills

2.1.10(a)-3 Develop a mutually agreed-upon strengths-based empowerment focus of work and desired outcomes in clinical practice

2.1.10(b) Assessment

2.1.10(b)-1 Collect, organize, and interpret client data for clinical practice

2.1.10(b)-2 Assess client strengths and limitations

2.1.10(b)-3 Develop mutually agreed-upon strengths-based empowerment intervention goals and objectives

2.1.10(b)-4 Select appropriate clinical strengths-based empowerment intervention strategies

2.1.10(c) Intervention

2.1.10(c)-1 Initiate actions to achieve organizational goals that meet the needs of children and families

2.1.10(c)-2 Implement strengths-based empowerment prevention and intervention that enhances client capacities

2.1.10(c)-3-Help clients resolve problems from a strengths-based empowerment approach

2.1.10(c)-4 Negotiate, mediate, and advocate for clients utilizing a collaborative strengths-based empowerment perspective

2.1.10(c)-5-Facilitate clinical transitions and endings

2.1.10(d) Evaluation

2.1.10(d)-1 Social workers critically analyze, monitor and evaluate their clinical interventions

International and Community Development Concentration Curriculum Objectives

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

2.1.1-1 Advocate with partners to ensure that resources are available

2.1.1-2 Engage in personal reflection and self-correction to assure continual development

2.1.1-3 Attend to professional roles and boundaries as appropriate to community practice

2.1.1-4 Conduct and present oneself in ways that demonstrate respect for community partners

2.1.1-5 Engage in life-long learning

2.1.1-6 Use supervision and consultation as a reciprocal process for learning and growing

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

2.1.2-1 Recognize and challenge personal values and preconceptions in a way that allows professional values to guide international and community practice

2.1.2-2 Make ethical decisions by applying standards of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles, UN Declaration of Human Rights, and, as applicable, of the National Association of Social Workers Code of Ethics

2.1.2-3 Respect differences of opinion and ambiguity in resolving ethical conflicts

2.1.2-4 Apply strategies of ethical reasoning to arrive at principled decisions

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

2.1.3-1 Distinguish, appraise, and integrate multiple sources of knowledge/wisdom, including research-based knowledge and practice wisdom, with a special emphasis on local knowledge/wisdom and community partners as experts in their own lives and contexts

2.1.3-2 Analyze models of community assessment, prevention, intervention, and evaluation

2.1.3-3 Demonstrate effective communication skills in working with diverse communities

Educational Policy 2.1.4 - Engage diversity and difference in practice.

2.1.4-1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power. Recognize equally how US national and foreign policy and international organizations may also oppress, marginalize, alienate or create or enhance privilege and power.

2.1.4-2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups, with a commitment to broadening one's worldview to include new ways of seeing and acting

2.1.4-3 Recognize and communicate understanding of the importance of difference in shaping life experiences with a commitment to integrating different ways of being into social work practice

2.1.4-4 View themselves as learners and engage those with whom they work as partners

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

2.1.5-1 Understand the forms and mechanisms of oppression and discrimination

2.1.5-2 Advocate for human rights and social and economic justice with community partners

2.1.5-3 Engage in strengths-based empowerment practices that advance social and economic justice

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

2.1.6-1 Use practice experience and local knowledge/wisdom of community partners to inform scientific inquiry

2.1.6-2 Use research evidence and local knowledge/wisdom to inform practice

2.1.6-3 Engage in research in partnership with community partners

Educational Policy 2.1.7 - Apply knowledge to human behavior and the social environment.

2.1.7-1 Utilize diverse and culturally-appropriate conceptual frameworks to guide international and community practice

2.1.7-2 Critique and apply knowledge to understand person and environment to advance social and economic justice

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

2.1.8-1 Analyze, formulate and advocate with community partners for policies that advance social well-being

2.1.8-2 Collaborate with colleagues and partners for effective policy action

Educational Policy 2.1.9 - Respond to contexts that shape practice.

2.1.9-1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services that advance social and economic justice

2.1.9-2 Provide leadership with community partners in promoting sustainable changes in societal structures to improve the quality of life and to advance social and economic justice

Educational Policy 2.1.10 A-D - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10(a) Engagement

2.1.10(a)-1 Substantively and effectively prepare for strengths-based, empowerment action with individuals, families, groups, organizations and communities

2.1.10(a)-2 Effectively use a wide range of appropriate communication skills

2.1.10(a)-3 Develop a mutually agreed-on plan of action and be committed to working in partnership to realize that plan

2.1.10(b) Assessment

2.1.10(b)-1 Collect, organize, analyze and interpret data with community partners

2.1.10(b)-2 Assess community strengths and limitations and societal factors that limit community strengths

2.1.10(b)-3 Develop mutually agreed-on goals and objectives

2.1.10(b)-4 Select appropriate strategies for social change to advance social and economic justice

2.1.10(c) Intervention

2.1.10(c)-1 Initiate actions to achieve goals

2.1.10(c)-2 Work to influence social policies so that they are preventative rather than reactive

- 2.1.10(c)-3-Work in partnership to change oppressive structures and enhance community well-being
- 2.1.10(c)-4 Negotiate, mediate, and advocate with community partners
- 2.1.10(c)-5 Facilitate transitions and endings in international and community practice

2.1.10(d) Evaluation

- 2.1.10(d)-1 Social workers critically analyze, monitor and evaluate practice using evaluation strategies and methods that are participatory

BSW Curriculum Plan and Degree Requirements

The Social Work curriculum is designed to prepare students for beginning professional level practice and continued graduate study. The Social Work curriculum builds upon a liberal arts base that is standard for the entire University. The curriculum is consistent with the Educational Policy & Accreditation Standards for Undergraduate Social Work Programs established by the Council on Social Work Education.

In order to graduate from Monmouth University, students are required to complete 128 semester credit hours.

Building upon the liberal arts base, the social work curriculum incorporates and integrates content in five professional foundation areas; human behavior and the social environment, social welfare policy and services, research, social work practice and techniques, and field. In addition to the core social work courses, there are supporting classes required which supply additional knowledge and background to aid in the effective training of competent BSW social workers. These courses come from the areas of psychology, economics, political science, biology, sociology and anthropology.

The content of the curriculum reflects social work's concern with a person in the environment approach. The curriculum is designed to equip beginning-level generalist practitioners with the knowledge, values and skills they need to function in their roles as they assist families, individuals, and communities toward improving the quality of their own lives. The liberal arts core requires students to complete courses in first year seminar, technological literacy, reading and writing, literature, reasoned oral discourse, historical perspectives, aesthetics and creativity, cross-cultural and global understanding or foreign language, natural sciences and mathematics, social science and interdisciplinary perspectives.

Students must also complete a volunteer experience and a series of field internships. They complete a 30 hour volunteer experience attached to the first Human Behavior course (SW 223), they complete a 100 hour internship attached to a Spring semester Junior year practice course (SW 342) and they complete 224 hours for each of two semesters in their Senior year Field Seminars (SW 421 and SW 422) for a total of 448 hours.

MSW Curriculum Plan and Degree Requirements

The MSW curriculum is designed to prepare students for advanced practice in social work, concentrating in either Clinical Practice with Families and Children (CPFC) or International and Community Development (ICD). The curriculum is a total of 60 credits, 30 credits in the first year comprising the foundation curriculum and 30 credits in the second year comprising the advanced curriculum. Students with a Bachelor's degree in Social Work from a CSWE accredited program can apply for Advanced Standing in the MSW Program. If accepted, Advanced Standing students are placed into their second year of graduate work and must fulfill 30 credits to receive the Master's degree.

The core courses provide the theoretical foundation for understanding human behavior in the social environment; for understanding the history of social welfare and developing a framework for policy analysis; for understanding, implementing, and evaluating the theories and methods of social work practice; for developing skills in the application of scientific reasoning and research methodology. Infused throughout each of the core courses is material to also provide the students with a foundation in social work values and ethics; in understanding and appreciating human diversity; in understanding the dynamics and consequences of social and economic injustice, and in developing the skills to promote social change towards individual and collective social and economic justice; and in the theoretical and practice content about the patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression, especially as they impact people of color, women, gay, lesbian, bisexual and transgendered persons, and individuals and families distinguished by age, ethnicity, culture, class, religion, and physical or mental ability.

Students must also complete a field practicum in a placement related to their concentration. For Regular Admission students, 500 hours for the first year and 500 hours for the second year of field practicum will be completed for a total of 1,000 hours in the internships. For Advanced Standing students, 500 hours total will be completed in the internship.

The Liberal Arts Perspective in the MSW Curriculum

The liberal arts perspective of the School of Social Work builds on the humanities and social sciences. The MSW Program views the humanities as a source of insight into aspects of thought, values, and achievement in all times and places. The social sciences contribute an understanding of men and women living in varied cultural and social contexts. Together, these areas provide a foundation for the MSW Program's preparation of professional social work practitioners.

The School ensures that all graduate students have obtained this perspective prior to admission to the MSW Program by careful review of applicant's transcripts for successful completion of appropriate coursework. These requirements include biology and courses in the humanities, including English (skills in writing and literature), history,

courses in the social sciences, including sociology, psychology, anthropology, foreign language and/or cross cultural studies, global understanding, economics, and political science. The School also reviews student's personal statements for evidence of the liberal arts perspective within the applicant's self-presentation.

Nondiscrimination Statement

The MSW Program embraces and upholds all of the nondiscrimination and affirmative action policies of Monmouth University. It is the policy and practice of Monmouth University to comply with the laws, regulations, and orders that provide for and impose obligations on employers with respect to the management of their equal employment opportunities and affirmative action programs.

Definitions of Practice Areas

Generalist Social Work Practice (BSW and Foundation Year)

Generalist social work practice is conceived as grounded in an ecological systems framework and employs a strengths-based empowerment process to aid and support clients in their efforts to access needed resources, to achieve greater individual and collective empowerment, and to work for social and economic justice. Clients and interventions are situated at every practice level: individual, family, group, community, national, and international. Further, within their practice, generalist social work practitioners consider the interplay of personal and collective issues and work with a variety of human systems, societies, communities, neighborhoods, complex organizations, formal groups, informal groups, families and individuals to create changes which maximize social functioning. Generalist social workers are engaged in practice in a variety of settings. These may include hospitals, mental health facilities and community development corporations. They engage with people to improve the quality of life for individuals, families, groups, and communities.

Clinical Practice with Families and Children (MSW Concentration Year)

For students who choose the CPFC concentration, assessment, intervention, and evaluation skills in working specifically with families and children are developed. Students learn to apply culturally competent practice theory and research particular to that client system. Students learn not only counseling and therapeutic techniques particular to families and children, but also develop greater understanding of the patterns of interaction and conflicts that occur at the interface between families and society.

Family centered practice is concerned with the transactions among person, family, and environment which affect individuals, families, groups, communities, nations and the global environment within which families are enmeshed. In the CPFC concentration, the family is the center of focus for social work practice. As a result, practice at this level examines how people who are living together relate to one another and how their dynamics affect the other members of their home.

International and Community Development (MSW Concentration Year)

Students who choose the ICD concentration will gain skills in assessment, planning, intervention, and evaluation skills particular to working with larger groups and in an international context. Classes focus on preparing students to understand the intersection of how local, national, and international policies affect the quality of life of persons in various settings. To that end, students learn theories and study in depth some of the challenges affecting communities around the world. They also study successful community interventions from around the world.

Community practice, whether in the United States or abroad, involves working in partnership with people and communities to take planned action to deal with the common concerns of people who share a geographic locality, cultural or philosophical identity, or crucial social and economic relationships. Community practice involves the growth and strengthening of the structures so that social networks and economic arrangements function to benefit the most vulnerable members of society. Community practice works to mobilize people who are directly affected by a community condition, social or economic injustice into groups and organizations to enable them to take effective action on their own behalf. Community work with members of economically exploited and politically disenfranchised communities helps people understand the forces and processes that create and maintain their oppressed condition, mobilize and organize their internal strength, abolish the mythology that makes them participants in their own powerlessness, and act to restore or develop new functions to increase community competence for the well-being of its members (Pantoja & Perry, 1995, in Van Soest, 1997, p. 7).

Community practice recognizes that people are the experts in their own lives. As a result, it relies on local, organic knowledge and does not see people as “clients” but partners. Community practice aims to foster leadership development within communities so that the community can organize and act on its own behalf.

Office of Field and Professional Education

The Office of Field and Professional Education (OFPE) is designed to provide opportunities for advancing professional development for our students and for the larger social work community. The OFPE works with a total philosophical commitment to the idea of partnership. Field supervisors, professional education participants, and students are all engaged in a mutual partnership that values the wants and needs of every member. A partnership with the office as a fulcrum, but with the office operating and making decisions based on what best serves the partnership.

As the curriculum advances student’s knowledge base, field experience provides opportunities for the integration of the academic and the practice. The Professional Education Program (PEP) provides opportunities for life-long learning. Field and PEP operate as a single program that is interconnected, mutually supportive and synergistic. PEP provides ongoing continuing education for professional social workers seeking

continuing education units (CEU) and to students seeking to expand their professional development through intense interactive, expert delivered seminars. PEP workshops are a staple offering for our field supervisors who regularly receive incentives, discounts, and free CEU opportunities. PEP workshops are planned with regular participant input, and are designed in the spirit of the notion of continuing education not merely to the letter of the law. The workshops provide a convenient forum for continuing education but also provide an opportunity to maintain relationships, to communicate, catch up, and connect with all of Monmouth University's partners, and all of our various partners with each other.

Field is the signature pedagogy. Field education is that central tenet which makes social work education the unique experience and preparation that it is. The field program makes competency-based education its core. From learning agreements, to field evaluations, to supervisor training, the concept of competency-based field education is reinforced. It is this commitment to partnership that serves to support the achievement of, and further mastery of, the core competencies, in a field and professional education model dedicated to excellence in all forms of professional development. Central to the core of field as the signature pedagogy is the social work internship.

Field Internship Sequence

Overview

There are nine courses in the field curriculum between the BSW program and the MSW program. Below is a very brief description of the internship related requirements attached to each.

BSW Field

Social Work Practice with Individuals and Families (SW 342) is typically taken in the Spring semester of the Junior year. It is a three credit course that carries with it a 100 hour internship requirement. This usually translates into one, full eight hour work day for the duration of the semester, but this can vary based on the student's schedule, agency availability, and need. Students are expected to begin to develop competency in the practice behaviors that will prepare them for their senior internship. Interviewing, prevention education, case management, and other similar activities are common junior internship responsibilities. There are a diverse range of practice opportunities available to SW 342 students.

Field Practice in Social Work (SW 421), and Advanced Field Practice in Social Work (SW 422), are always taken consecutively in the Fall and Spring semesters of the senior year. Each course carries with it a 224 hour internship obligation. Together, they will carry a total of 448 hours of internship, which translates to about two full days each week in internship throughout the entire senior year. That works out to be around sixteen hours per week. Schedules are determined between students and supervisors, but

typically a BSW student is in field Tuesday and Friday. There are a diverse range of practice opportunities available to senior field students.

Senior BSW students are expected to function as entry level, generalist practice social workers. More advanced interviewing, counseling, group work, family work, case management, an introduction to crisis intervention, and negotiating social services are common senior internship responsibilities. Given that BSW degree holders are eligible to apply for Advanced Standing, their duties should be comparable to those of a first year (foundation level) MSW student.

Field and Practice Course Restriction

The School of Social Work at Monmouth University restricts enrollment in the Social Work Practice sequence and the Field Practice courses to Social Work Majors and minors as appropriate.

Baccalaureate Child Welfare Education Program (BCWEP)

Monmouth University Social Work undergraduate juniors have the opportunity to apply for acceptance in to the Baccalaureate Child Welfare Education Program (BCWEP). This is a statewide, multi-university program designed to expose and attract social work students to the state of New Jersey's child protection system. BCWEP is a competitive entry program. Students who are accepted receive a stipend for their senior internship hours, and a tuition reduction or remission incentive in exchange for a two year commitment to work for the NJ Department of Child Protection and Permanency. Interested students should inquire with the Campus Academic Coordinator in the Office of Field and Professional Education during the Spring semester of their junior year. BCWEP is available only to students eligible to enter the Senior Field Seminar course (SW 421/SW 422). Requirements and benefits are the purview of BCWEP and are subject to change.

MSW Field

Field Practicum I (SW 510) and Field Practicum II (SW 520) are the foundation level field sequence. They are always taken consecutively in the Fall and Spring semesters. Each course carries with it a 250 hour internship obligation. Together, they will carry a total of 500 hours of internship in a single placement, which translates to a little more than two full days each week in internship throughout the entire year. That works out to be around eighteen to twenty one hours per week. Schedules are determined between students and supervisors, but typically a MSW student is in field Monday, Wednesday, and Thursday. Expectations for first year MSW students are generally the same as for those listed above for BSW seniors. Duties may be more advanced based on the experience level of the student and the supervisor's discretion.

Field Practicum III FC (SW 630) and Field Practicum IV FC (SW 640) are the concentration level field seminar courses for the CPFC concentration. They are always

taken consecutively, for full time students in the Fall and Spring semesters and for part time students in the Summer and Fall semesters. Each course carries with it a 250 hour internship obligation. Together, they will carry a total of 500 hours of internship in a single placement, which translates to a little more than two full days each week in internship throughout the entire year. That works out to be approximately eighteen to twenty one hours per week. Schedules are determined between students and supervisors, but typically a MSW student is in field Monday, Wednesday and Thursday. Practice settings will correspond with the concentration curriculum. This is a “clinical/micro” social work concentration in which students are studying various theories and intervention skills in classes, many of which utilize case studies from practice scenarios and social work literature to enable students to readily apply the material to practice.

Students are expected to demonstrate competency in the concentration specific practice behaviors. CPFC interns are expected to be exposed to and perform individual, family and group counseling, assessment, referral, crisis intervention, clinical case management, client advocacy, and casework documentation. The internship should provide the opportunity for the student to be an integrated member of the agency staff/team including some exposure and activity involving agency functioning, training, and professional collaboration.

Field Practice III CI (SW 631) and Field Practice IV CI (SW 641) are the concentration level field seminar courses for the ICD concentration. They are always taken consecutively, for full time students in the Fall and Spring semesters and for part time students in the Summer and Fall semesters. Each course carries with it a 250 hour internship obligation. Together, they will carry a total of 500 hours of internship in a single placement, which translates to a little more than two full days each week in internship throughout the entire year. That works out to be around eighteen to twenty one hours per week. Schedules are determined between students and supervisors, but typically an MSW student is in field Monday, Wednesday and Thursday. Practice settings will correspond with the concentration curriculum. This is a “macro” social work concentration where students are studying domestic and international social welfare issues, domestic and international non-governmental organizations (NGO’s), and community practice areas, relevant programs of the United Nations and UN affiliated agencies, and domestic and international social and economic development.

Students are expected to demonstrate competency in the concentration specific practice behaviors. Students learn about traditional macro social work areas such as social welfare policy, research, program evaluation, community organizing, advocacy, administration, and community economic development framed in both the international and domestic context. Students also learn about emerging issues related to community and international social work practice including environmental concerns, economic literacy, and international relations. Students are expected to be exposed to and perform duties related to these areas that support the work of the agency/organization while providing a quality learning experience in “macro” social work. The internship should provide the student the opportunity to be an integrated member of the agency/organization including some exposure and activity involving agency functioning,

training, and professional collaboration. Students in the ICD concentration have the option of performing one quarter (125 hours) of their internship (typically from mid-February through mid-April for eight to ten weeks except students placed in Chile) overseas in approved “macro” social work internship positions.

Forms and Procedures

Both the BSW and MSW programs employ a variety of forms, including applications, evaluations, confirmations, learning agreements and more. The forms necessary for the administration of the field program are available on our website.

Objectives of Specific Field Programs

Generalist Practice

The first year field practicum engages students in supervised social work practice and provides them the opportunity to integrate course work with developing practice skills. Students are expected to develop an understanding of the broad base of professional social work. Students apply a generalist empowerment-based approach that is grounded in the strengths perspective.

At Monmouth University, generalist social work practice is viewed as grounded in a systems framework and employs a strengths-based empowerment approach to aid and support people in traditional client status in their efforts to access needed resources, to achieve greater individual and collective empowerment, and to work for social and economic justice. Interventions are situated at every practice level including individual, family, group, community, national, and international.

Also, by developing the ability to use professional supervision, students will gain self-awareness and begin to identify their own learning needs. It is in the application of theory, intertwined with supervision and seminar level field instruction, that students engaged in the signature pedagogy explore this level of intervention and develop the associated competencies.

Advanced Practice

In the concentration year, students will develop advanced competencies for work with individuals, families, groups, communities, and nations with emphasis on either of the two concentrations offered, CPFC or ICD.

Students will continue to focus on issues related to diversity, values and ethics, professional development, vulnerable populations, social and economic justice, and human rights. Building on their generalist foundation, students will use theories from the classroom, apply them with discretion, and evaluate their appropriateness and effectiveness. The students will use supervision maturely, continuing the application of theory, intertwined with advanced level supervision and seminar level field instruction.

Students engaged in the signature pedagogy explore concentration level intervention and develop the associated competencies. At the advanced level, students will demonstrate the ability to criticize and evaluate their own practice in a professional manner and take responsibility for future growth as independent practitioners and lifelong learners.

Clinical Practice with Families and Children

This area is related to both the public and private sector of child and family services, and could include direct clinical work with families who present as survivors of abuse, neglect, violence, and drug or alcohol addiction. It begins with the family at the center of the unit of attention. Many families struggle with the individual and systemic myriad of devastating circumstances and are part of several vulnerable populations, such as immigrants, racial or ethnic minorities, those with disabilities, or those in poverty. Field assignments occur at the local level with intervention focused on individuals, families, and small groups and provide opportunities to demonstrate the associated competencies.

International and Community Development

This area is related to community development at the local through international level. International social work focuses upon social work practice between nations or cultural groups, as well as practice in international social services, non-governmental, and grass roots organizations. Field assignments occur at the local level with community organizations or with agencies whose service area include international issues and provide opportunities to demonstrate the associated competencies. Students in this concentration have the option of selecting an internship experience abroad.

International Field Placement

Students who select the ICD concentration have the opportunity to perform field work abroad. Typically this includes an eight to ten week placement in an agency with a community development, policy, research, or community organizing focus. Potential field sites are evaluated by the School of Social Work and have executed contracts for placement with the University. Under no circumstances will a student be placed in a setting without an executed agreement between Monmouth University and the appropriate agency/University personnel.

In addition to the criteria for Admission to the Field Practicum, students who intend to do an international field placement understand that:

1. Prior to leaving for the international placement they will write an additional five-page paper, which includes the contact information and overview of their agency (including supervisor's e-mail address). The paper will also list all assignments the student is presently working on by course, and will include a "completion plan" related to the submission of all their remaining work. The student must specify how

the work will be submitted including verification of a laptop computer and e-mail address.

2. Upon returning to Monmouth University, all students are expected to do a presentation on their experience which is open to the University community.
3. Students must sign a Waiver of Liability for Monmouth University.
4. Students must be prepared to sign a financial capacity and accountability contract with the School. A financial capacity contract is designed to ensure that a student understands the expected cost of the placement and is prepared to undertake the project through completion without significant fiscal constraints. Accountability assumes that a student clearly understands she or he is an ambassador of Monmouth University while in international field placement. All aspects of personal and professional comportment should reflect an understanding of the student's position and the impact of her or his comportment on future student placement.
5. Additional requirements for international field are part of SW 631 and SW 641.

Procedures and Policies of Field Practicum

Professional Ethics

Students are responsible for understanding and complying with the NASW Code of Ethics and the Ethics in Social Work, Statement of Principles of the IFSW. Students receive copies of both Codes of Ethics in their courses and they are included in this manual. All behavior in the field setting must meet the ethical standards detailed in the Codes. In addition, students are required to act in a manner consistent with the principles put forth in the UN Universal Declaration of Human Rights.

In order to comply with the NASW Code of Ethics, students in the field agencies must identify themselves as being in training for a specific period of time. They should never be asked to represent themselves as staff workers of the agency inappropriately.

Assignment to the Field Agency

Prior to enrollment in the field practicum, students are required to complete and submit an electronic Field Practicum Application. Following the completion of this application, students meet with the Director of Field and Professional Education or Assistant Director of Field Education to discuss their learning objectives and agency choice for their field site. Students will be given two to three agencies to interview with. These interviews involve a mutual decision-making process whereby the student assesses the expectations and functions of the agency while simultaneously, agency representatives are engaged in a similar process. If the student interviews with the three agencies and is unable to secure a field placement, two additional agencies will be provided to the student. If a student fails to secure a field placement after interviewing

with five agencies and/or the field practicum course enters into approximately the fourth week of the term, the student will be withdrawn from the field practicum by the Program Director or Dean. The placement deadline for Fall semester internships is October 1st, for Spring semester internships the deadline is February 14th and for Summer internships the deadline is June 17th. Significant disruption to the student's schedule and anticipated graduation date may occur. Refunds will be granted only and strictly in accordance with University policy.

Once interviews are completed, students finalize the practicum selection with the Director or Assistant Director through the submission of the online Field Confirmation Form. Students are never assigned to a practicum setting without an agency interview or without interviewing with the Director or Assistant Director of the OFPE.

The student's field supervisor receives an official confirmation of the internship by email along with a copy of their student's Field Practicum Application, links for the handbook, website, and an invitation to the annual supervisor orientation. OFPE provides field seminar instructors with the student and supervisor contact information. OFPE maintains ongoing communication with the parties in the field process and makes regular contact with field supervisors.

Change of Practicum

A field practicum can only be changed with the approval of the Director of Field and Professional Education. Preference for another setting or another location is not enough reason for changing a practicum. If a student is dissatisfied with the field practicum, the first step to take is to speak with the field supervisor at the agency. Supervision is often the best vehicle for resolving issues or conflicts at the agency site. If the student has addressed the issue with the field supervisor and there is no resolution to the problem, the next step to take is to request that the field supervisor and the field instructor meet to assess the situation. If it is agreed that an appropriate educational environment is not present, the field instructor may recommend to the Director or Assistant Director that the practicum be terminated. An agency cannot terminate a student from field practicum without the involvement of the School of Social Work and the consensus of the Director, or Assistant Director, and the field instructor unless dangerous or egregious behavior is present.

In the case of a serious ethical violation or significantly unprofessional conduct by the student, the agency has the ability to terminate the student from the practicum. This procedure is detailed in the Student Performance Assessment and Monitoring committee policy included in this handbook.

Agency Termination of Student Interns

In the event that a student is terminated by an agency for good cause, or in instances where the student's continued participation presents undue disruption to agency business, the student will be subject to formal review before the Student Performance

Assessment and Monitoring Committee. This review will be brought by the teacher of record for the field practicum course.

Work/Study

It is possible for a student to obtain a field practicum that is also an employment situation, but the combination field practicum-work/study must conform to the following guidelines:

1. If the student is already employed by the agency, the field assignment must provide *qualitatively different experiences for the student*, along with a *different person to provide supervision*.
2. The practicum must meet all the same requirements as any new agency. That is, the potential field supervisor must possess a MSW, and complete the necessary supervisor's training.
3. Agreements for work/study must detail the conditions of the plan, and be acceptable by all the parties involved. It must also meet the standards and requirements of a field placement for the School of Social Work.

Life and Work Experience Credit

Academic credit for life experience and previous work experience will not suffice in whole, or in part, in lieu of the field practicum or courses in the professional foundation areas. The field practicum experiences are an integral part of the Program and they are to take place in conjunction with specified courses.

Use of Personal Vehicle in Field

Some internships may expect the intern to utilize her or his vehicle in the performance of field work duties. Issues concerning the use of a personal vehicle in field are not the purview of the School of Social Work or Monmouth University as a whole. The use of one's automobile in field work is the sole decision of the intern. The School of Social Work and Monmouth University do not provide auto insurance of any kind, nor is travel reimbursement paid in any way. If particular concerns exist regarding this issue, the student should raise them at the point of interview. The School of Social Work will not encourage or penalize students for their decision to use or not use their vehicle in the performance of internship duties.

Decorum in Field Placement

Students in field placement are expected to observe all rules of decorum and protocol expected of other agency professionals. This includes arriving on time, keeping appointments, dressing appropriately, notifying the agency supervisor and practicum instructor of unavoidable absences, and observing standards of confidentiality. In the

event that unavoidable absences do occur, students are expected to make arrangements to make up for missed time.

Background Checks, Health Clearances, and Drug Screening

Monmouth University, including the School of Social Work, does not require criminal background checks or drug panel screening/testing. Medical/health clearances may be required for admission according to University policy as requested through the Health Center. Neither record is required for admission into the field program. It is important to note some agencies, healthcare related agencies specifically, may have entry requirements that differ significantly from University requirements. It is also important to note that, in order to become licensed, you may be required to submit information beyond University requirements. Many agencies restrict placement opportunities and will not consider an applicant that does not meet their standard for background checks, health clearances, or drug screening. The Office of Field and Professional Education will provide, where requested and to the extent possible, placement interviews that do not have entry requirements beyond the University standard. This will restrict opportunities but it should be understood that there is a commitment to University standards and policy, and every effort will be made to support the student partners that do not wish to be subject to such requirements.

Curriculum Design for the Field Practicum

The field practicum for the BSW program includes an integrative seminar which meets for 2 hours and 45 minutes (for 6 credits). Junior BSW candidates have a 2 hour and 45 minute practice class and a 1 hour and 15 minute lab (for 1 credit) corresponding with their internship requirement. The field practicum for the MSW program includes an integrative seminar which meets weekly for 1 hour and 15 minutes (for 3 credits). All internships are conducted congruent with the field seminar courses. BSW, Foundation, and Advanced level seminars are conducted in the Fall and Spring semesters. Advanced level seminars are also scheduled throughout the Summer and Fall term to correspond to the part-time curriculum of record. Junior field is offered in the Spring term only.

Evaluation Criteria for Student Performance in Field Practicum

The final grade for the field practicum course is determined by a combination of the classroom assessment and the field supervisor's evaluation of the student in the agency. The field seminar instructor is ultimately responsible for assigning the actual grade for the course.

The field supervisor is responsible for assessing student competency at assigned intervals, generally at or near the end of each semester in which a student is in placement. Supervisors assess competency on a 1- 5 likert scale with a "not applicable" option (a score of 0). Evaluations are specific to class levels and are based on de-barreled practice behaviors for that cohort.

At the end of each of the ten sections that make up the evaluation, as well as at the end of the evaluation tool, there is an opportunity to provide qualitative feedback. Student participation, like qualitative feedback, is a valuable component and is vital to the learning process. A section asking for student input is provided. Students are also welcome to submit feedback separately.

Learning Agreements, typically completed in the first two to three weeks of field seminar courses, are based on the evaluations and provide a valuable opportunity to structure student learning and develop plans to facilitate emerging competency in a context consistent with the evaluation.

Criteria for the Selection of Field Agencies

The Social Work Program applies the following criteria in the selection of field instruction settings:

1. Social work must be the principal function or recognized as an ancillary service (i.e. hospitals, mental health institutions, rehabilitation facilities)
2. The learning opportunities must provide for:
 - a. work with clients, families, groups, and/or communities
 - b. opportunities to use community resources
 - c. exposure to agency practice, personnel, and policy
3. Each student must have a regular place to work which is always available to the student and is sufficient to the needs of the learning situation
4. Students must not be isolated from other staff and they must have opportunities to meet and interact with other staff members, i.e. attending staff meetings
5. Students should be offered the opportunity to attend workshops, conferences, etc. within the regulations and restrictions of the agency
6. Supervision at the agency must be provided by a MSW

Agreements between the Field Sites and the University

Since 1995, the Social Work Program has utilized formal affiliation agreements between field agencies and the University. These Agreements, once signed, remain in effect in accordance with their specified terms.

Field Supervisors without a Professional Social Work Degree

If a field supervisor does not have a professional social work degree, the same policies and procedures that assure the field practicum has a social work focus are applied. When possible, a MSW affiliated with the agency can provide structured

supervision to the student. Also, the field seminar instructor will initiate more frequent contact with the supervisor to insure the student has an understanding of the uniqueness of a social work focus.

Admission to the Field Practicum

Social work is a profession which requires individuals who are assertive, who are able to relate to people from various social, economic, cultural, and ethnic backgrounds, and who have a broad-based experience in building helping relationships. In keeping with this, the following criteria serve as a guideline for a student's own assessment of her or his capacity and readiness for social work education and for the field practicum:

- Emotional stability and maturity: A student should have the capacity to deal effectively with emotional stress both in him or herself and in others.
- Capacity for development of relationships: A student should be able and willing to develop meaningful, ongoing relationships with other people, and have the capacity for applying this to the development of professional relationships.
- Capacity for communication: A student should be able and willing to communicate her or his ideas and feelings effectively orally and in writing.
- Capacity to identify and deal with conflicting value assumptions: A student should be able to function effectively within a context of value conflict, having respect for the values of others even when they may differ from her or his own.
- Academic ability and achievement: A student should possess good intellectual ability, including the capacity to think conceptually.
- Maturity of vocational choice: A student should have a growing understanding of what social work is and of what is expected of a social worker, the student should also demonstrate a maturing interest in and commitment to the social work profession.
- Capacity for professional education: A student should be assuming increasing responsibility for her or his learning and be willing and ready to make use of educational experiences oriented toward participatory peer learning.

Personal Characteristics

- Ethics - In addition to the expectations listed above, social work students are expected to demonstrate professional behavior which reflects a commitment to the ethics of the social work profession. Behavior contrary to these ethics will be cause for review of the student's admission to the Program or continued future in the Program. Examples of behavior which would warrant such a review include derogatory oral and written statements towards other students, faculty, and/or

persons from populations reflecting racial, ethnic, handicapped status, religious, socio-economic, gender, and sexual preference differences.

- Behavior - Since the role of the social worker involves helping people from a variety of backgrounds and with a range of problems, it is important that the social work student not permit personal issues to interfere with this role and that she or he have the emotional and psychological resources to render effective assistance to those in need. In instances where students demonstrate behaviors which suggest that their own difficulties are not sufficiently resolved to be able to help and support others at this time, students may be denied admission to the Program or, once admitted, may be asked to withdraw from the Social Work Program.

Field Placement Responsibilities - Student/Agency/University

Student Responsibilities:

1. Agency Assignments
 - a. Students should be aware of their responsibilities in serving agency clientele in accordance with agency guidelines, goals, objectives, etc.
 - b. Students have the responsibility of expressing their learning needs to their field supervisor to meet the obligations of both school and agency
 - c. Agenda items for supervisory meetings should be determined by both field supervisor and student. Students should actively prepare for supervision
 - d. Students are to take the initiative to interact with co-workers and draw from their experiences
2. Transportation
 - a. The student should consider transportation problems when selecting an agency
 - b. All students must provide their own transportation to and from the agency.
 - c. It must be understood that some agencies furnish transportation on the job while others require a student to have her or his own car and may or may not pay mileage
3. Field Placement Hours
The student will work out a suitable working schedule with the agency that meets the requirements of the agency and the University
4. Dress
The student is expected to dress according to the agency's dress code policy. If the student feels unable to comply with the code, the issue should be discussed with the field supervisor until resolved
5. Confidentiality

The concept of confidentiality is an integral part of social work practice, and the student is expected never to discuss her or his clients and their problems outside the agency. If the student uses client-related material in class, she or he must first secure the agency's permission and then carefully disguise it so no one can identify the client or others whose privacy might be breached

6. Self-Awareness

Students are to seek awareness of their own value system so that they can ascertain what effect their values have on relationships with other people and to explore their emotional and intellectual readiness for a career in the field of social work. This can be accomplished both in the classroom and in the agency, but deliberate attempts will be made in classroom exercises to help implement this process

7. Problems

If the student perceives problems in her or his placement, it is her or his responsibility to discuss the matter with the placement supervisor. If, after discussing the problem with the supervisor and agency the conflict cannot be resolved, the student and/or supervisor should contact the Field Seminar Instructor. The ultimate resolution should be mutually agree upon by the student, the agency, and the school through a three-way conference when necessary

8. Termination

Severance of contract with the agency may be initiated by student, agency, or University. Termination must be planned as part of the social work process by asking the student to terminate contacts with clients, complete reports, etc, as the agency specifies.

Agency Responsibilities

1. To assist in the selection of field work through interviews of students referred by the University
2. To establish goals and objectives commensurate for the beginning level, relative to student class level, of social work practice that takes into consideration the goals of both the agency and University
3. To properly orient the new student to the agency, including the agency's historical development, purposes, policies, goals, objectives, range of services, operating procedures, eligibility requirements, service area, financial structure, administrative structure, clientele served, and linking to other services
4. To introduce field work students to other agency staff members, consultants, etc., and related community services

5. To orient the student to agency expectations, student's function, and relationships to the community and other agencies
6. To provide the opportunity for the observation of agency staff members performing social work tasks
7. To provide opportunities to attend staff and board meetings when possible
8. Performing agency work which is meaningful to the student and is contributory to agency goals. "Busy work" is inappropriate (selection of work load should include consideration of student capacity, interests, background, and past experience, and the goals of the Program)
9. Opportunities to practice more than one method of social work when possible
10. To provide a variety of meaningful direct and/or indirect service assignments that provide opportunity for the student to apply and integrate theoretical knowledge and to familiarize the student with a variety of intervention models
11. To provide regular weekly supervisory conferences of at least an hour that address the nature of supervision, give continuous feedback as to the student's performance, strengths, areas for growth, attitudes, work ethic, values, etc., as demonstrated in their field experience, explain the purpose and process of recording where required, emphasize success in applying social work values, knowledge, and skills in field assignment, review of standards in assessment, competency, and practice behaviors, and review of process recordings, case presentations, and other documentation
12. To participate in semester visits with the student and the field instructor
13. To attend the Field Supervisor orientation where possible
14. To conduct formal written evaluations with the student at the end of each semester, but prior to the preparation of the electronic evaluation, that provide specific information on the student's performance, measuring student progress against the objectives of the field experience. This evaluation will be useful in determining final grades, employment references, and graduate school admission
15. To submit a formal electronic evaluation to the Office of Field and Professional Education by the due date
16. To submit a written outline in the event of substandard performance informing the student of steps to be taken to improve work quality should be discussed and a copy sent to the field instructor

University Responsibilities

1. The University is responsible for admitting students into the program who have the academic ability and potential for emotional growth and maturation to complete the BSW/MSW program
2. The University is responsible for providing the student with the academic base and theoretical knowledge necessary for her or his field placement experience
3. The University provides a Director of Field and Professional Education who is responsible for coordinating University/Agency relationships to maintain a strong, beneficial relationship that results in maximizing the learning experience of the student
4. The University assumes the responsibility of providing sufficient faculty time for planning and consulting with agency personnel and students
5. The University assumes the final responsibility for grading the student's performance and granting or denying college credit for the semester

Admission to the BSW Program

The School of Social Work offers courses that are open to all undergraduate students that can fulfill requirements for minors in social work or global sustainability, free electives and/or, general education courses. Please see course descriptions for specific details.

Social work is a profession which requires individuals who are assertive, who are able to relate to people from various social, economic, cultural, and ethnic backgrounds and who have a broad-based experience in building helping relationships. These professional qualities indicate an academic program with goals that are unique to social work, requiring careful screening of applicants to ascertain potential for social work education.

Social Work majors have a specific curriculum they follow after the introductory course(s). Students, including transfer students, may declare Social Work as their major at any point once they are a student at Monmouth University. A formal review for suitability and continuance is built into Human Behavior and Social Environment I (SW 223) course. Progressing through the continuance process is what constitutes admission into the BSW program.

The continuance process is made up of three parts. The first is an experience and course review where the student simply supplies what experience they have gained,

including their 30 hour volunteer experience, and including social work and non-social work related employment and volunteer experiences. The second component requires an essay which includes the following questions:

- A. What prompted your interest in the profession?
- B. What human rights or social justice issue do you feel passionate about?
- C. What area of social work or what population are you currently interested in working?
- D. What informed the choice of the population?
- E. What do you consider to be your strengths that you will bring to the profession?
- F. What do you consider to be your areas of growth that will need to be addressed so these items do not hinder your ability as a professional social worker?

The third component has the student and teacher compare and examine the following:

- A. Emotional stability and maturity: A student should have the capacity to deal effectively with emotional stress both in him or herself and in others.
- B. Capacity for development of relationships: A student should be willing and able to develop meaningful, ongoing relationships with other people, and have the capacity for applying this to the development of professional relationships.
- C. Capacity for communication: A student should be willing and able to communicate her or his ideas and feelings orally and in writing.
- D. Capacity to identify and deal with conflicting value assumptions: A student should be able to function effectively within a context of value conflict, having respect for the values of others even when they may differ from her or his own.
- E. Academic ability and achievement: A student should possess good intellectual ability, including the capacity to think conceptually. He or she should be making acceptable progress toward graduation (as defined in the “Monmouth University Student Handbook”), and should have achieved (or expect to achieve, prior to enrolling in Field Practice in Social Work (SW 421) and the concurrent courses) grades of “C” or higher in the introductory social work course Introduction to Social Work (SW 105), Human Behavior in the Social Environment I & II (SW 223, SW 224), Social Welfare Policy and Services I & II (SW 325, SW 326), and Social Work Practice and Techniques I & II (SW 341 and SW 342).

- F. Maturity of vocational choice: A student should have a growing understanding of what social work is and of what is expected of a social worker, and also demonstrate a maturing interest in and commitment to the social work profession as partly reflected in volunteer service activities and/or part-time and summer work experience.
- G. Capacity for professional education: A student should be assuming increasing responsibility for her or his learning and be willing and ready to make use of educational experiences oriented toward participatory peer learning.

The Application for Continuance is an ungraded assignment in the course but is required prior to midterm in accordance with the course syllabus. Students will not be permitted to continue in social work classes unless this process has been completed. This application and process are reflective in regard to student's choice of Social Work as a major and to begin to develop and illuminate their specific interests within the profession. Once the application is completed, students will schedule an appointment with their teacher to review the criteria for continuance in the BSW program. It may be necessary, under certain conditions, for some transfer students for example, to complete the Application for Continuance process with the student's advisor, the Department Advising Coordinator (DAC) or the BSW Program Director.

At the conclusion of the process, a recommendation for continuance will be made by the teacher (or in some cases the advisor, DAC or BSW Director). In some instances, the student's choice of Social Work as a major will be explored further and in some cases student's may be counseled out of the major. While these instances are limited and only occur occasionally, it is an important part of our contractual obligation to provide capable Social Work students to the field. In rare instances where a student wishes to continue in the major despite the faculty recommendation, a formal Student Performance Assessment and Monitoring committee review will be warranted.

Please note that some students may have additional criteria that apply which may or may not be under the purview of the School of Social Work.

Transfer Students BSW Program

In addition to Monmouth University's transfer policies, the Social Work Program requires all transfer students to have their transcripts evaluated by the BSW Program Director. In some cases, articulation agreements have been established with the local community colleges identifying specific courses that can transfer into the Social Work Major. These are based upon a review of the community college course outline's compatibility with Monmouth University's courses. In no cases do they apply in Social Work other than introductory courses including Introduction to Social Work (SW 105), and in some cases Human Behavior in The Social Environment I (SW 223) and Policy I (SW 325). In all cases, courses transferred from other institutions are reviewed by the BSW Program Director for equivalency with our courses.

Students who transfer from non-accredited Social Work Programs will have credit granted after a careful individual review by the BSW Program Director. The transfer student must provide course syllabi and have earned a grade of “C” or better. Furthermore, no credit will be granted for practice sequence courses (SW 341, SW 342 and SW 344) and field practicum courses (SW 421 and SW 422). These courses must be completed at Monmouth University.

Students who transfer from CSWE accredited programs again have an individual review of their records by the BSW Program Director. A minimum grade of “C” must have been earned, and course content in the potentially transferable courses must be similar to those at Monmouth.

Admission to the MSW Program

To be considered for admission to the MSW Program at Monmouth University, on a full-time or part-time basis, applicants are required to have:

1. A bachelor’s degree from an accredited U.S. college or university or its equivalent from a recognized foreign institution of higher learning. The standards of the foreign degree in question must be equivalent in both distribution of academic subject matter and in scholarship achievement requirements to those maintained at Monmouth University.
2. A broad liberal arts background encompassing knowledge and world views from a variety of disciplines that are demonstrated through critical thinking and effective communication about society, people and their cultures, social problems, and a concern for social justice. Successful completion of undergraduate courses selected from college algebra, the social and behavioral sciences, humanities, and the arts (e.g. anthropology, biology, english, economics, history, literature, political science, psychology, sociology, foreign language and/or cross-cultural studies, computer literacy) provide the basis for developing a liberal arts perspective.
3. 2.75 (on a four point scale) or better in their overall GPA.
4. A minimum grade point average of 3.0 (or its equivalent) in their major to be eligible for consideration. Grades attained in the last four semesters, the major, and post-baccalaureate work are important considerations in admissions deliberations.
5. Prepared a personal narrative of four to five double-spaced pages and focus in some detail on all of the questions below. This narrative is one of the most important parts of the admissions folder. It should be an opportunity to communicate with Admissions Committee members about oneself.
 - a) How and why did you become interested in social work? What experiences created this interest? Were they personal, professional, educational, or a combination of all three?
 - b) How has your family and experiences contributed to your interest in social work?

- c) Why do you want to earn a degree in social work? What do you anticipate your degree enabling you to do?
 - d) What personal qualities do you possess that will be helpful to you in a career in social work?
 - e) What areas of social work interest you? In which area do you intend to pursue a career? How do these goals contribute to your advancement as a professional?
 - f) Discuss your interest in applying social justice and human rights within your practice of social work.
6. Three completed Reference Forms. Students should request recommendations from individuals who are familiar with their academic achievement and potential. If students have been out of school for a number of years and are unable to contact former professors, letters from individuals who can address their achievement and potential will be accepted. At least two or more references should be from people who have seen the student practice social work or related work. If the applicant has been a paid social worker, at least one of the two references should be completed by their supervisor or director.

The MSW Program at Monmouth University is seeking a diverse student population, including students who can enrich the classroom because they bring broad experiences to the learning environment as well as for students who will represent an array of skills and interests as they begin their social work career following graduation.

Admissions Process

New students are admitted only in the fall semester of each year. Applications are considered on their own merits as they are received (rolling admissions) and applicants are informed of the school's decision as soon as possible. Only completed application packets will be reviewed by the Admissions Committee.

1. MSW application for admission
2. Personal statement
3. Application for graduate admissions and application fee
4. An official transcript from every college and university attended
5. Three completed Letter of Recommendation Forms provided with the admission packet or utilizing the on-line system through Graduate Admissions.
6. Financial Aid Application (optional)
7. If an applicant's primary language is not English, a score of 550 on the paper-based TOEFL, 213 on computer-based TOEFL, or 79 on the internet-based TOEFL is required. A minimum score for the IELTS is 6. The minimum for MELAB is 77. More information can be found through the Office of Graduate Admission.

The deadline for submission of all material (including transcripts and recommendations) is March 15th. Acceptance after this date is on a space available basis only.

Processing of all applications will be terminated when the school's capacity has been reached or when the Chairperson of the Admissions Committee determines that there is insufficient time to meet the deadline set by the Graduate Division for forwarding of applications for final review. All applications will be processed in the order in which they have been completed, and late applications will be processed as time and capacity allows. Space in the program is held for deposited students only.

Advanced Standing Applications and Procedures

To apply for Advanced Standing in the MSW Program the following criteria must be met:

1. The applicant must meet the admissions criteria for the MSW Program.
2. The applicant must have graduated from a BSW Program accredited by the Council on Social Work Education (CSWE). Admissions to Advanced Standing will be conditional, pending receipt of the final grades and confirmation of the degree. Applicants who have a BSW degree outside of the U.S. and want to be considered for Advanced Standing must have the MSW Admissions Committee review supporting materials that determine if their undergraduate social work program meets CSWE's accreditation standards.
3. The applicant must have received their BSW no more than six years prior to the time that they are requesting admission to the Advanced Standing MSW Program.
4. The applicant's cumulative grade point average (GPA) must be 2.75 or higher and a minimum of 3.0 overall GPA attained in all courses required in the BSW Program (major).

Advanced Standing applicants must submit the required material contained in the section on application procedures. In addition, Advanced Standing applicants must:

1. Demonstrate the knowledge, values, and skills acquired in the applicant's undergraduate generalist social work education in their personal narrative statement.
2. In addition to the three letters of reference, the student must also have an advanced standing form completed by the BSW Program Director or the teacher of their senior field course(s).

Transfer Students MSW Program

The following policies apply to the transfer of credits from another graduate program:

1. All work done as a matriculated MSW student must be completed within six years preceding the date upon which the degree is conferred.
2. Students transferring from other accredited social work programs will be expected to satisfy the same requirements as all other students.
3. No work may be transferred from another institution unless the grade is B or higher.
4. Grades for transferred courses are not counted in the grade point average required for registration.
5. All transfer credits must be processed by the end of the first semester of enrollment into the Program.
6. No more than nine credits may be transferred from another institution for a regular admit student. No more than six credits may be transferred for Advanced Standing students.
7. Field work/field seminar credits may not be transferred from another institution and must be completed at Monmouth University.
8. Foundation year courses that will be accepted include those courses which mirror the Monmouth University Foundation Year Program such as; Human Behavior in the Social Environment I and II, and Social Welfare Policy and Services I and II.
9. Concentration year transfer credits will apply only to elective courses in the concentration year sequence.
10. In instances where a question arises as to the applicability and/or suitability of a course for transfer occurs a review of the relevant course material (i.e. syllabi, examinations, written assignments and readings) will be conducted by the MSW Program Director.

Student Policy

Student Advisement

Student advisement provides a planned and purposeful administrative and academic process to guide students through the various aspects of the Social Work Program. Student advisement is comprised of a two-dimensional focus. First, advisement guides each student through the curriculum, seeing that all requirements are met and enabling students to individualize professional interests by selecting relevant courses.

Second, advisement is a supportive process of caring and professional concern committed to supporting positive professional growth with an understanding, modeling and embracing of lifelong learning.

All students are assigned a faculty advisor upon entering the Program. The Advisor's job is to help students navigate their Social Work program, make sure they enroll in courses in the correct sequence, as well as to mentor and advise regarding career and professional choices. Social work faculty often meet with students on an informal drop-in basis. However, students are expected to relate to advisement in a professionally responsible manner. Therefore, students are expected to initiate pre-planned appointments which will assure an ample amount of advisement time. Pre-planned appointments will enable the advisor to prepare for the time, assuring that the process will be maximized to the student's interests and concerns. Appointments for advisement should be made directly with the faculty advisor. If the advisor is unavailable, the student should contact the relevant Program Director. Prior to advising periods, directly preceding registration, there are faculty sign-up schedules posted in the School and/or faculty office doors for students to arrange for an appointment with their advisor. Alternately, many faculty use "Advisortrack" which is available on the University website.

All students have the ability to change advisors during the course of their Program. If a student wishes to change advisors, she or he should contact their respective Program Director. A new advisor will be assigned to the student based on faculty availability and advising load.

After students meet with their advisor, they individually register through their student account on "Web Advisor." Student registration exceptions are for those who are conditional admissions or are on probation. In these circumstances the assigned advisor will register the student.

Evaluation of student performance is ongoing and occurs as needed. Advisors are to note any conferences with the student that focus on academic matters in WebAdvisor. Additionally, the Program Director reviews all student files at the end of each semester when grades become available. MSW students whose grade-point average are in danger of falling below, or have fallen below the minimum required, are notified by letter from the office of the Graduate Dean. Again, advisors are notified of this situation and encouraged to discuss and document in the student's WebAdvisor file any plans to assist in correcting the problem.

Attendance Policy

Regular class attendance is an important aspect of demonstrating your professionalism as a social worker. Your ongoing presence suggests that you have committed yourself to a level of responsibility required to gain the breadth of knowledge required to best meet the needs of people in client status. Therefore, to reinforce your growth in this area the class attendance policy is as follows:

If you miss any classes, you are responsible to make up the work. If you miss more than two classes, you should also make an appointment to see the professor to discuss your progress in the course and any difficulties you may be having. Also, you

must contact the professor before the class either by leaving a phone message or via e-mail to let her or him know that you will not be in class. You should be aware that missing more than two classes will affect your final participation grade. Therefore, if you miss one or two classes without a reason, and then later in the semester become ill or have to attend to an emergency, your participation grade may be affected.

Excessive lateness (more than 15 minutes late):

One or two latenesses will be overlooked. Each incident of lateness after that will result in a reduction of the class participation portion of your grade.

All classes meet for the full 15-week semester, which includes the University's final exam period. It is possible that the scheduling of the 15th week class meeting may change. A final exam schedule grid is available on the Monmouth University website. In addition, students are sometimes required to attend school functions or events throughout the year.

Absences on field placement days are to be handled in the same manner as class absences except that the field supervisor should be notified of an absence in advance of the time to be in placement. All absences from placement are expected to be made up.

Assessment Component

To assure continuity and continued excellence of the Social Work Program, the faculty and administration have implemented a series of outcome measures. The outcome measurements are used at the school level to evaluate and refine curriculum. They are shared in aggregate form at the University level and with the Council on Social Work Education for accreditation purposes. The measurement results, as they pertain to individual students, will not be used in any way to determine a grade or status in the Program. Participation in school assessment activities is required of all students. Requests for exceptions must be made to the appropriate program director.

The school Outcomes model uses a three-prong measurement approach. Students assess their own level of competency in the Self-Assessment component, which is done as pre-tests and post-tests at the BSW, foundation, and concentration (ICD and CPFC) levels. Field Supervisors contribute the Professional-Assessment component using the field evaluation as the data collection tool. Faculty-Assessment is administered through e-campus and gathers scores from faculty in a matrix designed to address the practice behaviors in various tagged assignments or assignment components.

Monmouth University Student Handbook

There is a Monmouth University Student Handbook available for all students. The handbook is available online. Students in the BSW or MSW program are also bound by policy contained in the Monmouth University Student Handbook, as well as the Graduate and Undergraduate Catalogs as appropriate.

Cheating and Plagiarism Policy

Students caught cheating or plagiarizing on any papers or examinations will receive an automatic "F" grade for the course and will be referred to the Associate Vice President for Academic Administration for further disciplinary action. The School of Social Work will strictly adhere to all Monmouth University policies regarding plagiarism.

Grading and Grade Appeals

Consistent with the University, the School of Social Work assigns letter grades as the final evaluation for course work in the Program. Each professor is obligated to indicate in course syllabi the method to be used to determine grades. It will be helpful to review this section of the course syllabi. The general guideline for use of the letter grade system is as follows:

Grade	Grade Point Value	Description
A	4.0 (96 – 100%)	Excellent
A-	3.7 (92 – 95%)	
B+	3.3 (88 – 91%)	
B	3.0 (84 – 87%)	Satisfactory
B-	2.7 (80 – 83%)	
C+	2.3 (76 – 79%)	
C	2.0 (72 - 75%)	
C-	1.7 (68 – 71%)	
F	0 (below 68%)	

Graduate students are required to maintain an average of 3.000 or better in all courses in the degree program in which they are enrolled at Monmouth University. Students who fail to maintain a 3.0 or better average or who accumulate as many as 3 credits of B-, C+, C, C- or F grades will be subject to review by the Academic Standards and Review Committee. Graduate students who accumulate as many as 9 credits of B-, C+, C, C- grades, or two F's will be subject to dismissal by the Academic Standards and Review Committee. Under no circumstances will more than 6 credits of B-, C+, C, C- grades accumulate toward degree credit.

Students do have the right to appeal a grade they believe is inappropriate. They should discuss this point with the professor who issued the grade. Without a resolution, the Program Director should be consulted next.

Dismissal from the Program

Following admission to the Program, although continued effort will be made to explore the student's professional choice, the primary emphasis will be on helping students to grow in their capabilities to fulfill professional responsibilities. Students

dismissed from the Program due to academic failure may choose to reapply for admission during a subsequent admission period or may appeal the decision according to Monmouth University policy. A student dismissed as a result of a Student Performance Assessment and Monitoring committee decision has the right to appeal using a process contained in that policy.

BSW students are required to earn a grade of B- (2.700) in senior field courses which include Field Practicum I (SW 421), and Field Practicum II (SW 422). Undergraduate students must earn a grade of "C" (2.000) or better in practice area courses which include Social Work Practice with Groups (SW 341), Social Work Practice with Individuals and Families (SW 342), Social Work Practice with Individuals and Families Lab (SW 342 L), and Social Work Practice with Communities (SW 344).

MSW students are required to earn a grade of "B" (3.000) or better in all field and graduate level practice content areas. These courses on the foundation level include Social Work Practice with Individuals and Families (SW 503), Social Work Practice with Groups (SW 513), Global Community Practice (SW 518), Field Practicum I (SW 510), and Field Practicum II (SW 520). On the concentration level the courses are concentration specific, for ICD the courses are Seminar in Emerging Challenges (SW 617), Issues in International Development (SW 615), Comparative International Social Development (SW 655), Field Practicum III (SW 631), and Field Practicum IV (SW 641). For CPFC the courses are Clinical Practice with Families and Children (SW 605), Clinical Social Work Assessment and Diagnosis (SW 645), Clinical Practice with Children (SW 665), Field Practicum III (SW 630), and Field Practicum IV (SW 640). In cases where students earn a "B-" or below in field or practice sequence courses (listed above) they will be required to repeat the course to continue advancing in the program. They are only permitted to repeat the course once. The original grade for the course will remain of the student's transcript and will be calculated into the student's GPA. Students should be aware that not all classes are offered every semester so repeating a course might cause a semester or more delay and may delay the student's original intended graduation date.

BSW Substandard Academic Performance

This refers to continual or consistently below average performance in courses chosen for study. The student should maintain at least a 2.0 grade point average during his or her study with the Social Work Program. A 2.10 grade point average in the Social Work Major is required for graduation.

MSW Substandard Academic Performance

MSW student shall become subject to academic dismissal for any of the following conditions:

1. For failing to earn in three continuous semesters a cumulative grade point average of at least 3.000

2. For accumulating 9 credits of B-, C+, C, or C-.
3. For accumulating 6 credits of F or 3 credits of F and 3 credits of B-, C+, C or C-.
4. For excessive course withdrawals. A student is considered to have withdrawn excessively if credits for those courses in which W grades have been received total more than 25% of the total number of credits attempted at Monmouth University. This policy affects all students after they have attempted at least 12 credits at Monmouth University.

Failure in Field Instruction

If a student does not pass field practicum during any one semester, he or she is subject to dismissal from the BSW or MSW Program.

Gross Maladaptation to the Educational Process for the Social Work Profession

A student may evidence through behavior and attitudes expressed in the structured classroom or field instruction that she or he has little or no interest in a commitment to the values of social work. A basic requirement for the Social Work major is an interest in social work and its role in society. Further, as the student grows she or he is expected to begin developing some sense of commitment to the goals of the profession. The Social Work Program welcomes a diversity of ideas and opinions, but the student is to learn about various approaches to problems from the social work perspective. Students are also expected to adhere to the National Association of Social Workers Code of Ethics for Social Work Practice (provided in the appendix).

Personal Problems

A student may have personal problems which significantly and consistently prevent her or him from functioning effectively in the field.

When questions or concerns arise regarding student performance and/or behavior in field placement the following process will begin:

1. The student will meet with the field seminar instructor to explore the issues. In most cases the field instructor will advise the student to explore these issues in detail with the field supervisor and will make suggestions for the student to improve her or his performance or address the deficiencies which have been raised.
2. If resolution at this point is unsuccessful, the student will meet with the field instructor and the Director and/or Assistant Director. The field instructor and Director and/or Assistant Director, in consultation with the field seminar teacher, will speak with the field supervisor to gain clarification of the problem areas and to determine the validity of the field supervisor's assessment of the student's deficiencies.

3. If resolution is still unsuccessful, the field instructor and Director and/or Assistant Director will meet with the field supervisor and student to determine the student's suitability for continued field work. If it is determined that the field supervisor does not have sufficient reason for the student to be terminated from field, the student will be granted the opportunity to begin another field placement.

At any point in this process, the student may be encouraged to seek counseling through the Counseling and Psychological Services office on campus, or through private professional sources.

At any point in this process, a referral for review by the Student Performance Assessment and Monitoring committee may be submitted. If the above informal attempt at resolution is unsuccessful, if the issues in question are significant such that a student's suitability for field is in question, or if there has been dangerous or egregious behavior, a formal student review is warranted. The Student Performance Assessment and Monitoring policy is included in the appendix.

Communication Procedures

Accountability, use of self, and professional responsibility are three concepts which Social Work students are expected to demonstrate as they participate in the Social Work Program. There will be times when a student may wish to raise concerns regarding some aspect of the Program or her or his relationship with Social Work faculty. Accountability means the right to raise questions. Use of self indicates that students are encouraged and expected to initiate and address issues of concern to them. Professionally responsible behavior assumes that the student will address issues of concern to those faculty persons involved. After personal contact with the designated faculty person, if questions of concern still persist, the student will be encouraged to address concerns to the MSW or BSW Program Director who may direct her or his to the Dean of the School of Social Work, the Dean of the Graduate School and the Provost, if appropriate. Any student who fails to conduct herself or himself in the professionally responsible manners described above, raises questions regarding her or his appropriateness for the social work profession.

Records and Confidentiality

All student records are confidential but are routinely available to the School of Social Work's faculty, administrators, and staff. According to the Family Educational Rights and Privacy Act of 1974, students and graduates are entitled access to records which pertain to them alone. If a student desires to see her or his student record, a request must be made in writing to the Dean of the School of Social Work. The specific record to be reviewed should be requested five business days in advance of the time to see the material.

APPENDIX A

UNITED NATIONS DECLARATION OF HUMAN RIGHTS

(<http://www.un.org/en/documents/udhr/index.shtml>)

Universal Declaration of Human Rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

APPENDIX B

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)
CODE OF ETHICS

(<http://www.socialworkers.org/>)

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly.

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of*

Ethics sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

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

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

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

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

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

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

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

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

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is

compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance

abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

APPENDIX C

ETHICS IN SOCIAL WORK,
STATEMENT OF PRINCIPLES

International Federation of Social Workers (IFSW)

(<http://ifsw.org/policies/statement-of-ethical-principles/>)

The document “Ethics in Social Work, Statement of Principles” was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004.

Statement of Ethical Principles

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organisations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people, with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organisations of IFSW and IASSW.

2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being.

Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognise rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles

4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination – Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation – Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole – Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognise all aspects of a person's life.
4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination* – Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation, or spiritual beliefs.*In some countries the term “discrimination” would be used instead of “negative discrimination”. The word negative is used here because in some countries the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action”. Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.
2. Recognising diversity – Social workers should recognise and respect the ethnic and cultural diversity of the societies in which they practise, taking account of individual, family, group and community differences.
3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.
4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
5. Working in solidarity – Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatisation or subjugation, and to work towards an inclusive society.

5. Professional conduct

It is the responsibility of the national organisations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organisations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognising the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.

6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge
10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

APPENDIX D

STUDENT PERFORMANCE ASSESSMENT AND MONITORING COMMITTEE

**Monmouth University
School of Social Work**

Student Performance Assessment and Monitoring Committee

Policy for Corrective Action, Academic Suspension and Dismissal

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Student Performance Assessment and Monitoring Committee:

Policy for Corrective Action, Academic Suspension and Dismissal

I. Rationale:

Dismissals from graduate and undergraduate programs are difficult for all parties involved. The issues involved and process itself are often extremely trying for faculty, educational administrators, field supervisors and of course the student in question. In fact "few program operations are viewed as more complex, troublesome and emotionally charged than the gatekeeping component of the educational enterprise. And few program operations are imbued with more mystery and misunderstanding" (Gibbs & Blakely, 2000, p. 2).

The Student Performance, Assessment and Monitoring Committee is designed to provide a systematic approach for the handling of student performance problems, including ultimately, the dismissal of students. The process serves as a mechanism to provide students the greatest possible opportunity to be successful in the program and further, to be successful as professional generalist or advanced social workers. There are, however, significant dangers in granting social work degrees to students who may not be suitable for the professional practice of social work. And "avoidance of gatekeeping responsibilities can lead to potentially dangerous outcomes for an unwary public that entrust the lives of loved ones to professional helpers" (Gibbs & Blakely, 2000, p. 6). The impact of a student on clients, client systems, agencies etc. must be the primary consideration in the determination of a student's status in the program. Therefore, this process also provides for the dismissal of students.

Social work practice in the realm of social work education is generally considered, but not limited to, the student's performance in their internship(s). It is important to emphasize that NO distinction exists between class work (i.e. written/oral assignments, role-plays, presentations and the like) and fieldwork/internship performance. Several sources emphasize that there is not a distinction between performance in an internship and performance in coursework. In fact it is clearly stated that professional behavior, especially in clinical practice settings, is an academic requirement not separate from the educational component of the professional program (Cole & Lewis, 1993, p.150-159). Further, "students need to understand that professional academic performance goes beyond classroom performance and attendance, but includes ethical behavior and psychological well-being sufficient to interact positively and instructively with clients" (Cobb & Jordan, 1989 p. 87-97).

All students are obligated to all rules, policies, and procedures contained in the Monmouth University School of Social Work MSW or BSW Student Handbook including the National Association of Social Workers (NASW) Code of Ethics. The Code of Ethics will be strictly enforced and speaks to the issue of performance. The code

addresses the issue of personal impairments and sets the expectation that such impairments must be addressed when they interfere with professional performance. According to the NASW, "impairments include personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with professional judgement and performance or that jeopardize the best interests of the people for whom a social worker has a professional responsibility" (Gibbs & Blakely, 2000, p. 161). The issue of impairments applies equally in social work education. "Gatekeeping in social work education mandates that personal conduct, including ethical behavior, be considered in credentialing graduates as future practitioners" (Cole & Lewis, 1993 p. 150-159).

Academic dismissal is within the purview of faculty and academic administrators. Provided that the decision is not arbitrary or capricious and provided the decision has been made in good faith (Cole & Lewis, 1993), admission and dismissal decisions rest with faculty and academic administrators. Sources support this notion stating in clear terms that the "initial responsibility for determining competence and suitability of persons to engage in professional careers lies with professional schools themselves...educators should be left alone to do their job." (Cole, 1991 p. 2).

ALL students in the program (BSW or MSW) are covered under the Student Performance, Assessment and Monitoring Committee policy and procedures.

II. Mission of Student Performance Assessment and Monitoring Committee:

To continuously ensure that the School of Social Work at Monmouth University is providing social work graduates to the social work profession who are capable of practicing their discipline in an appropriate professional manner according to the level of their academic preparation (class level).

III. Goals of Student Performance Assessment Monitoring Committee:

1. Ensure that students receive high quality advising and information about their choice of social work as a profession.
2. Ensure that students receive reasonable opportunities to be successful in their social work education.
3. Ensure that students who may require assistance in order to be successful in the program receive information appropriate to that end, including the recommendation to seek mental health counseling either through campus venues or through unaffiliated providers.
4. Ensure that clients, classmates and employees of the University and its internship provider agencies are not subject to physical or mental health risks caused by or perpetuated by a student.
5. Ensure that graduates of the program are capable of practicing at either a satisfactory generalist level (BSW) or advanced level (MSW).

6. Ensure that students are capable of practicing social work within the guidelines of codified ethical standards.
7. Ensure that student performance is consistent with stated policy (the MSW/BSW Student Handbook, Graduate School Catalog and Monmouth University Student Handbook) regarding acceptable behavior and the resolution of personal problems that might significantly adversely effect their functioning in their practice of generalist or advanced social work.

IV. Students with Special Needs and/or Disabilities:

A special needs statement is included in every course syllabus in the School of Social Work at Monmouth University. It reads:

Special Needs:

Students with any special learning needs are encouraged to schedule an appointment with the instructor so that together we can plan how to best facilitate your learning and educational development within the course requirements.

Students with disabilities who need special accommodations for this class are encouraged to meet with the professor or the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider on campus as set forth in the student handbook and must follow the University procedure for self-disclosure, which is stated in the University *Guide to Services and Accommodations for Students with Disabilities*. Students will not be afforded any special accommodations for academic work completed prior to disclosure of the disability. Students will not be afforded any special accommodations for academic work completed prior to the completion of the documentation process with the appropriate disability service office.

Every effort will be made to accommodate students with special needs in accordance with University policy and applicable state and federal law. Accommodations will be made in such a manner as NOT to lower program standards. It is important to note that "there are, for example, some disabilities which could render an individual incapable of social work practice, unable to serve clients ethically, knowledgeably and/or skillfully" (Cole, 1991 p.3). In particular, educational institutions are not prohibited from considering mental health along with other criteria for participation in or admission to programs (Cole, 1991). There is NO requirement placed upon an educational institution to lower or to effect substantial modifications of standards to accommodate a handicapped person.

V. Avenues for Student Review:

A student's performance may come under review by the committee through three primary means. First, a faculty member or administrator in the School of Social Work

(or in other departments or schools on campus) can recommend that a student be reviewed. Second, a student's Field Supervisor may recommend that a student be reviewed by the committee. The third option is for a student/peer to refer a fellow student for concerns regarding a student's capacity to perform the role of a helping professional at a given time, including concern over another student's ability to practice/perform in an ethical manner. In any case, the referring party must submit a written summary of their concerns, which illustrates specific behaviors or conduct that constitutes grounds for review.

Before committee review the following three steps will be utilized:

1. It is recommended that the student in question meet with the concerned individual to explore the issue(s) whether that person is a faculty member, administrator, field instructor or fellow student.
2. If resolution at Step 1 is unsuccessful the student will meet with either (a) the faculty member, or (b) the field seminar instructor and the coordinator of field placement or (c) the teacher of record where the incident(s) that triggered the referral occurred.
3. If resolution at Step 2 is unsuccessful, and sufficient concern exists that this issue impacts field work, a meeting may occur including (a) the faculty member, the director of the specific program, or the field seminar instructor and/or (b) the coordinator of field placement or the teacher of record where the incident that triggered the referral occurred to determine the student's suitability for continued field work or course work. If it is determined that there is insufficient reason for the student to be terminated from field, the student will be granted the opportunity to begin another field placement and may be assigned to another section of the field class if advisable and available. If there is sufficient reason for the student to be suspended or dismissed from field work the process will proceed with committee review.

In all cases the advisor of record for the student will be informed of the initiation of these Steps.

VI. Grounds for Committee Review:

The committee may review a student for a variety of reasons, all related to inappropriate or unethical conduct. The following represents a variety of possible causes for review. It is not meant to be exhaustive, rather, it is intended to be exemplary. The School of Social Work reserves the right to formally monitor and review any student who has demonstrated behavior or made statements that might be injurious, demeaning or otherwise troubling to concerned parties within the School, University, field placement or other location.

1. Behavior that is antithetical to social work values and ethics as explicated by the NASW Code of Ethics.
2. Inability to relate to/communicate with peers and colleagues which impacts the student's ability to develop mutually beneficial relationships.

3. Inability to relate to/communicate with faculty/administration and supervisors which impacts the student's ability to develop mutually beneficial relationships.
4. Termination of internship on legitimate grounds.
5. Inability to work/intern within structures of the University or agency/field placement and demonstrate competency at accepting and utilizing authority and supervision.
6. Active mental health issues which inhibit the student's ability to work effectively in courses or in fieldwork.
7. Active addiction or drug or alcohol abuse which inhibits the student's ability to work effectively in course work or in fieldwork.

VII. Egregious or dangerous behavior:

Any student behaving in a manner that could be reasonably considered egregious may be immediately suspended from field work and possibly dismissed from the program. Examples would include, but not be limited to: verbalizing a threat to one's self or others, physically threatening someone, actively demonstrating the symptoms of severe mental illness (hallucinations, breaks from reality, uncontrolled compulsive behavior or language etc.), reporting to class or field-work under the influence of alcohol or illicit drugs, sexually or otherwise harassing a peer, faculty member/administrator, colleague/supervisor or client. Under such circumstances the committee review process will follow the removal/suspension or dismissal of the student.

VIII. Committee Review Process:

Once a student has been referred to the committee, the committee will be convened by the Student Performance Assessment and Monitoring (SPAM) Committee chair within 10 business days. If the referral seems legitimate and reasonable, the SPAM committee chair will ask the student's advisor to contact the student within five business days and arrange a hearing time with the SPAM committee and the student. That hearing will take place no later than 15 business days from the advisor's contact with the student. In addition to the advisor's call to the effected student, a letter to the same effect (see attached form letters) will be sent by regular and certified mail with a copy placed in the student's file. Present at the hearing will be 3 committee members (see committee composition) and the student. The student may be assisted or supported at the hearing by an advisor who is a member of the University community. A member of the University community shall include any current member of the faculty, administration, staff or student body. Under no circumstances may the advisor be an attorney-at-law or parent. All parties involved are responsible to present their own case and, therefore, advisors are not permitted to speak or to participate directly in any hearing before the committee. Also present at the meeting will be the source of the referral and any witnesses who have direct knowledge of the circumstances related to the subject matter of the hearing.

The chair, who exercises control of the hearing, will open the meeting with a brief explanation of the purpose of the hearing. The referral will be read and the committee will be allowed to question the referral source for additional information. The Chair has the authority to ensure that the hearing remains focused on the issues. The student will

then be permitted to respond to the referral and may be questioned by the committee. All parties involved will be asked to affirm that their testimony is truthful and may be subject to charges of perjury, pursuant to Article III, Section B, Number 1 of the Monmouth University Student Handbook. Any witnesses who have direct knowledge will be permitted to speak in turn as they are relevant to the student or the referral source. Witnesses shall not be present in the room where the hearing is taking place while not giving testimony. Both parties will then be allowed to present their closing statements. The chair will then excuse all but the committee members who will stay to consider disposition. An office coordinator will remain for record keeping purposes.

The Student will be notified of the committee's decision within three working days of the date of the hearing.

IX. Committee Composition:

The committee shall be composed of three sitting members, one of whom will serve as chair. One of the two sitting members (non-Chair) shall be an alternate Chair in the event that the sitting Chair is excused from service on the committee. There shall also be four alternate permanent members to serve in the event any committee member is excused from service on the committee. The third standing member will be designated to act as tertiary Chair. In the event that all three standing members are excused from service, one of the alternate members will serve as Chair. An office coordinator will be present at hearings for the purpose of recording minutes. Membership will be voluntary. The following positions shall not serve on the committee:

1. The relevant Program Director.
2. Faculty currently teaching the student.
3. The Field Seminar Instructor for the course and concurrent internship in question, where applicable.

The Chair of the committee shall be responsible for the review of its membership and any excuses from service. The Dean of the School of Social Work shall be responsible for the review of the committee chair. In any instance where the Chair or alternate Chair is excused, the tertiary Chair assumes the responsibility for the vacancy hierarchically above his/her position. The Chair of the committee is charged with the compliance of the committee's membership with composition guidelines.

X. Potential Outcomes:

The committee will make a decision that will be recorded by the office coordinator. Should a student fail to appear for a hearing, the student relinquishes his/her right to be heard before the committee.

1. Issue dismissed with no further action
2. Committee agrees the student's advisor will monitor student's performance with no further action at this time.

3. Committee agrees to place student on conditional standing or extend an existing conditional standing.
4. Committee agrees that dismissal or suspension is warranted but agrees to develop a student performance agreement and present it to the student for signature in lieu of dismissal or suspension. Committee will have ongoing monitoring role (*).
5. Committee agrees to dismiss student from program.

(*) A student who refuses to sign a Student Performance Agreement may be immediately suspended from the program, either in whole or in part, as deemed necessary by the committee and may be terminated from the program for non-compliance with the committee's recommendations.

XI. Contents of student performance agreement:

Student performance agreements will be individually tailored to provide clarity, accountability, and opportunities for corrective action. Examples of student performance agreement items may include (but are not restricted to) the following:

- A. Attending the writing center
- B. Maintain a B (3.000) or better GPA.
- C. Earn a B (3.000) in all subsequent field and practice courses
- D. Receive satisfactory or better overall evaluation from field supervisor
- E. An expectation of more frequent field visits
- F. An expectation of more frequent communication with the teacher of record
- G. Student can be strongly encouraged to seek mental health assistance and supportive services.
- H. Student may be required to present verification from a professional counselor that the student is capable of practicing social work (appropriate to their class level) in their internship
- I. Student can be strongly encouraged to receive learning disability testing
- J. Student must be on time for and present for all classes in accordance with the attendance policy as stated in the course syllabus.
- K. Student must submit all work by the deadline specified in the course syllabus
- L. Student's assignments must meet the requirements as specified in the course syllabus
- M. Student conduct must be consistent with the NASW code of ethics.
- N. Student classroom behavior must be reasonable and appropriate and demonstrate that the student is emotionally stable, academically sound and capable of forming human relationships with peers and authority as required to function as a practicing social worker.

XII. Appeal of Committee Decision:

Once the SPAM committee has reported its decision, the student has the right to an appeal. During the appeal process the student may be removed from field placement, course work or both as consistent with the decision of the hearing.

Except as required to explain the basis of new evidence, an appeal shall be limited to the review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:

- a. The hearing process was violated.
- b. A violation of individual rights as outlined in this document.
- c. Submission of new evidence sufficient to alter a decision, or other relevant facts not brought out in the original hearing because such facts were not known to the person appealing at the time of the original hearing.
- d. To determine whether sanction(s) imposed were appropriate for the violation(s) which the student was found to have committed.

A request for an appeal must be made in writing to the Program Director within five (5) business days of notification to the student of the committee's decision of suspension from field work or dismissal for non academic reasons. The following procedure applies to the appeal process:

1. Appeals Committee: A committee composed of faculty within the School of Social Work will hear the appeal. The committee shall consist of:
 - A. The MSW/BSW program Director and Chair of the Appeal Committee.
 - B. A faculty member of the student's choice.
 - C. A faculty member of the Field Coordinator's choice.Excluded from the committee will be the Field Seminar Instructor of record and the Field Coordinator. The Field Seminar Instructor shall present the case for suspension of field work or for dismissal for non academic reasons.
2. Appeal Notification: A notice of the date, time and place of the hearing will be made in writing to all parties involved in the process not less than seven business days before the date of the scheduled hearing and not less than 15 business days from receipt of the student's request.
3. Control of Appeal Proceeding: The Program Director will exercise control over the manner in which the hearing is conducted to avoid unnecessary lengthy hearings and to prevent harassment or intimidation of all involved parties. A person exhibiting disruptive behavior may be excluded from the hearing.
4. Statements of Parties Involved: Every effort will be made to obtain names and written statements of witnesses and documentary evidence for the student, field seminar instructor and organization involved. These documents must be submitted to the committee seven business days prior to a hearing. The student and field seminar instructor receive copies of such statements from the committee.
5. Appeal hearings shall be conducted in such a manner as to do substantial justice but shall not be unduly restricted to rules of procedure or evidence. Circumstantial and hearsay evidence, as defined in Appendix #1 in the Monmouth University student handbook, are admissible in an appeal hearing.
6. Confidentiality: All parties shall honor the rules of confidentiality and privilege. Chair shall admit all matters into evidence which reasonable persons would accept as having value in the conduct of their affairs and are relevant to the hearing.
7. Privacy: The appeal hearing shall be conducted in private. People not directly involved in the hearing are excluded from the proceedings. In hearings involving

more than one student, individual hearings may be permitted at the discretion of the committee.

8. **Right to Assistance and Support:** All persons involved have the right to be assisted or supported at an appeal hearing by an advisor who is a member of the University community. A member of the University community shall include any current member of the faculty, administration, staff or student body. Under no circumstances may the advisor be an attorney-at-law or parent. All parties involved are responsible to present their own case and, therefore, advisors are not permitted to speak or to participate directly in any hearing before an appeal committee.
9. The appeal committee, field seminar instructor and student may address questions to all parties or witnesses involved in the appeal hearing.
10. The committee chairperson may require the presence of witnesses by sending them a letter via certified mail, return receipt requested. Members of the University community are expected to comply with such requests unless a verified hardship would result.
11. **Appearance:** The failure of a student to attend a hearing after proper notice has been given will not prevent the hearing from taking place or invalidate the outcome.
12. **Affirmation of Testimony:** All parties involved will be asked to affirm that their testimony is truthful and may be subject to charges of perjury, pursuant to Article III, Section B, Number 1 of the Monmouth University Student Handbook.
13. **Exclusion during Testimony and Deliberations:** Prospective witnesses other than the field seminar instructor and student, may be excluded from the hearing during the testimony of other witnesses. Witnesses are not to discuss the case or the proceedings outside the hearing room. All parties shall be excluded during the Appeals Committee deliberations.
14. **Report:** The chairperson, on behalf of the committee, shall prepare a written report of the determination within seven working days. This shall include;
 - A. Statement of incident(s) necessitating the determination.
 - B. Evidence presented to the Appeals Committee
 - C. The decision of the Appeals Committee.
15. **Availability of Committee Report:** The committee report will be available, at the discretion of the chair, to all parties involved. Notification of the Appeals Committee's decision may be forwarded to the Dean of the School and Vice President of Student Services. At the discretion of the dean of the School and Vice President of Student Services, the report may be forwarded to the President of the University, where dismissal is indicated.
16. **Notification:** The Chair of the Appeals Committee shall notify the parties involved of the decision of the Appeal Committee in Seven business days.
17. The student or Field Seminar Instructor may appeal the decision of the Appeals Committee to the Dean of the School. The Dean's decision is final and will rendered within ten business days of receipt of request. The appeal to the Dean of the school must be made within five business days of receipt of the decision of the Appeals Committee.

A student who is dismissed from the program will be invited to make an appointment with his/her academic advisor to discuss educational/vocational alternatives.

The student will be assisted in seeking educational testing guidance, and/or personal counseling services from the Life and Career Advising Center (LCAC) and/or other professional services available in or outside the University.

The School of Social Work will notify the Registrar's Office in writing (with a copy to the student) that the student's name should be deleted from the Program. The Registrar will notify the student of this action in writing (with a copy to the School of Social Work).

References

- Cole, B. S. (1991). Legal issues related to social work program admissions [Electronic version]. *Journal of Social Work Education, 27*, 18-25.
- Cole, B. S., & Lewis, R. G. (1993). Gatekeeping through termination of unsuitable social work students: Legal issues and guidelines [Electronic version]. *Journal of Social Work Education, 29*, 150-160.
- Gibbs, P., & Blakely, E. H. (Eds). (2000). *Gatekeeping in BSW Programs*. New York: Columbia University Press.

**Monmouth University
School of Social Work**

Student Performance Assessment and Monitoring Committee

Referral for Student Review

Date: _____

Submitted by: _____

Student Name/ID#: _____

Position/relationship to student: _____

General information:

Concern arose in relation to:

_____ Course Number (including section) and Course Name

_____ Field placement (please specify agency/location)

Date or time period _____

Which general area would you categorize your concern:

_____ Code of ethics: please specify

_____ Ability to relate to/communicate with peers

_____ Ability to relate to/communicate with supervisor

_____ Active mental health issue

_____ Active addiction (drugs, alcohol, gambling, food etc.)

_____ Grade Point Average (G.P.A.)

Supporting Documentation is Attached.

Please provide a summary of the specific reason(s) for this referral (use additional sheets if necessary and please attach all appropriate supportive materials including Field Evaluations, sample class assignments, copies of emails, documented conversations and other materials relevant to the referral):

Date:

Certified #

Dear _____,

This letter is to inform you that the Student Performance, Assessment and Monitoring Committee have met regarding a referral received regarding your academic/social work program performance. The committee has deemed the concerns reasonable and has decided to schedule a formal review of your progress. Please refer to your Student Handbook for a complete description of the process, procedure and potential repercussions of this review. Attached you will find a copy of the referral stating the reason(s) for this review and the source of the referral.

Date of review: _____

Time: _____

Location: _____

Advisor: _____

Telephone/Email: _____

Office hours: M_____ T_____ W_____

TH_____ F_____

You need to contact your advisor within 7 business days (from the date above) to discuss hearing preparation. Your advisor's contact information is listed as well as their regular office hours. Should you fail to respond to this letter, or fail to appear before the committee, you will relinquish your right to be heard before the committee.

Sincerely,

Advisor Signature

Advisor Print Name

CC: File
Regular Mail

- g. _____ You must present documentation from a Licensed Clinical Social Worker, A Licensed Psychologist or a Licensed Psychiatrist which states that you are prepared to re-enter field work. The note must be on file by _____ (date) at 5:00 p.m.
- h. _____ Student is strongly encouraged to receive learning disability testing
- i. _____ Student's classroom behavior must be reasonable and appropriate and demonstrate that the student is emotionally stable, academically sound and capable of forming human relationships with peers and authority as required to function as a practicing social worker.
- j. _____ Will be offered three approved field sites within reasonable commuting distance to schedule interviews for potential placement.
- k. _____ You must secure an internship (from the list provided to you) by _____ at 5:00 p.m.
- l. _____ You must complete your internship hours by _____ at 5:00 p.m.
- m. _____ Student must attend all classes in accordance with the specified attendance policy in the course syllabus.
- n. _____ Student must be on time for all class in accordance with the specified attendance/lateness policy in the course syllabus.
- o. _____ All assignments must be completed and turned in on time.
- p. _____ All course work must meet the requirements for the assignments as specified in the course syllabus.
- q. _____ You must not withdraw from _____ course(s).
- r. _____ You must receive a satisfactory or better evaluation from your field supervisor.
- s. _____ Other _____
- t. _____ Student will be reevaluated by the committee in _____ weeks.

Individualized Conditions / Additional Comments:

- VI. _____ Committee agrees to dismiss student from program. Please refer to your student Handbook for more information about the department dismissal policy.

You are required to sign a copy of this agreement (unless the disposition was for dismissal). The agreement will remain in your student file and will remain in effect through _____. You must meet or exceed the above specified requirements in order to remain in the School of Social Work BSW/MSW program at Monmouth University. Failure to meet the above stated conditions may result in your being terminated from the BSW/MSW program. Further, understand that the tuition paid for courses you are enrolled in and have attended is refundable only in accordance with University policy.

I have read and understand the conditions placed on my status in the BSW/MSW program at Monmouth University.

Signature

Date