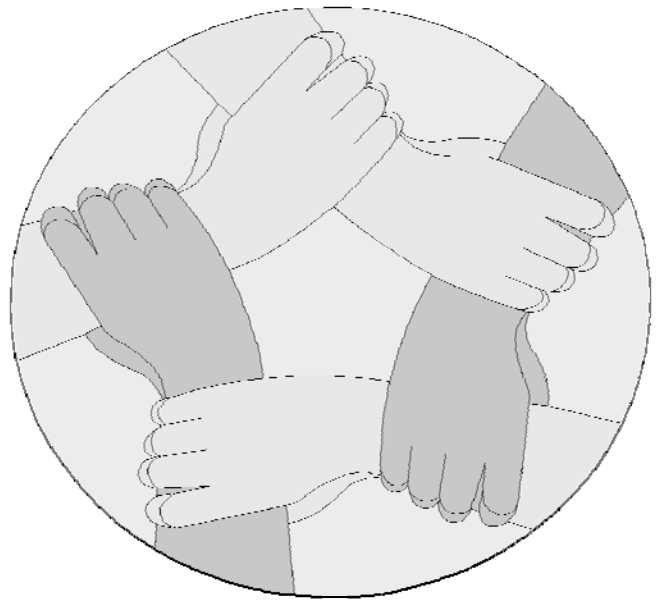


# **SOCIAL WORK PROGRAM**

## **Student Handbook**

### **2009**



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## I. INTRODUCTION

Welcome to the social work program. You have chosen an exciting and challenging profession. Your desire to serve God through the profession of social work will lead to a rewarding life of helping others.

This is the student handbook. It will explain how the social work program operates. It gives important information about what you can expect from the social work program at Cedarville University. It is produced by the social work program and features material prepared by or resulting from student input. This handbook is available on the CedarNet S-drive: My Computer/Dept on 'Sequoia' (S:) /DEPT/SW-CJ-SOC/SWK/Admissions/Handbook.

This handbook will explain the program, course of study, procedures, and requirements within the social work program. For further information, contact a student member of the Advisory Council or inquire at the social work program office, located in Apple Technology Resource Center 111.

## II. PROFESSIONAL ACCREDITATION AND LICENSURE

Cedarville University is educationally accredited by the North Central Association of Colleges and Schools to offer a Bachelor of Science (BS) in Social Work.

The social work program received initial accreditation (June 15, 1998) from the Council on Social Work Education (CSWE). Accreditation is retroactive to the graduates of 1996. In July 1994, the Feasibility Study (Eligibility Criteria) was submitted and approved. Part II (Evaluative Criteria) was submitted in December 1994. Commission visits were accomplished during spring quarter 1995 and spring quarter 1996. The program was granted candidacy in October 1995. Accreditation was reaffirmed in 2001.

Graduates are currently eligible for licensure in Ohio and all other states where licensure is available.

## III. PROGRAM PERSONNEL

### A. FACULTY

Nelson Henning, PhD, LISW, ACSW, Professor, Program Director, Department Chair. *Education:* BSW, Southern Illinois University, 1976; MSW, University of Illinois, 1977; PhD, University of Pittsburgh, 1986. Adjunct Professor at Cedarville University 1992-1994; at Cedarville as full-time faculty since 1994. [henningn@cedarville.edu](mailto:henningn@cedarville.edu)

George E. Huff, MSSA, LISW-S, Associate Professor, Field Director. *Education:* BA, Ashland University, 1973; MSSA, Case Western Reserve University, 1977. Adjunct Professor at Ashland University 1989-2000 and at North Central State College 1999-2000; at Cedarville as full-time faculty since 2000. [huffg@cedarville.edu](mailto:huffg@cedarville.edu)

Christine Fulmer, MSW, LISW-S, Associate Professor, Assistant Program Director. *Education:* BA, Baptist Bible College, 1990; MSW, Marywood University, 1996. At Cedarville as full-time faculty since January 2004. [cfulmer@cedarville.edu](mailto:cfulmer@cedarville.edu)

Julie Furj, MSW, Assistant Professor. *Education:* BS/BSW, Philadelphia Biblical University, 2000; MSW, University of Pennsylvania, 2004. At Cedarville as full-time faculty since August 2008. [jfurj@cedarville.edu](mailto:jfurj@cedarville.edu)

The faculty hold memberships in various social work organizations including the North American Association of Christians in Social Work, National Association of Social Workers, Council on Social Work Education, Association of Baccalaureate Social Work Program Directors, Influencing State Policy, Ohio College Association of Social Work Educators, Evangelicals for Social Action, National Alliance on Mental Illness, and American Association of Christian Counseling. Faculty members also serve on various boards of directors in local and county social service agencies.

#### B. STAFF

Esther Lanham has been the administrative assistant for the program since October 2002. [estherlanham@cedarville.edu](mailto:estherlanham@cedarville.edu)

Natalie Wilkins has been the program secretary since January 2009. [nwilkins@cedarville.edu](mailto:nwilkins@cedarville.edu)

## IV. SOCIAL WORK PROGRAM AND THE CONCEPT OF CHRISTIAN SOCIAL WORK

Cedarville University offers a biblically centered education to students who are preparing for professional careers in social work. The core of the professional curriculum is integrated with biblical concepts and values. This allows students to respond to human needs from a biblical worldview. This careful integration is essential to developing Christian social workers who are caring, committed, and competent.

## V. A HELPING PROFESSION

Although professional social work practice has only been in existence about 100 years, humanitarian concern is as old as the history of humankind. The increase in population and industrialized technology of the nineteenth and twentieth centuries has necessitated the development of a profession aimed at the prevention and solution of social problems. This profession is known as social work practice. It combines values, knowledge, and skills to help people in need. Social work is concerned with the whole spectrum of human need.

The basic values which underlie this profession are service, social justice, the worth and dignity of the person, importance of human relationships, integrity, and competence. Major skills that are learned include the ability to do social work practice, develop a helping relationship, think critically, practice within the values and ethics of the profession, develop good communication skills, gather information and make referrals, and stimulate the development of a social consciousness.

## VI. NASW CODE OF ETHICS

### PREAMBLE

1. 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.
2. 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.
3. 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.
4. 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 third-party payers unless clients have authorized such disclosure.

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

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

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

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

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

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

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

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

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

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

#### *1.08 Access to Records*

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

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

#### *1.09 Sexual Relationships*

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

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful

to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

### *1.10 Physical Contact*

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

### *1.11 Sexual Harassment*

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

### *1.12 Derogatory Language*

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

### *1.13 Payment for Services*

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

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

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

#### *1.14 Clients Who Lack Decision-making Capacity*

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

#### *1.15 Interruption of Services*

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

#### *1.16 Termination of Services*

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

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

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

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

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

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

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### *2.01 Respect*

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

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

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

Updated from NASW web site on May 29, 2009.

## VII. FUTURE CAREERS AND MINISTRIES

Social work graduates usually enter one of three general areas of service and ministry:

### A. PROFESSIONAL SOCIAL WORK

Christians who minister as a professional social worker must meet demanding standards required by law. A bachelor's degree and a license in social work are usually required.

### B. PROFESSIONAL CHURCH AND CHURCH-RELATED SPECIALIZATIONS

Church social workers and denominational organizations are increasing. Competent Christian social workers are needed to develop these crucial ministries.

### C. INFORMAL ASSISTANCE

Special understanding of people and their needs enables graduates to minister more effectively as personal and social problems arise in their local church congregations. Appropriate use of such skills often opens opportunities for increased gospel witness.

## VIII. MISSION, GOALS, AND OBJECTIVES

The social work major prepares students for future ministries/careers in professional social work, professional church and church related specializations, and informal assistance. The wide range of opportunities within the social work field provides graduates with numerous ways of investing in the lives of individuals, families, groups, and communities.

The mission of the Cedarville University social work program is to prepare students to lead in serving those in need as professional generalist social workers by empowering them with the knowledge, values, and skills of the profession from a biblical worldview.

The goal of the social work program is ultimately to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice by:

1. Providing content about social work practice from a generalist perspective with client systems of various sizes and types.
2. Preparing students with the skills, values, and knowledge to practice with diverse populations at risk.
3. Providing content about the behavior of a variety of organizations, and the dynamics of change within those contexts.
4. Preparing graduates who are aware of their responsibility to continue their professional growth and development.
5. Preparing students to practice with populations at risk with unique discrimination and oppressive histories (with a special focus on poverty).
6. Integrating biblical principles throughout the curriculum so that students can appropriately integrate their faith and that of their clients into the helping relationship.
7. Laying a foundation of core skills essential to a high caliber of social work practice (i.e., problem solving, listening, verbal and written communications, critical thinking).
8. Creating an appreciation for the profession as well as an understanding of the history, personalities, and issues and events that helped to shape it.
9. Infusing throughout the curriculum the values and ethics that guide professional social workers in their practice.

In order to accomplish the mission and goals of the social work program, the following objectives have been established.

Graduates of Cedarville University baccalaureate social work program will be able to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Integrate Christian beliefs and values with professional social work values and ethics as set forth in the code of ethics.
3. Practice without discrimination and with respect, knowledge, and skills related to client's age, class, color, culture, political ideology, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, political and sexual orientation.
4. Identify the issues underlying the conditions of poverty, oppression, and discrimination and apply strategies of advocacy and social change that advance social and economic justice nationally and globally.
5. Comprehend and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work to practice with systems of all sizes and in the context of the church.

7. Apply knowledge of bio-psycho-social-spiritual variables and use theoretical frameworks supported by empirical evidence to interpret individual development and behavior across the life span and the interaction among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice under supervision, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Utilize supervision and consultation appropriate to generalist practice.
12. Function within the structure of organizations and service delivery systems and under supervision, seek necessary organizational change.

## IX. EDUCATIONAL POLICY AND STANDARDS

The Council on Social Work Education (CSWE) has established Educational Policy and Accreditation Standards (EPAS). This policy outlines the curriculum content of all schools of social work that CSWE accredits. The intent of this policy is to provide a sound, consistent curriculum for students, so that upon graduation, students will possess the knowledge, values, and skills needed for a generalist social worker.

The curriculum includes eight (8) content areas, which are social work values and ethics, diversity, populations-at-risk, and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research, and field education. The design of the program at Cedarville University is one seamless, comprehensive curriculum. It is essential that the field experience be one in which the student can practice social work in an integrative manner. The EPAS is important for students, as it informs them of the guidelines for social work education, which in turn they may use to evaluate their own education in accordance with CSWE standards.

The Educational Policy is included in this handbook, as it serves as the framework for the social work curriculum.

## X. CURRICULUM AND REQUIRED SEQUENCE

The curriculum of the bachelor of social work program is organized around a sequence in line with the standards of the Council on Social Work Education.

Freshman Year						
		Fall 2008			Spring 2009	
Principles of Biology	BIO-1000 F/S	3.5	Introduction to Sociology	SOC-1300 F/S	3	
General Psychology	PYCH-1600 F/S	3	American State Local Government	POLS-2620 S	3	
Fundamentals of Speech	COM-1100 F/S	3	Spiritual Formation	BEGE-1720-F/S	3	
English Composition	ENG-1400 F/S	3	Introduction to Social Work Field Survey	SWK-2330 F/S	3	
Christian Life and Thought	BEGE-1710 F/S	3	Total Immersion Experience	SWK-2350 F/S	2	
Physical Activity & Chr. Life	PEF-1990 F/S	1		SWK-1100 summer	2	
<b>Total</b>		<b>16.5</b>	<b>Total</b>		<b>16</b>	
Sophomore Year						
		Fall 2009			Spring 2010	
Cultural Anthropology	ANTH-1800 F/S	3	Ethics in the Helping Prof	SWK-2900 S	3	
Intro to Philosophy	BEPH-2200 F/S	3	Politics and Am. Culture	GSS-1100 F/S	3	
Social Movements	HIST-3750 F/S	3	Introduction to Humanities	HUM-1400 F/S	3	
Physical Science Elective		3.5	Math/Science Elective		3	
Old Testament Literature	BEGE-2730 F/S	3	New Testament Literature	BEGE-2740 F/S	3	
			Physical Education Elective		1	
<b>Total</b>		<b>15.5</b>	<b>Total</b>		<b>16</b>	
Junior Year						
		Fall 2010			Spring 2011	
Practice with Multicultural Groups	SWK-3020 F	3	Science Elective/ Bioethics recommended	GBIO-2720	3	
Social Welfare Programs and Policy	SWK-3110 F	4	Practice with Individuals and Families	SWK-3210 S	4	
HBSE	SWK-3010 F	4	Christian Worldview Development	BEGE-3750 S	2	
Literature Elective		3	Chemical Dependency (opt)	SWK-2840	3	
Jr. Field Experience I	SWK-3440 F	3	Jr. Field Experience II	SWK-3460 F	3	
Jr. Seminar I	SWK-3430 F	1	Jr. Seminar II	SWK-3450 F	1	
<b>Total</b>		<b>18</b>	<b>Total</b>		<b>16</b>	
Senior Year						
		Fall 2011			Spring 2012	
Sr. Field Experience I	SWK-4560 F	7	Sr. Field Experience II	SWK-4570 S	7	
Sr. Seminar I	SWK-4510 F	2	Sr. Seminar II	SWK-4520 S	2	
Data Analysis	SWK-3610 F	3	Social Work Research Methods	SWK-3620 S	3	
Practice with Special Populations	SWK-4210 F	3	Practice w/ Communities and Organizations	SWK-4220 S	4	
Christian Worldview Integration	BEGE-3760 F	2				
<b>Total</b>		<b>17</b>	<b>Total</b>		<b>16</b>	

If you believe you may need support in managing the impact of a disability, please arrange an appointment with the Coordinator of Disability Services, Marilyn Meyer, Ext. 3843, [meyerm@cedarville.edu](mailto:meyerm@cedarville.edu). Examples of disabilities are AD/HD, specific learning disability, hearing or vision impairment, health impairment, psychological, orthopedic, or traumatic brain injury. Faculty rely on Disability Services to verify the need for accommodations and to assist in the development of reasonable and appropriate accommodation strategies.

Academic support is available by contacting Kim Ahlgrim, Director of the Academic Enrichment Center, Ext. 3845, [ahlgrimk@cedarville.edu](mailto:ahlgrimk@cedarville.edu).

## XI. FIELD EXPERIENCE

Students in the social work program have the opportunity to apply their classroom knowledge of social work theory, methods, and principles to actual situations of human need in a field experience placement. They learn to use methods and develop skills through social work experience under qualified supervision and instruction. Placements are made after consultation with the students regarding personal interests and abilities.

In the *Introduction to Social Work* course, a field trip is designed to give students the opportunity to work with people who are different from themselves. Furthermore, students will continue to gain social work experience during the *Total Immersion Experience (T.I.E.)*, a course that requires students to shadow a social worker for one week prior to admission into the social work program. These pre-professional courses are available to all students; however, the junior and senior field experiences are restricted to social work majors who have been admitted into the program. In the junior year, students receive a Field Guide that provides complete information on field experience in the junior and senior years.

### A. JUNIOR FIELD EXPERIENCE

Junior field experience provides practical experience in a social work agency, institution, or department designed to complement the student's academic work and enable the student to apply theory to actual social work situations. The junior field experience has a poverty focus that requires the student to choose an agency where they will be exposed to issues related to poverty. The student will have the opportunity to observe the social worker's role in the helping process, to have direct contacts in agencies with a variety of individuals, groups, and/or community resource workers, to learn various preliminary social work tasks, and to share experiences with other students in small seminar classes. The students will be expected to develop an initial self-assessment of their specific role in the helping process, perform at an introductory level the functions of the agency to which they are assigned, and put into practice primary social work skills. The course is designed to result in the development of competence in linking people with systems that provide them with resources, services, and opportunities, and to develop skill in applying knowledge of human diversity in behavior and social environment.

Juniors fulfill their field experience requirement over two semesters within one agency. The experience requires eight hours per week for a minimum of 150 hours. It is expected that a student will remain in field through their last seminar class regardless of their accumulated hours.

Junior students in field experience are responsible to a field instructor (social worker) with whom they meet on a weekly basis for supervision. In addition, juniors meet in small field seminar classes with the faculty liaison for one hour a week throughout the experience in addition to the 150 hours spent in the agency. These groups give the students an opportunity to share new knowledge, awareness, and reactions to their new field experiences with their peers and faculty on campus. The field director may choose the junior field experiences.

## B. SENIOR FIELD EXPERIENCE

The senior field experience is designed to provide the student with an opportunity to further integrate and apply knowledge and theory learned in academic courses to actual social work situations. In the senior year, the student is expected to perform social work responsibilities equivalent to those of a new staff member in the agency, under close supervision of the field instructor. It is expected that the student will become aware of and analyze her/his own value orientations and feelings about people and the problems that they bring to social agencies. In addition, emphasis is placed on the acquisition of knowledge and understanding of the network of social work services in the community, and of learning techniques and skills common to social work practice.

Seniors fulfill their field experience requirement over two semesters within one agency. They complete 225 hours fall semester and the remaining 225 hours during spring semester. This experience requires a minimum of 16 hours a week. It is expected that a student will remain in field through their last seminar class regardless of their accumulated hours.

The senior field experience, similar to the junior experience, is integrated with classwork, especially in the senior *Social Work Practice with Individuals, Families, and Groups* and *Social Work Practice with Special Populations* courses that students are required to take concurrent with field experience. This involves the integration of previously learned knowledge and experiences to maximize each student's cognitive and practical use of social work theory and practice. Seniors also meet in field seminar classes two hours a week, in addition to the 450 hours spent in the agency, to discuss the above areas and to individualize their practice of social work. The field director may choose the senior field experiences.

## C. AGENCIES

The social work program can place students in more than 100 different agencies. Field experience complements classroom learning, so placements are made in those agencies that have qualified staff members who have adequate time to instruct students. (The student must provide transportation). The agencies available to students for placement are listed in the Field Directory, which is located on CedarNet S-drive: My Computer/Dept on 'Sequoia'(S:)/DEPT/SW-CJ-SOC/SWK/Field Experience/Field Directory.

## XII. DEPARTMENTAL POLICIES AND PROCEDURES

University and departmental policies on student learning performance are printed in course syllabi and in the Field Guide. Additional guidelines include:

### A. ADMISSION

Admission to the social work program occurs during the sophomore year. Freshmen and sophomores interested in social work should declare their intent to major in social work and meet with an appropriate social work advisor to insure that courses are taken in the proper sequence. To be admitted, students must meet the following criteria:

1. Complete and submit a *Summary of Prerequisites* showing completion of at least 43 semester hours of the general education requirements, with a grade of C or higher in the following prerequisites:

Introduction to Social Work	Principles of Biology
Field Survey	Cultural Anthropology
Total Immersion Experience	American State and Local Government
Introduction to Sociology/ Principles of Sociology	Social Movements
General Psychology	

2. Earn a cumulative GPA of 2.25 or better. Submit a copy of your *Unofficial Grade Transcript* (UGT) from CedarNet. Make sure your UGT is current. (Students must have a C or better in all classes required for the major.)
3. Valid “No Record” *background check* for the state of Ohio and additional FBI background check for those who live out of state.
4. Complete and submit an *Application for Admission* to the social work office, including an *Autobiographical Statement* detailing your interest in social work.
5. Complete and submit *Volunteer Experience* form documenting 40 hours of post-high school volunteer experience.

6. Submit three *Letters of Recommendation*:
  - a. Pastor or youth pastor
  - b. Employer or volunteer supervisor
  - c. Teacher or adult friend
7. Be interviewed by social work faculty who will complete and submit an *Admissions Interview Report Form*.
8. Read the social work program student handbook and sign *Social Work Program Handbook Sign-Off Sheet*.

Based on the recommendation of faculty, the program director will make the final decision as to whether a student meets all requirements adequately for admission to the social work program.

It is the student's responsibility that all required documents are on file in the social work program office following their completion of *Introduction to Social Work*. Students will not be permitted to take any social work practice courses until the program director grants them full admission to the social work program. Admission will be secured during the sophomore year. The program director may make three decisions regarding admission.

- Full admission
- Admission with provision
- Denial of admission

## B. PROGRESSION

In order to progress in the program, a student must maintain at least a cumulative GPA of 2.5 or higher and earn at least a C in all classes required by the social work major. The student must also meet generally accepted standards of professional conduct.

## C. DISMISSAL POLICY

Students will be dismissed from the program for failure to meet the academic or professional standards of the program.

### *PROFESSIONAL*

Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice, or inappropriate or disruptive behavior toward colleagues, faculty, or staff (at school or field experience).

Examples include emotional instability which prevents the student from meeting/completing requirements, involvement in an illegal activity, violation of agency standards, violation of the Code of Ethics, lack of punctuality/absenteeism, insubordination, inappropriate attire, or violation of university standards (see Cedarville University Student Handbook, Chapter 6, pp. 32-37).

#### ACADEMIC

A minimum grade of C is mandatory in all classes required by the social work major, as well as a cumulative GPA of 2.5 or higher. In addition, a student must meet generally accepted standards of professional conduct (knowledge, values, and skills).

Examples include consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships, inability to demonstrate a non-judgmental attitude, and inadequate documentation and comprehension skills (see Field Guide: Policies).

#### D. SEXUAL HARASSMENT POLICY

Sexual harassment will not be tolerated by the social work program, the field agency, the student in the field experience, or Cedarville University.

(See university policy at [www.cedarville.edu/departments/hr/sexualharassment.pdf](http://www.cedarville.edu/departments/hr/sexualharassment.pdf) or Student Handbook, Chapter 4, pp.24-25).

Sexual harassment of students is a violation of Title IX of the Educational Amendments of 1972, which prohibits sex discrimination of education. Academic sexual harassment is the use of authority to emphasize the sexuality of a student in a manner that prevents or impairs that student's full enjoyment of educational benefits, climate, or opportunities. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature constitutes sexual harassment when grades or educational progress is contingent upon submission to such conduct, or when the conduct has the purpose or effect of interfering with the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment (see Field Guide: Policies and Field Guide Appendix R).

#### E. NONDISCRIMINATION POLICY

The social work program at Cedarville University maintains a policy of nondiscrimination based on age, class, color, culture, disability, ethnicity, immigration status, political ideology, race, and sex. This policy is consistent with policies of similar intent held by the university (see Cedarville University Student Handbook, Chapter 9, p. 52, and Field Guide: Policies). Cedarville University reserves the right to discriminate on the basis of religion under Title VII of the Civil Rights Act of 1964.

## F. DIVERSITY POLICY

### 1. *RESPONSIBILITY OF THE SOCIAL WORK FACULTY*

Social work faculty must work to assure that each graduate of the Cedarville University social work program is prepared to work with the range of human diversity that social work professionals invariably encounter in practice. Students will not graduate with a degree in social work unless they can willingly and capably serve the needs of all people regardless of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Students are required to take several courses that have diversity competence criteria as specific course objectives. The social work faculty must work to insure that students demonstrate diversity competence in their professional practice at both the junior and senior level field experiences. Field instructors work closely with the social work faculty to ensure that students demonstrate diversity competence in their practice.

### 2. *RESPONSIBILITY OF SOCIAL WORK STUDENTS*

Students applying for admission to the social work program must commit themselves to actively engaging in learning experiences that will help them become competent in providing professional services to diverse populations. Students must be willing to examine their personal backgrounds and world and life views with the goal of working through any barriers or conflicts that could interfere with providing effective services to a diverse clientele. As future members of a profession that is committed to social justice, student must be willing to learn how to encounter the injustices caused by age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Only students who meet these expectations will be permitted to graduate from Cedarville University's social work program.

### 3. *RESPONSIBILITY OF THE SOCIAL WORK PROGRAM*

The social work program will strive to provide students with a wide variety of opportunities to interact with diverse populations and experience cross-cultural relationships including sponsored alternative spring break trips, club activities, class guest speakers, workshop presenters, majors meetings, class projects, readings and assignments, summer trips and potential study abroad opportunities. In addition, field experience agencies for both the junior and senior years will be included in the field directory based on their ability to provide a diverse experience via interaction with agency staff (i.e., field instructors) and clienteles. In some cases, the field director will assign students to a particular field experience based on the student's need for broadened exposure to diverse groups of people. The social work program diversity policy covers the recruitment of students and the hiring of faculty and staff (see Field Guide: Policies).

## G. ACADEMIC CREDIT

### 1. *LIFE EXPERIENCE*

The social work program does not give academic credit for life experiences or previous work experience, in whole or in part, in lieu of field experience or of courses in the professional foundation areas. The program does recognize the value of previous work and life experience in that it may increase a student's knowledge and ability. The program faculty will work with students to integrate this knowledge and ability into their course work and field experience.

### 2. *PROFICIENCY EXAMS ARE NOT USED BY THE PROGRAM.*

### 3. *TRANSFER CREDIT*

The program director works with the Registrar's Office in evaluating transfer credit from other colleges and universities. The program will make every effort to make sure students do not repeat course content taken at other institutions accredited by the Council on Social Work Education. Students must present a copy of the course syllabus, other course information, and a copy of the catalog.

## H. ADVISING APPOINTMENTS WITH FACULTY

All social work students will be assigned a social work faculty advisor. Advisors will meet with students a minimum of once a semester. Offices of the social work program are located in the Apple Technology Resource Center. Advising appointments with social work faculty may be made by contacting the program secretary at (937) 766-7676 or during registration time by signing up for a time slot on his/her advisor's door or by emailing the professor. Advisors are to assist students with the selection of appropriate course work, assess student aptitude and motivation for social work, and suggest what field settings best meet their educational and career needs. At times, faculty members may request that students set up an appointment to see them. Professional preparation and responsibility includes learning to make appointments. Students should take advantage of the opportunity to receive professional social work advisement and call and schedule appointments as needed with their advisors.

## I. PROFESSIONAL ADVISEMENT

All students in the social work program receive professional advisement by the faculty of the program. **The student, however, is ultimately responsible for his/her own class schedule for graduation.**

Social work faculty help students evaluate themselves as they prepare for a social work career. This counseling process begins when a student first declares a major in social work. It continues as a student applies for admission to the social work program and throughout the student's educational process.

Social work faculty work with students in their selection of course work. Each semester students meet with their social work faculty advisor to select courses for the next semester. The curriculum sheet should be followed to insure proper sequencing of course work. Appointments with faculty advisors are made at the beginning of pre-registration. This time is also used to help the students evaluate their classroom/field experience learning. The faculty academic advisor also guides the student regarding preparation for a specific field of social work practice, including the choice of a field experience agency. The process for field experience agency selection is presented in the *Field Guide* (My Computer/Dept on 'Sequoia' (S:) /DEPT/SW-CJ-SOC/SWK/Field Experience/Field Guide).

The faculty advisor conducts an exit interview to advise the student about graduate school admissions and the job search process, as well as do a final audit of their application for graduation and transcript to make sure that all requirements are met for graduation. The faculty advisor counsels students about opportunities for employment after graduation. A number of social work organizations contact the social work program with job openings. These positions are made known to graduating seniors and alumni. The program does not guarantee the securing of employment for its graduates but does actively seek opportunities for graduates to investigate.

#### J. ATTENDANCE

Students are expected to attend all classes, because each student's presence and participation are part of the learning process. If an absence is unavoidable, the student should contact the professor before class. If the professor cannot be reached, the student should leave a message on voice mail or by e-mail. Student grades will reflect unexcused absences, and professors will drop the final grade by two points for each unexcused absence. Being tardy three times to class will count as one unexcused absence. If a student is late to class and a quiz is in process, the student may use the remaining time to attempt to complete the quiz. If the student arrives after the quiz has been taken (or is absent, but not excused the day of the quiz), he/she will *NOT* be allowed to take or make up the quiz.

#### K. GRADING

The social work program has adopted a uniform grading scale. The current scale was developed with contributions from the students and Advisory Council. Each syllabus contains the following information.

The grading scale is as follows:

100-94 = A	77-75 = C
93-91 = A-	74-72 = C-
90-88 = B+	71-69 = D+
87-85 = B	68-66 = D
84-82 = B-	65-63 = D-
81-78 = C+	Below 63 = F

Academic dishonesty in any assignment will result in an F. Cheating on any quiz or exam will result in an F for the course. Late assignments immediately drop one (1) letter grade. Plans for late submissions must be discussed with the professor by the next class. Each successive class drops the grade of an assignment another letter grade until an "F" is received. At the next class, the "F" is recorded as a "0" from the scale of grades.

Professors expect students to be active participants in the learning process. An active participant is involved in the class to the extent that he/she actively listens, reacts to information, asks pertinent questions, shows signs of understanding, shares relevant insights, and contributes to the general learning of the class.

Professors also expect students to demonstrate the social work value of dignity and worth of a person by treating peers and professor with dignity and respect and interacting in a courteous manner. Students are expected to demonstrate the social work values of integrity and competence by completing his/her own work to the best of his/her ability. In general, students are to demonstrate the same professional demeanor that is expected in field. Students will come to class on time and not leave mid-class (unless previously arranged). If students do not adhere to this protocol, professors will first give a verbal warning, second will ask them to leave the classroom, having it count as an unexcused absence (-2 points from overall grade), and third refer them to the program director for disciplinary action.

In addition to this information, the syllabus also contains information about the weight each assignment has on the final course grade. The full-time professor determines the weight of each assignment and develops the syllabus. When adjunct professors teach courses, the full-time faculty develop the syllabi.

## L. WRITTEN WORK

All papers must meet APA standards. If there are more than three errors on a page, it may be turned back to be redone.

The writing center, located in Tyler 104, offers competent guidance on all your writing in any stage of your writing process. That means, you can visit the center as soon as you get your assignment to start brainstorming ideas. It also means you can visit as often as you want for feedback on the same paper. When you go to the writing center, be sure to **take your assignment and two hard copies of your paper** with you. After you and your consultant read the paper together, the tutor will suggest ways to build upon your strengths and improve your weaknesses. Expect to be actively involved in the conference. You might free write for five or ten minutes, do some outlining or revising, and even consult a manual. It is good to keep in mind that because of the writing center's mission, your tutor will *never* proofread or edit your writing for you. It is also good to keep in mind that *all* writers from *all* levels of proficiency benefit from the writing center's services, so even if you feel like you are a "good" writer, you will still improve your skills by working with the tutors. To learn how to make an appointment at the writing center, go to <http://www.cedarville.edu/departments/writingcenter/editanappointment.cfm>

For students writing papers longer than eight pages and for senior seminar courses, you may sign up for an extended (one hour) consultation once per day. To learn how to sign up for such a session, go to <http://www.cedarville.edu/departments/writingcenter/extendedconsultations.cfm>

## M. JOURNAL WRITING

Since written reports are required in professional social work practice, all social work students must submit journals of their field experience to the social work program faculty. These journals help both the student and the program evaluate the student's learning process and stimulate improvement. Writing of journals in earlier semesters prepares students for writing process recordings, which are vital to social work practice. Journals from students assist the program in knowing what takes place during field experience.

# XIII. REQUESTS FOR INFORMATION OR PROGRAM CHANGES

Students are encouraged to address questions and comments about any matter to the student representatives of the Advisory Council. The student may also approach the director of the program on curriculum matters or questions about any aspect of the social work program. The value of approaching the program through the student representative on curriculum or other issues is that student concerns will then be recognized as affecting more than a few individuals and may be presented by the student representative in a more comprehensive way.

## XIV. CO-CURRICULAR ACTIVITIES

### A. STUDENT REPRESENTATIVES ON THE ADVISORY COUNCIL

#### 1. *REPRESENTATIVES*

One member of the junior and senior classes will be asked to represent their class for a one-year term. Program faculty will select the representatives.

#### 2. *PURPOSE*

The Advisory Council advises the program director of concerns and informs majors of program development and related program issues.

### B. EPSILON ALPHA PI (SOCIAL WORK ORGANIZATION)

#### 1. *MEMBERSHIP*

An active member shall be a social work major who has a desire to see the students of Cedarville University benefit from the efforts of the men and women of Epsilon Alpha Pi. He or she shall attend all regularly scheduled meetings, service projects, social activities, and professional growth seminars. He or she shall have a GPA of at least 2.5 and shall display Christian character. All students enrolled in the social work program have an opportunity to be members of Epsilon Alpha Pi. Students not yet officially enrolled in the program may be associate members.

#### 2. *PURPOSE*

The purpose of Epsilon Alpha Pi shall be to promote professional development, political and social awareness, and community outreach.

#### 3. *MEETINGS AND ACTIVITIES*

Further information about Epsilon Alpha Pi meetings and activities are provided through communications to students from Epsilon Alpha Pi officers and the social work program office.

## C. PHI ALPHA HONOR SOCIETY (EPSILON OMEGA)

### 1. *MEMBERSHIP*

An undergraduate student is eligible for active membership after achieving the following national minimum requirements and meeting local chapter requirements: declared social work as a major, achieved junior status, completed twelve semester hours of required social work courses, achieved an overall grade point average of 3.0. (on a 4.0 scale), and achieved a 3.25 grade point average in required social work courses.

Faculty members having an official connection with the social work curriculum may be granted membership upon invitation of the executive committee and approval of the chapter membership.

Honorary membership may be granted to professional social workers and others whose support of social work education and practice merit such recognition.

### 2. *PURPOSE*

The purposes of this chapter of Phi Alpha are as follows:

To recognize and promote scholastic achievement among students and faculty involved in the undergraduate or graduate social work program at Cedarville University.

To recognize, improve, and further the goals of social work in the community, state, nation, and world.

To stimulate interest in preparation for a career in social work.

To encourage continued study and research at the undergraduate level, the graduate level, and in professional practice.

To recognize those professional social workers and others whose service, contributions, and leadership are held in esteem.

### 3. *MEETINGS AND ACTIVITIES*

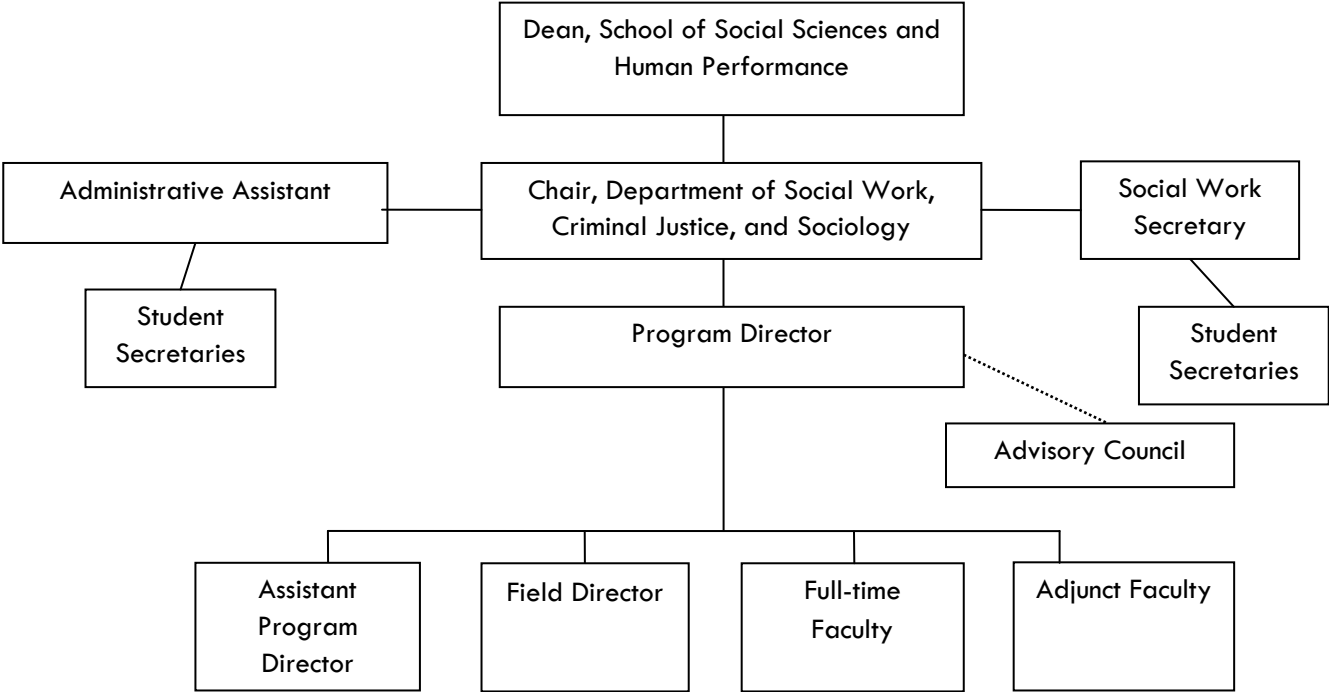
Chapter meetings shall be held a minimum of two times during the academic year.

#### D. MISSIONS INVOLVEMENT SERVICES (MIS)

The Division of Christian Ministries is committed to providing students with ministry opportunities that reach beyond Cedarville University to the “uttermost parts of the world.” Through these experiences, not only are students spiritually enriched, they also gain valuable cross-cultural experience.

MIS Trips are being designed specifically for social work students. During Spring Break, there will be opportunity for social work faculty and students to use their social work skills to serve children and administrators at an orphanage in the Dominican Republic.

# Social Work Program Organizational Chart



## NOTES