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Understanding the Social Work Profession

Social Work Ethics

Value Base of Social Work Practice

Job Qualifications within Social Work Practice

Professional Organization

Louisiana licensing for professional Social Workers
I. INTRODUCTION

The faculty of the Louisiana College Social Work Program welcome you and are excited that you have chosen to pursue social work as your career. This handbook has been designed to provide information about the Louisiana College Social Work Program and related policies and procedures related to the program. Students are required to read the Social Work Student Handbook and be familiar with its content. The handbook will be reviewed in the Social Work 101: Introduction to Social Work and Social Welfare course. The Educational Policy Standards of the Council of Social Work Education (CSWE) are included in this handbook to inform students of CSWE standards. Please keep this handbook close by as a reference for you. It is also accessible on the College website under Human Behavior Division, Social Work Program.

The Social Work Program at Louisiana College is grounded in the Christian faith and teaches students to exemplify their Christian faith in the service of generalist social work practice they render through the profession. The NASW Code of Ethics is blended with the Christian values and ethics taught at the College to ensure that our students are well prepared to meet the everyday demands of a world in need of social services that show respect and dignity for all human beings.

Social Work students are a part of a professional program which meets the requirements of the CSWE for all accredited social work programs that is congruent with the College Mission Statement and the Program Mission Statement. This program will equip social work students for entry level generalist social work practice and prepare students for future studies in graduate school.

We welcome any suggestions about, additions to, or deletions from the material contained in this handbook to improve the quality of education offered through the Louisiana College Social Work Program.

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UNDERSTANDING THE SOCIAL WORK PROFESSION

Social Work
To understand the social work profession, one must first have a clear understanding of what it is, its mission, and what it requires. The definition of social work as defined by Robert Barker in the Social Work Dictionary states it is ‘the applied science of helping people achieve an effective level of psychosocial functioning and effecting societal changes to enhance the well-being of all people’ (page 455). More specifically, one must understand the concept of generalist social work practice which is taught in all baccalaureate programs. Generalist social work practice is defined by the Board of Program Directors (BPD) as ‘work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.’

As stated in the preamble of the National Association of Social Workers, ‘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. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

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

This constellation of core values reflects what is unique to the social work profession.’

Social Work Ethics
Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice. Social work students are expected to sign a statement when applying for admission to the program agreeing to abide by this code. The Code of Ethics can be found in the appendix of this manual as well as in several textbooks used throughout the curriculum. Students will use this information in social work education and in professional practice.

Value Base of Social Work Practice
The social worker’s helping philosophy is governed by six core values identified by NASW:
service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. This value base expresses ideas about people, how they should be treated, and the quality of life which should be available. This value base is enhanced by the value base of the Christian faith that is integrated into the learning opportunities in the program.

Each core value identified by NASW is listed below and is accompanied by an ethical principle which guides social work practice.

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

**Value: Social Justice**
**Ethical Principle:** Social workers challenge social injustice.

**Value: Dignity and Worth of the Person**
**Ethical Principle:** Social workers respect the inherent worth and dignity of the person.

**Value: Importance of Human Relationships**
**Ethical Principle:** Social workers recognize the central importance of human relationships.

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

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

**Job Qualifications within Social Work Practice**
Upon completion of a Bachelor of Social Work degree, students who have been educated from a generalist practice perspective are qualified to serve in many different contexts of practice and carry out diverse roles. Social work practice seeks to work with all populations (individual, family, group, communities and organizations) using varied techniques and interventions to help improve the well-being of those served. Social workers have the opportunity to work in public, private, for profit, or non-profit organizations and agencies. These agencies may target areas of mental health, child welfare, healthcare, developmentally disabled, criminal justice or school social work. No matter the setting, social workers are well-trained to engage with the client population, assess the situation, develop a plan of action, implement it and evaluate the outcomes.

**Professional Organizations**
There are many organizations and credentials available to those who are professional social workers. The following list is only a limited number of those groups:

**NASW:** The National Association of Social Workers is the national professional membership
organization which addresses issues of concern to social workers. It provides
opportunities for continuing professional development through meetings and seminars.
Students are eligible to join at a special student rate and can apply for membership online.
The local NASW meetings are usually luncheon meetings held on the first Wednesday of
each month at noon. Students are encouraged to attend these meetings. They provide an
excellent opportunity for professional socialization and for networking when it is time to
apply for a job.

ACSW: Academy of Certified Social Workers. This certification is awarded to master’s level
social workers (MSWs) who are NASW members with two years supervised experience
and who have passed the ACSW exam.

CSWE: Council on Social Work Education. This is the accrediting body for schools of social
work. It establishes educational standards for both graduate and undergraduate social
work programs. The social work program at Louisiana College was granted initial
accreditation by CSWE in October of 1993 and was re-accredited in 1997. The program
was up for re-accreditation in 2005, received an extension until 2006, and was fully
reaccredited in June, 2007.

NACSW: National Association of Christians in Social Work. This is an organization of
Christian social workers. Its mission is to equip its members to integrate Christian faith
and professional social work practice. Membership is available to students online.

IFSW: International Federation of Social Workers. The IFSW is a global organization
striving for social justice, human rights and social development through the development
of social work, best practices and international cooperation between
social workers and their professional organizations.

Louisiana has multi-level licensing/credentialing for professional social workers. These are the levels:

LCSW: Licensed Clinical Social Worker. This is the title given to master’s level social workers
licensed to engage in independent practice of social work in Louisiana. To be licensed at
this level, the MSW must meet certain criteria which include at least 5,760 hours of
postgraduate practice of which 3,840 hours shall be under supervision of a board-
approved clinical supervisor, payment of a fee, and the passing of a national social work exam.

LMSW: Licensed Master Social Worker. This credential is awarded to master’s level social
workers who pay the appropriate fee and pass a social work exam approved by the state board. This level may engage in agency-based supervised advanced practice.

CSW: Certified Social Worker. This is a temporary certification which entitles the master of
social work graduate to perform the duties and responsibilities within the scope of
practice of the licensed master social worker for up to three years, while pursuing
licensure through passing the examination approved by the board.
RSW: Registered Social Worker. This credential is available to graduates of CSWE accredited undergraduate social work programs and is obtained by making application to the state social work licensing board and paying the required fee. If a graduate plans to work as a social worker in Louisiana with a BSW degree, he/she must be registered with the state board. This level may engage in agency-based generalist social work practice.
Louisiana College Bachelor of Social Work Program

Louisiana College Mission Statement

Program Mission Statement

Relationship of the Social Work Mission to the College Mission

Overview of the Louisiana College Social Work Program
Louisiana College Mission Statement
The mission of Louisiana College is to provide liberal arts, professional and graduate programs characterized by devotion to the preeminence of the Lord Jesus, allegiance to the authority of the Holy Scriptures, dedication to academic excellence for the glory of God, and commitment to change the world for Christ by the power of the Holy Spirit.

Program Mission Statement
The mission of the Louisiana College Social Work Program is to prepare students to function competently and effectively in a rapidly changing world through an academically challenging social work education within a nurturing Christian environment that offers an integration of faith and learning. The program expands the College mission in advancing students toward continued learning in all aspects of life with specialized emphasis on the professional application of generalist social work practice which includes its history and purposes. The Social Work Program prepares social work graduates who are rooted in the liberal arts, the Christian and Baptist perspectives, and the NASW Code of Ethics. Through course work emphasizing the core social work values and ethics, critical thinking, and supervised opportunities, students are encouraged to become facilitators of progressive change within diverse populations. Our immediate region allows for multiple opportunities for service within the homeless, veterans, mentally ill, impoverished and rural communities and includes work with agencies, organizations, groups, families, and individuals both locally and globally through integration of social work knowledge, values, skills and Christian faith.

Relationship of Social Work Mission to the College Mission
The mission of Louisiana College forms the foundation from which the Social Work Program builds its identity and curriculum. The Social Work Program is fully compatible with the overall mission of the institution and is strongly supported by administration in its endeavor to integrate faith and learning in the social work area. In fact, the foundation for the Social Work Program is based on Galatians 6:10 which states, ‘Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers’ (New International Version (NIV) translation, 2011). The Social Work Program seeks to ‘Empower others through offering H.E.L.P and compassionate caring.’ H.E.L.P. means to offer Hope to Every Living Person.

Overview of the Louisiana College Social Work Program
Program History
Social work courses were first offered within the Sociology Department of Louisiana College in 1962. At that time, four social work courses were offered as electives within the sociology major. These courses were taught by adjunct instructors from the local professional community. By the fall of 1976, a concentration in social work had evolved which included seven core courses and a field practicum component. A full-time MSW was hired at that time to coordinate the program and a second full-time MSW was hired in the fall of 1989. The program, now housed in the Division of Human Behavior, offers a Bachelor of Social Work degree. The social work program at Louisiana College was granted initial accreditation by CSWE in October of
Program Description
The social work curriculum has as its organizing principle the ecosystems theory which emphasizes the person-in-environment perspective. This principle relates directly to the first goal of the program, which is to prepare students for entry level generalist social work practice.

Toward this end, the social work curriculum is designed through appropriate sequencing of courses and through course content to provide students with the knowledge, skills, and values necessary for competent entry level generalist social work practice. Course content and field experience prepare students to work with diverse client systems in a variety of geographical locations providing varied interventions. This focus on diversity directly relates to the second goal of the social work program.

The curriculum design also seeks to promote a lifelong commitment to the acquisition and use of knowledge, thus enhancing personal and professional growth. This is true for all students majoring in social work, regardless of their career track following graduation. This focus on lifelong learning directly relates to the third goal of the social work program.

Students who complete the requirements of the social work program obtain a Bachelor of Social Work degree at the time of graduation. The social work major consists of 39 hours of social work courses, and 12 hours of allied courses, some of which can satisfy central curriculum requirements. Because these courses are a critical part of the program’s foundational knowledge base, social work majors are required to earn at least a grade of “C” in them unless stipulated differently in the Central Curriculum.

The social work curriculum design flows from a general to specific knowledge base and has as its foundation the liberal arts central curriculum of the college. Through completion of these two curricula, students obtain a broad understanding of human behavior, human diversity and the social problems confronting those in any given society, including those populations experiencing oppression and social injustice. In addition, social work values and ethics as well as integration of faith and learning are emphasized throughout the social work curriculum which directly relates to the fourth goal of the social work program.

Knowledge obtained in the first year serves as a foundation to the social work courses taken during the sophomore, junior and senior years: practice, human behavior and social environment, policy, and research. Field placement, which is the capstone course, typically occurs during the spring semester of the student’s senior year and demands practical and theoretical integration of material learned during the first three and a half years. Each placement course is accompanied by a weekly integrative seminar led by the Field Placement Coordinator. In addition, there is a senior course (SW450) devoted to social work ethics taken in the student’s final semester. Students are expected to show proficiency in all practice behaviors that are in line with CSWE’s core competencies.

The curriculum is designed so that it can be completed in four years. A student should not expect to complete it within a shorter period of time.
**Louisiana College SW Program Goals**

1. Prepare students through content and practice behaviors emphasized in the social work curriculum for generalist social work practice as competent social workers with client systems of various sizes and types including but not limited to the homeless, veterans, those with mental illness, the impoverished and rural residents.

2. Train students who are knowledgeable and understanding of diversity issues at the local, regional, national, and global levels including how each grow, change and function together within the context of the environment.

3. Prepare students for programs of graduate study in social work and develop career-long learners that will critically think about the populations they serve and the issues of the time.

4. Prepare students to practice ethically in a rapidly changing world and to integrate their faith and learning that is developed through understanding of a Christian worldview

**Program Objectives**

As already stated in the Program Description, the social work curriculum is developed from a general to specific knowledge base with a strong foundation in the liberal arts. In addition, students obtain an understanding of human behavior, human diversity, and the values and ethics of the profession. In keeping with CSWE requirements, each graduate of the social work program is expected to understand and demonstrate the following competencies with accompanying practice behaviors. Integration of faith and learning is emphasized throughout the social work curriculum.

**EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

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

**EP 2.1.2—Apply social work ethical principles to guide professional practice.**

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the NASW Code of Ethics
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

**EP 2.1.3—Apply critical thinking to inform and communicate professional judgments.**
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

EP 2.1.4—Engage diversity and difference in practice.
• Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate or create or enhance privilege and power
• Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
• Recognize and communicate their understanding of the importance of difference in shaping life experiences
• View themselves as learners and engage those with whom they work as informants

EP 2.1.5—Advance human rights and social and economic justice
• Understand the forms and mechanisms of oppression and discrimination
• Advocate for human rights and social and economic justice
• Engage in practices that advance social and economic justice

EP 2.1.6—Engage in research-informed practice and practice-informed research
• Use practice experience to inform scientific inquiry
• Use research evidence to inform practice

EP 2.1.7—Apply knowledge of human behavior and the social environment
• Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation
• Critique and apply knowledge to understand person and environment

EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services
• Analyze, formulate and advocate for policies that advance social well-being
• Collaborate with colleagues and clients for effective policy action

EP 2.1.9—Respond to contexts that shape practice
• Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services
• Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

EP 2.1.10 (a): Engagement
• Substantively and affectively prepare for action with individuals, families, groups, organizations and communities
• Use empathy and other interpersonal skills
• Develop a mutually agreed-on focus of work and desired outcomes
EP 2.1.10 (b): Assessment
- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives
- Select appropriate intervention strategies

EP 2.1.10 (c): Intervention
- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

EP 2.1.10 (d): Evaluation
- Critically analyze, monitor and evaluate interventions

Competency with accompanying practice behavior distinctive to Louisiana College Social Work Program.

LC 2.1.11: Integration of faith and learning
- Opportunities to apply professional values, ethics, and Christian values to professional activities
- Recognize spiritual diversity

Attainment of these outcomes is accomplished through adherence to the curriculum design and completion of assignments in each course in the social work program. Degree of attainment is measured through evaluation of the student’s academic performance in each class, including field placement.

Social Work Program Advisement
Social work majors are assigned a faculty advisor when they declare their major. The two full-time social work faculty members serve as advisors for all social work majors. Students may declare a major at Louisiana College upon admission to the College. Once the major is declared the student’s files are sent to the department and a faculty member is assigned as the advisor. Formal advising is part of the registration process each semester. Students cannot register for classes without their advisor’s signature on their registration form and permission granted through the Louisiana College Jenzabar system. This does not preclude the student or the advisor requesting a conference to discuss the student’s progress.

Deficiency reports are given early in each semester to determine if a student is having difficulty with grades and/or attendance. If deficiencies occur then the advisor will request a conference with the student to discuss a plan for the student to resolve the deficiency.

Social work faculty members post their office hours in the Human Behavior Division in order for students to set appointments to discuss issues important to them and to prepare their schedules for the next semester. The social work faculty members are encouraged to belong to the Louisiana Academic Advising Association.
Statement of Non Discrimination
The Louisiana College Social Work program adheres to the nondiscrimination policy of the institution which states “Louisiana College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, age, marital status or disability in the administration of its educational policies, recruitment or admission of students, scholarship, grant or loan programs, promotion policies or other related personnel practices.”

Social Work Terminology
The following are key terms that a social worker must have a keen understanding of as they are the foundation of the profession.

Generalist Perspective
BPD defines generalist social work practice as follows:
Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

Diversity
Human Diversity: “the range of differences between peoples in term of race, ethnicity, age, geography, religion, values, culture, orientations, physical and mental health, and many other distinguishing characteristics.” (The Social Work Dictionary, Robert L. Barker, 1999)

Micro-level Practice
“Micro-level practice is the term used by social workers to identify professional activities that are designed to help solve problems faced primarily by individuals, families and small groups.” (The Social Work Dictionary, Robert L. Barker, 1999) Micro practice is more direct intervention because services are delivered directly to clients (face-to-face).

Mezzo-level Practice
“Mezzo-level practice is social work practice with families and small groups. Important activities at this level include facilitating communication, mediation and negotiation, and educating and bringing people together.” (The Social Work Dictionary, Robert L. Barker, 1999) Mezzo focuses on changing systems that affect clients directly.

Macro-level Practice
“Macro-level practice is social work practice aimed at bringing about improvements and
changes in the general society. Such activities include some type of political, community
organization, public education campaigning and the administration of broad-based social
services agencies or public welfare departments.” (The Social Work Dictionary, Robert L.
Barker, 1999)

Social Justice

“Social justice is an ideal condition in which all members of a society have the same
basic rights, protection, opportunities, obligations and social benefits” (The Social Work

Culturally Sensitive Practice

“In Social work, the process of professional intervention while being knowledgeable,
perceptive, empathic, and skillful about the unique as well as common characteristics of clients
who possess racial, ethnic, religious, gender, age, sexual orientation, or socioeconomic

Social Work Ethics

Regardless of the setting and regardless of the size of the client system, all social work practice
should be conducted within certain ethical guidelines. Louisiana College social work students
are expected to abide by the values and ethical principles reflected in the current National
Association of Social Work (NASW) Code of Ethics. A copy of this code is included with this
handbook. Social Work students at LC are also expected to practice within the framework of the
Christian values and ethics set forth in the Baptist Faith and Message, 2000 which is also
included in Appendix F of this handbook.

Evaluation:

External assessment instruments, course assignments and projects, field evaluations, role plays,
senior exit exam and surveys are implemented to assess and evaluate students and the social
work program. In addition, other avenues of feedback such as individual course evaluations, field
supervisor evaluations, and alumni surveys help ensure a continued effort to refine and improve
the overall program.
Curriculum Design for Social Work Majors

Core Competency Content

Suggested Social Work Curriculum Design

Professional Foundation Courses

Social Work Course Descriptions

Social Work Minor
## Curriculum Design for Social Work Majors

### Core Competency Content

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### Liberal Arts Base

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Computers

Suggested Social Work Curriculum Design

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101</td>
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<td>English 102</td>
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<tr>
<td>Religion 101</td>
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<tr>
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<td>H &amp; PE Activity</td>
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Second Year

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<tr>
<td>Political Science 232</td>
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<td>Oral Communications</td>
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<tr>
<td>Math 100 or 111</td>
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<td>Foreign Language</td>
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<td>English 200 or 201</td>
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<td>Math 211/ SO 359</td>
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<tr>
<td>Sociology 221</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Work 250</td>
<td>3*</td>
<td>Social Work 251</td>
<td>3*</td>
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<td>H &amp; PE Activity</td>
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Third Year

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<tr>
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</tr>
<tr>
<td>Social Work 347</td>
<td>3*</td>
<td>Social Work 348</td>
<td>3*</td>
</tr>
<tr>
<td>Social Work 350</td>
<td>3*</td>
<td>Psychology 413</td>
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<td>Social Work 380</td>
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Fourth Year

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<th>Hours</th>
<th>Spring</th>
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<tr>
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<td>Social Work 436 &amp; 438</td>
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<tr>
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</table>

*Designates courses which constitute the social work major. **This is only a suggested curriculum design and needs to be adjusted to meet each individual student’s academic needs. The curriculum design does not take into account any summer courses or courses taken at another institution.**

*Academic credit is not given in any social work course for a student’s life experiences or previous work experience.
Professional Foundation Courses

The curriculum design is organized around the eleven areas of core competencies long with the practice behaviors described in the CSWE Educational Policy Statement as well as the mission and goals of the social work program and Louisiana College. The following section outlines the required courses relevant to each of the core competency areas of the professional foundation:

Social Work Values and Ethics
The primary objective of this competency area is to acquaint students with the values and ethics of the social work profession and their implications for practice. Students are given opportunities to explore their personal value systems and the compatibility of their personal values with social work values. Courses relevant to this area are:
- Philosophy 300: Introduction to Value Study
- Social Work 101: Introduction to Social Work
- Social Work 326: Understanding Child Abuse and Neglect
- Social Work 347, 348: Human Behavior in the Social Environment I and II
- Social Work 350 Social Work Research
- Social Work 429: Social Welfare Policy and Analysis
- Social Work 436, 438: Field Placement Seminar I and II
- Social Work 450: Social Work Ethics

Professional Identity
The primary objective of this competency area is to assist students in understanding the profession’s history. Students are given opportunities to enhance and develop their own professional identity and conduct. Courses relevant to this are:
- Social Work 101: Introduction to Social Work
- Social Work 326: Understanding Child Abuse and Neglect
- Social Work 347, 348: Human Behavior in the Social Environment I and II
- Social Work 350: Social Work Research
- Social Work 429: Social Welfare Policy and Analysis
- Social Work 436, 438: Field Placement Seminar I & II
- Social Work 450: Social Work Ethics

Critical Thinking
The primary objective of this competency area is to have students synthesize and communicate relevant information as it pertains to professional judgments. Students enhance their critical thinking skills by analyzing different models and communicating effectively both orally and written. Courses relevant to this are:
- Sociology 221: Principles of Sociology
- Social Work 101: Introduction to Social Work
- Social Work 326 Understanding Child Abuse and Neglect
Social Work 350: Social Work Research
Social Work 429: Social Welfare Policy and Analysis
Social Work 436, 438: Field Placement Seminar I & II
Social Work 450: Social Work Ethics

Human Diversity
The primary objective of this competency area is to assist students in developing an appreciation of the differences which characterize human populations and the implications for social work practice in a global community. Courses relevant to this area are:

- Sociology 221: Principles of Sociology
- Social Work 101: Introduction to Social Work
- Social Work 326: Understanding Child Abuse and Neglect
- Social Work 347, 348: Human Behavior and the Social Environment I and II
- Social Work 250, 251: Social Work Practice I and II
- Social Work 350: Social Work Research
- Social Work 380: Social Work Practice III
- Social Work 436, 438: Field Placement Seminar I and II
- Social Work 450: Social Work Ethics

Populations-at-Risk
The primary objective of this competency area is to familiarize students with those populations which are especially vulnerable to the impact of oppression and discrimination. Students learn the implications of generalist social work practice in working with populations-at-risk from a global perspective as well as nationally. Courses in this area are:

- Sociology 221: Principles of Sociology
- Social Work 101: Introduction to Social Work
- Social Work 326: Understanding Child Abuse and Neglect
- Social Work 350: Social Work Research
- Social Work 429: Social Welfare Policy and Analysis
- Social Work 436, 438: Field Placement Seminar I & II
- Social Work 450: Social Work Ethics

Social, Distributive and Economic Justice
The primary objective of this competency area is to give students an understanding of the dynamics and consequences of social, distributive and economic injustice and their implications for social work practice with those populations which are especially vulnerable to the impact of oppression and discrimination. Courses in this area are:

- Sociology 221: Principles of Sociology
- Social Work 101: Introduction to Social Work
- Social Work 326: Understanding Child Abuse and Neglect
- Social Work 347, 348: Human Behavior and the Social Environment I and II
Human Behavior and the Social Environment
The objective of this competency area is to provide students with knowledge of life span development and its mutually influencing transactions with various societal systems (family, groups, organizations, communities). This is accomplished through an integrative approach that emphasizes human biological, social, spiritual, psychological, and cultural systems as they influence these transactions. Courses in this area are:
- Biology 101, 102: Introduction to Biology (lecture and lab)
- Psychology 220: Introduction to Psychology
- Psychology 413: Abnormal Psychology
- Sociology 221: Principles of Sociology
- Social Work 326: Understanding Child Abuse & Neglect
- Social Work 347, 348: Human Behavior and the Social Environment I and II
- Social Work 350 Social Work Research
- Social Work 380: Social Work Practice III
- Social Work 436, 438: Field Placement Seminar I and II
- Social Work 450: Social Work Ethics
In addition to these required courses, students may take as electives other courses which will enhance their understanding of human behavior.

Social Welfare Policy and Services
The primary objective of this competency area is to provide the student with the knowledge and skills necessary for utilizing, changing, and creating policies and programs that are responsive to the needs of people. Courses in this area are:
- Political Science 232: American Government
- Social Work 101: Introduction to Social Work
- Social Work 326: Understanding Child Abuse & Neglect
- Social Work 350 Social Work Research
- Social Work 380: Social Work Practice III
- Social Work 429: Social Welfare Policy and Analysis
- Social Work 436, 438: Field Placement Seminar I and II
- Social Work 450: Social Work Ethics
Again, electives may be chosen by the students to enhance their knowledge in this area of the professional foundation.

Research
The objective of the research component of the program is to develop skills and knowledge necessary for utilizing existing practice research and for participating in expansion of the social work knowledge base and practice and program evaluation. Courses in this area are:
- Math 100: Finite Mathematics or
Math 111: College Algebra or
Math 221: Calculus and Analytical Geometry
Math 211: Elementary Statistics or
SW 359: Applied Statistics
Biology 101, 102: Introduction to Biology & Lab
Social Work 250, 251: Social Work Practice I & II
Social Work 347, 348: Human Behavior in the Social Environment I & II
Social Work 350: Social Work Research
Social Work 380: Social Work Practice III
Social Work 429: Social Welfare Policy and Analysis
Social Work 436, 438: Field Placement Seminar I and II
In addition to these specific courses, literature reviews and specific research assignments are a requirement of each social work course.

**Social Work Practice**
The overall objective of this competency area is to provide students with the knowledge base and skills necessary to engage in entry level generalist social work practice with various client systems: individual, families, groups, organizations, and communities. Courses in this area are:

- Social Work 101: Introduction to Social Work
- Social Work 326: Understanding Child Abuse & Neglect
- Social Work 347, 348: Human Behavior in the Social Environment I and II
- Social Work 350: Social Work Research
- Social Work 429: Social Welfare Policy and Analysis
- Social Work 436, 438: Field Placement Seminar I and II
- Social Work 450: Social Work Ethics

The practice sequence incorporates material from many of the prerequisite and co-requisite courses. These courses have not been listed.

**Field Education (Social Work Skills)**
The primary objective of the field work placement is to finalize the student’s preparation for entry level generalist social work practice. Supervised experience at a social agency and participation in the weekly seminar which accompanies the field placement courses provide students with opportunities to synthesize previous learning experiences gained in the classroom. Field placement objectives derive from and are directly related to the ten competencies and corresponding practice behaviors of CSWE EPAS. Courses in this area are:

- Social Work 347, 348: Human Behavior in the Social Environment I and II
- Social Work 350: Social Work Research
- Social Work 429: Social Welfare Policy and Analysis
- Social Work 436, 438: Field Placement Seminar I and II
- Social Work 450: Social Work Ethics

**Integration of Faith and Learning**
The overall objective of this content area is to provide students opportunities to apply professional values, ethics, and Christian values to professional activities and to help students recognize spiritual diversity.

Social Work 101: Introduction to Social Work
- A survey course which examines the social work profession: its origins and relationship to the global social welfare system, value based practice, ethical standards, and introductory exposure to generalist social work practice. Students are required to complete a volunteer component at a social service agency. Students are also introduced to the APA writing style. Credit three hours.

Social Work 250: Social Work Practice I
- Further examination of generalist social work practice, including practice behaviors related to the social work planned change process. Social work with individuals and family systems is emphasized. This course is limited to social work majors. Prerequisites: Social Work 101. Credit three hours.

Social Work 251: Social Work Practice II
- This course is a sequel to Social Work I with special emphasis on social work practice behaviors in working with groups. Prerequisites: Social Work 101, 250, or permission of the instructor. Credit three hours.

Social Work 326: Understanding Child Abuse & Neglect
- An examination of child abuse and neglect and societal response, from a historical and theoretical perspective. Special emphasis is placed on examining symptoms and causes of child neglect, physical abuse, sexual abuse and emotional abuse. Information is provided about programs available that provide child welfare services, such as child protection, foster care and adoption. Prerequisites: SW 101 or permission of the instructor. Junior standing. Credit three hours.

Social Work Course Descriptions
The social work major consists of twelve social work courses, totaling 39 semester hours. In addition, there are four allied courses (3 of which are built into central curriculum courses) which the social work major must take. Descriptions of the twelve social work courses are stated below.
This course and its sequel, SW 348, examine those interacting systems which influence human behavior: individual, families, groups, organizations and communities throughout the life course. HBSE I examines the ecological approach and the biophysical, psychological, and social influences on human behavior with special emphasis on diversity. Micro, mezzo, and macro issues of the life course from pregnancy through early childhood are examined. Credit three hours.

Social Work 348: Human Behavior and the Social Environment II
This course continues the examination of micro, mezzo and macro issues across the life cycle, with focus on middle childhood to late adulthood. The ecological and biopsychosocial approaches remain central with a continued focus on diversity and oppression. Prerequisite: SW 347. Credit three hours.

Social Work 350: Social Research Methods (also CJ 350, PY 350 & SO 350)
This course is an introduction that includes qualitative and quantitative research content to provide an understanding of a scientific, analytic, and ethical approach to building knowledge for generalist social work practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice. APA writing skills will be used for this course and its assignments. This course may be taken by any major with junior standing. Credit three hours.

Social Work 380: Social Work Practice III: Organizations and Communities
A macro level practice course focusing on organizations and communities and taught from generalist social work perspective. This is the third course in the social work practice series and is required for social work majors. Prerequisites: SW 101, SW 250 & 251, SW 347 & SW 350. Credit three hours.

Social Work 429: Social Welfare Policy and Analysis
An examination of the area of policy practice with special emphasis on those forces which create social welfare policy and on those skills necessary for policy analysis. This course is for social work majors who are admitted into the program. Junior/Senior standing. Credit three hours.

Social Work 436: Field Placement Seminar I
Supervised field experience totaling 210 hours in a local social agency. Requirements include a weekly on-campus integrative seminar. Primary focus is on social work with individuals and families. Prerequisites: Student must have been admitted to the Social Work Program, must have an overall GPA of 2.5, and must have
completed all of the social work courses, except for SW 438 and SW 450. Students must make application for field placement at the end of the junior year and plan to complete both placement courses during the senior year as a block placement, preferably in the spring semester, or take both seminars during the two summer terms and complete the hour requirement during the summer. Seminar/Field work credit 5 hours.

**Social Work 438: Field Placement Seminar II**
Supervised field experience totaling 200 hours in a local social agency. Requirements include a weekly on-campus integrative seminar. Primary focus is on social work with groups, organizations, and communities. Prerequisites: Student must have completed all social work courses including SW436 and simultaneously take SW 450. Seminar/Field work credit 5 hours.

**Social Work 450: Social Work Ethics**
This is a social work course for seniors that place emphasis on social work ethics and contemporary generalist social welfare issues. The course is designed to help students learn to integrate the NASW Code of Ethics into their field experience, academic experience and their professional experience following graduation. Credit two hours.

**Required Allied Courses**
**(15 Credit Hours)**

**Mathematics 211: Elementary Statistics**
Data and samples, descriptive statistics, regression, probability distributions (binomial, normal, t, chi-square), hypothesis testing, estimation of parameters, analysis of variance. Prerequisite: MA 100 or MA 111. Departmental standard calculator required. Credit three hours.

OR

**Sociology 359: Applied Statistics for the Social Sciences (also PY 359 & SO 359)**
A survey of the use of application of the Statistical Package for the Social Sciences (SPSS). This course addresses issues of unit of analysis, level of measurement, and statistical applications to fields of sociology, social work, and psychology. Issues related to central tendency, analysis, and step-wise regression will be covered. Junior/senior standing. Credit three hours.

**Political Science 232: American Government**
An examination of American political institutions and processes, including analyses of such topics as voting, interest groups, political parties, political and civil liberties, federalism, the presidency, Congress, the courts, and the formation and execution of public policy. Credit three hours.

**Psychology 413: Abnormal Psychology**
A study of the major categories of psychological dysfunction including theory, etiologies,
diagnosis and treatment. Prerequisite: PY 220. Credit three hours.

**Sociology 221: Principles of Sociology**
A study of the scope, purpose and method of sociology. Survey of the various levels of human behavior, i.e., personality, small groups, institutions, community and society/culture. Credit three hours.

**Elective Social Work Courses**

**Sociology 337: Marriage and the Family (also SW 337 & CJ 337)**
A study of the basic social institution with special attention to the American family system, its changing values and roles as well as types of contemporary disorganization. Some emphasis on preparation for marriage. Prerequisite: SO 221, junior standing or permission of the instructor. Credit three hours.

**Social Work 400: Special Topics in Social Work**
The investigation of special areas in social work. Prerequisites: junior/senior standing or permission of the instructor. Credit three hours.

**Social Work 433: Aging and Death (also PY 433 & SO 433)**
A study of the biopsychosocial processes involved in the “crisis” stages of human life. Special attention is paid to the functional and dysfunctional aspects of each stage. Prerequisites: SO 221, junior/senior standing. Credit three hours.

**Social Work 449: Directed Study in Social Work**
Emphasis on critical evaluation of theoretical and empirical writing in a specialized area of social work for majors with strong scholastic achievements. Credit one to six hours.

**Social Work Minor**
The Louisiana College Social Work Program also offers a minor in Social Work and Social Welfare which requires 15 hours of course work. The curriculum for the minor is as follows:

- Social Work 101 Introduction to Social Work and Social Welfare
- Social Work 326 Understanding Child Abuse and Neglect
- Social Work 350 Social Work Research
- Social Work 380 Social Work Practice III: Organizations and Communities
- Social Work 429 Social Welfare Policy Analysis

The Social Work minor is not a part of the accreditation of Council of Social Work Education (CSWE). The minor will help prepare non-social work students to attend MSW graduate programs and will help students in other majors to have an understanding of the social welfare programs that serve a large number of the population in our contemporary society and globally.
Admission to Social Work Program

Declaration of the Major

Admission and Application Process to the Social Work Program

Transfer Students

Student Retention

Termination from Program

Academic Integrity

Academic Appeals Process
Admission to the Social Work Program

Declaration of the Major
Students may declare Social Work as a major at any time and can take certain courses required in the social work curriculum prior to being admitted to the program. Those courses will include SW 101, SW 250 & 251, SW 326, and SW 350.

It is recommended that new students who know their choice of social work as a major declare the major their first semester upon entering college. This will ensure appropriate academic advising and help the student to develop their curriculum plan to complete their studies in at least four years.

Admission and Application Process to the Social Work Program
Students wishing admission to the Social Work Program must meet the following criteria:

1. Successfully complete a minimum of 30 credit hours of college curriculum. The courses must include, but are not limited to the following courses:
   - Biology 101 & 102
   - English 101 & 102
   - History 101 & 102
   - Political Science 232
   - Psychology 220
   - Social Work 101
   - Sociology 221

Adherence to the suggested social work curriculum design will make it possible for each student to complete these courses by the end of the first semester of the student’s sophomore year of college.

2. Earn a cumulative G.P.A. of at least a 2.5 by the time of application and maintain that 2.5 G.P.A. for graduation while earning no grade less than a “C” in all social work requirements.

3. Submit a completed program application form to the Coordinator of the Social Work Program when the two requirements stated above are met. See Appendix A for this application form and it can be located online. Students will be notified through college mail when they have met the requirement of 30 hours to make application for admissions to the program.

4. Upon receiving your admissions packet and completing the forms, the student will then be scheduled for an admission interview with the Admissions Committee. The purpose of the interview is to assess the student’s understanding of social work and the level of commitment to this as a career choice. The interview, combined with the admission application, serve as an overall assessment of the student’s personal value system, level of self-awareness, and evaluation of the student’s strengths and limitations.
5. The student will agree in writing to abide by the ethics and values reflected in the NASW Code of Ethics and Christian principles and values.

**Transfer Students**
Students transferring to Louisiana College must have their transcripts evaluated by the Registrar’s Office upon admission to the College. Social Work courses completed at other Colleges/Universities must be from CSWE-accredited programs. Social work faculty members will evaluate all social work courses taken at other institutions to ensure those courses meet the goals and objectives of the social work program at Louisiana College. Transfer students need to provide a copy of the syllabi used in social work courses being offered for transfer. The syllabi will be a major consideration in the transferring of course credit. Students transferring to the Social Work Program at Louisiana College must meet the required admission criteria listed for all social work majors. Academic credit is not given in any social work course for a student’s life experiences or previous work experience.

**Student Retention**
The Social Work Program at Louisiana College is committed to student engagement and retention. The faculty members work to ensure that all students in the program have the support and encouragement they need to complete their degree. The retention policy is twofold in that the education and welfare of our students is extremely important to the well-being of the program and that the program produces competent generalist social work practitioners. The Social Work Program has an ethical and moral obligation to ensure that students pursuing and completing the program meet the CSWE Standards and Policies of Accreditation. Acceptance of less than competent performance in the program and the profession poses a threat to the communities and populations we serve. Students are required to meet the EPAS competencies and practice behaviors at all phases of the educational process in the Social Work Program. If a student fails to meet those competencies, practice behaviors and policies, then his/her enrollment can be terminated after due process of the program guidelines and/or the student termination policies of Louisiana College.

**Termination from Program**
After admission to the program, a student’s program enrollment can be terminated under the following circumstances:

- Failure to abide by the values and ethics of the NASW Code of Ethics and the Christian principles and values of the College/Social Work Program Mission Statement.
- Violation of the College policy on academic integrity. See the following section for detailed explanation of academic integrity.
- Failure to maintain the 2.5 GPA required for admission to the program.
- Termination of student’s enrollment at Louisiana College.
- Failure to develop and implement a successful action plan to correct performance deficiencies within the time limit of the arrangement developed with the student’s academic advisor.
- Failure to complete the field placement on an approved schedule with the Field Director.

If there are concerns related to terminating a student from the Social Work Program at Louisiana
College the social work faculty members will meet with the student to discuss the concerns and develop a plan of corrective action that will be written and signed by all parties involved. Termination from field placement and a remediation plan for this circumstance is found in the Field Placement Manual.

**Academic Integrity**

Integrity and honesty are foundational principles of the Christian perspective, but they are also highly valued in academia. Academic integrity is highly valued at Louisiana College. Any student violating the policy of academic integrity will be assigned the grade of “F”, as well as other consequences being possible. As stated in the Louisiana College Catalog, “the college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense.” Students should be aware that violations of academic integrity include, but are not limited to, the following:

* Plagiarism
* Misrepresentation
* Fabrication
* Cheating and Stealing
* Facilitation Academic Dishonesty

The complete definition of the policy may be found online.

In addition, the social work profession promotes a Code of Ethics that serves as a valuable guideline. One of the main ethical principles is to act with integrity. As such there are several standards that address the issue. Standard 4.04 specifically states “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.” It also states in Standard 4.08b, “Social workers should honestly acknowledge the work of and the contributions made by others.”

**Academic Appeals Process**

The following information is located in the Louisiana College Student Handbook, page 22.

‘A student who questions the validity of a final grade may pursue the following steps:

1. Confer with the faculty member issuing the grade in question.
2. Consult the appropriate department coordinator and/or division chair.
3. If a satisfactory explanation of the basis for the grade is not provided, the student may set forth the appeal in writing and submit it to the Vice President for Academic Affairs (VPAA). An appeal should be filed no later than thirty days after the grade has been received to assure that materials relative to the matter will still be available for review.
4. The VPAA will contact the faculty member to request a written response to the appeal.
5. The VPAA will review the response from the faculty member and the appeal to render a decision. If needed, the student and/or faculty member may be contacted for a meeting with the VPAA. The VPAA’s decision will be the final action.’
Field Placement

Placement Prerequisites
Student Application
Special Circumstances
Selection of Agencies
Areas of Practice
Field Placement Manual
Field Placement Procedures

Placement Prerequisites
In order to be considered for field placement, the student must have earned an overall GPA of at least 2.5 and must have completed all social work courses, except for Social Work 436, 438, and 450. The student must have made prior application, completed interviews, attended the social work program’s student orientation and must have the Field Placement Coordinator’s permission to start the placement.

Student Application
At the end of the junior year, social work majors who have met the prerequisites for the placement can make application to begin field placement for the spring semester of their senior year. Application forms may be obtained on-line or from the Social Work Department. A copy of this form is located in Appendix D of the Field Placement Manual. This form must be completed and submitted to the Field Placement Coordinator by April 15 of a student’s junior year.

Students can express their preferences concerning field placement assignments through the application for field placement completed and submitted by April 15 of the junior year. Where possible, a student is placed at the agency of choice, if the agency requested can provide the experiences necessary for the student and if the agency is able to take a student for the entire block placement. This is not always possible. In such situations, alternative arrangements are made.

Once application for field placement has been made, the Field Placement Coordinator meets with the student to discuss field placement possibilities. The student is provided with the names of one to three agencies which can best meet their learning needs. The student is then responsible for arranging an interview during the fall semester of the student’s senior year with the agency personnel designated by the field placement coordinator no later than October 15th. Following the interview, if the student expresses a preference of one of the agencies to the Field Placement Coordinator, and the agency supervisors are receptive toward placement of this student, then plans are finalized for the student to begin placement. Representatives of the college and of the agency sign a formal Inter Institutional Agreement when the decision about placement is made.

Special Circumstances
In rare instances where a student is working at an agency, special arrangements can be made for the placement to be completed at that same agency. This would necessitate agency approval and a change of responsibilities and supervision for the student to ensure that learning experiences are social work oriented and different than those of the student’s employment. A social work intern is not paid for any internship hours completed. Also in the event that a CSWE-accredited social worker is not on-site, the Social Work Program Coordinator will serve as the Field Supervisor.
Selection of Agencies
Selection of agencies to serve as field placement sites is based on the following criteria:

1. The agency must adhere to the ethical standards and value base of the social work profession.

2. The agency must not participate in discriminatory practices that block persons from access to services.

3. Agency social work staff should have a positive regard for undergraduate social work education in general and a positive regard specifically for the Christian values of the social work program at Louisiana College.

4. The agency must be able to provide a qualified agency social worker to provide supervision for the student. In the event that a CSWE-accredited social worker is not on-site, the Social Work Program Coordinator will serve as the Field Supervisor.

5. The agency must be located within a relatively close distance from the college, but this does not preclude the student from doing a long distance or international placement with permission of the Field Placement Coordinator.

6. The agency must be able to provide a wide range of services, allowing the student field learning opportunities within a generalist practice context in order to apply classroom knowledge, values, and skills.

7. The agency must be able to provide the student with work space. Where an office is not available, the student should have access to a desk, a telephone, and support services from the staff.

Agencies wishing to serve as field placement sites complete an application form, giving information on the agency and on the experiences the agency can provide. These forms are available on-line, at agency orientation, and in Appendix D of the Field Placement Manual.

Areas of Practice
Social work is a profession which is practiced in many different and challenging fields. The following list indicates the wide variety of practice fields available to social workers:

Faith-Based Institutions
Mental health: in-patient, out-patient, adult, adolescent, and child
Medical: general hospitals, specialty units, public health clinics
Terminal illness: hospice, home health care
Corrections: adult and adolescent, probation and parole
Child welfare: adoptions, child protection, foster care
International Agencies and Organizations
Communities and Organizations
Developmental disabilities
Financial assistance
Domestic violence
Substance abuse
Family services
Homelessness
Schools
Elderly

Each of these fields offers social work students an opportunity to engage in generalist social work practice at a variety of practice levels (micro, mezzo, and macro) with individuals, groups, and communities that include issues of social welfare, research, and policy practice to help ensure social justice and the well-being of all people.

Field Placement Manual
The Field Placement Manual is given to each student who completes the Social Work Field Placement Application, is accepted into the program and is assigned a placement in a community agency or an agency located in another state or country. The Field Placement Manual contains detailed information related to all aspects of the field placement.
Social Work Program
Opportunities and Resources

Social Work Club
Phi Alpha National Honor Society
Division Resources
Library Resources
Professional Advisory Committee
Academic Tutorial Service
Disabilities Accommodations
Social Work Program Opportunities and Resources
The Social Work Program at Louisiana College offers a number of opportunities and resources for students to develop academically and to become engaged in community and college activities.

Social Work Club
Social work majors have the opportunity to belong to the Louisiana College Social Work Club. The club holds monthly meetings and is involved in service projects both on the campus and in the community. Membership is open to all social work majors who meet the student organization eligibility criteria described in the L.C. student handbook. This includes a minimum GPA of 2.00 which must be maintained for club membership. Dues are five dollars a semester. Ms. Bobbye Roberts, LCSW is faculty sponsor for the club.

Phi Alpha National Honor Society
In November of 1995 an Epsilon Sigma Chapter of Phi Alpha National Social Work Honor Society was formed at Louisiana College. An undergraduate student is eligible for active membership after achieving the following requirements:
1. Have declared social work as a major
2. Achieved sophomore status
3. Completed 9 semester hours of required social work courses
4. Achieved an overall grade point average of 3.0
5. Achieved at least a 3.25 grade point average in required social work courses
Lifetime membership dues in Phi Alpha are $20. Ms. Sheri Duffy, LCSW is the faculty sponsor of the college chapter.

Division Resources
The Division of Human Behavior maintains a 20 station computer laboratory which is available to students who are majoring in one of the areas of the Division (Criminal Justice, Psychology, Social Work or Sociology) and to students who are in any of the Division’s classes. The lab is generally open from 8:00 a.m. until 4:00 p.m. and may be utilized unless there is a class meeting. The cost for printing is ten cents per page and payment for copies is to be made to the divisional secretary. Please do not save anything to the hard drive of these computers, they will be cleaned periodically and all student files will be removed. Bring a disk or a flash drive to save your personal work.

The room adjacent to the division suite (242) is also available for students’ use for study or relaxing. The bookcases hold books from areas within the division which might be of help to students in writing papers. Specifically, a social work student can find an APA Manual, Social Work Dictionary, and Social Work Encyclopedia. Classes are occasionally in this room, but students are welcome to come in if there is no class in session. This room is generally open from 8:00 a.m. to 4:00 p.m. Monday through Thursday.
There are also bulletin boards for each of the four areas within the division posted next to the offices of the professors from those disciplines. For social work students, the bulletin board is located between Room 242 and office 261 and it has information/brochures from various graduate programs of social work. Also posted is information related to the social work program concerning local, state, national and global opportunities for social work students. Students are free to browse through them and ask the social work faculty members any questions related to the postings.

**Library Resources**
The social work courses taken at Louisiana College have assignments which will help familiarize students with the literature of the profession and specifically with the social work holdings in Norton Library. This will be valuable to students progressing through the program. Mr. Terry Martin, Library Director, is the library liaison for the social work program. A concerted effort has been made over the years to maintain current social work holdings in the library. However, as students research topics, the students may find that the holdings in that area need to be increased or the students may go to the library staff and get directions on how to borrow books from other libraries via our Interlibrary Loan System. If additional resources are needed the social work faculty members will work to use the library budget to purchase what is needed. Each student needs to become acquainted with the search engine resources in the library. Students have access to numerous online databases and specifically those pertaining to social work and social welfare which will prove helpful with the coursework assigned throughout the social work curriculum classes.

**Professional Advisory Committee**
The social work program has a Professional Advisory Committee which serves as a vital link between the college, the social work practitioners in the local professional community and community leaders. It serves as a resource for faculty members and students, providing consultation and assistance on program matters; e.g., providing suggestions and plans for recruitment and retention of majors, serving in a consultative capacity in matters related to student program admission and retention, and helping ensure the relevance of the social work curriculum for contemporary social work practice. This committee is composed of six people: two social work faculty members, two professionals from the community, and two students, a junior and a senior social work major. Selection of the student members is made by the social work faculty based on a student’s leadership and academic achievement. It meets periodically or as needed.

**Academic Tutorial Services**
There are many opportunities for students to receive academic support. For individual assistance, one should first contact the course professor. Some divisions, for example, Mathematics and Sciences, provide regular tutorial labs and/or study sessions. Division Chairs or Department Coordinators should be consulted for available resources. In addition, the Academic Resource Center (487-7629) which is located in the Warner Building between the cafeteria and Cottingham Dormitory provides limited individual tutorial services by arrangement.
Disabilities Accommodations
Louisiana College does not discriminate on the basis of disabilities in the operation of its programs. Classrooms, residence halls, auditoriums, and other public facilities provide accessibility or alternate locations and services for persons with physical impairments. Following acceptance for admission, a student who has a physical and/or learning disability that qualifies under Section 504 of the Rehabilitation Act and who desires modifications or accommodations should contact the Director of the Program to Assist Student Success for information and guidance (487-7629). This voluntary notification is helpful in planning and arranging suitable accommodations and assuring satisfactory adjustments to the campus environment. All students are measured by the same academic standards. Those students who have greater needs may choose to enroll in the Program to Assist Student Success (PASS). Through PASS, extensive individualized tutoring is arranged. Assistance is provided with note taking, study skills, time management, research, paper writing, etc. Tapes and electronic copies of texts are available. Test accommodations can be arranged, e.g., within a distraction free environment or with extended time. There is an additional tuition fee for enrollment in PASS. For more information, contact the director of PASS.
Career Opportunities
Career Opportunities
According to reports from the U.S. Department of Labor’s Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, 2012-2013 Edition, social work is one of the fastest growing careers in the United States. The profession is expected to grow by 25% during the 2010-2020 decade; currently, nearly 650,500 people hold social work jobs. Over 40% of all disaster mental health volunteers trained by the American Red Cross are professional social workers. There are over 170 social workers in national, state, and local elected office, including two U.S. Senators and four U.S. Representatives. Today, 48 special interest social work organizations contribute to the vitality and credibility of the social work profession.

Of those who graduate with a BSW from Louisiana College, approximately two-thirds seek an MSW or some choose to pursue other graduate degrees. The students who do not immediately attend graduate schools enter social work employment following graduation. This includes jobs in both the public and private sectors of agency practice. It is the exception rather than the rule that Louisiana College social work graduates are unable to find social work jobs once they complete their education. Many of LC Social Work graduates have job offers before or immediately after graduation.
Appendix A:

Application for Admission to Social Work Program
Application for
Student Admission to
Louisiana College Social Work Program

Completion of this form is a part of the process for admission into the Social Work Program at Louisiana College. The information you provide will assist the social work faculty in evaluating your readiness to enter the program and in on-going advising as you continue your academic work at the college. It will also prompt your own evaluation of the skills and talents you bring to the profession. Knowingly making false written or oral statements during the admissions process could result in denial of admission to the program. Please use extra paper to complete the lengthy portions of your responses.

Date of application: ______________________________

Name __________________________________________

Last    First         Middle

Student ID Number _________________________________

**BIOGRAPHIC/DEMOGRAPHIC INFORMATION** (Optional)
*Age_____________________

*Sex: _____ Female       _____ Male

*Race_____ American Indian       _____ Asian or Pacific Islander

_____ Black, Non-Hispanic   _____ Chicano/Mexican American

_____ Hispanic            _____ Puerto Rican

_____ White, Non-Hispanic   _____ Other (specify)________________

*Information is needed by the program for statistical purposes.

Student's Louisiana College address: ____________________________________________

Telephone number: _____________________  Cell number: _____________________

Student's permanent address: ____________________________________________________

_____________________________________

Email address:____________________________________

______________________________________________
Extracurricular activities, current jobs, interests, hobbies: _____________________________
____________________________________________________________________________
____________________________________________________________________________
Have you ever been convicted of a felony? _____ Yes _____ No
If you checked "yes", please explain the circumstances ______________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

EDUCATIONAL INFORMATION
Current classification: _____ Sophomore
                      _____ Junior
                      _____ Senior

Date entered Louisiana College: _________________

Expected date of graduation: _________________

Prerequisite courses completed with grade no less than C:

<table>
<thead>
<tr>
<th>Course</th>
<th>GRADE</th>
</tr>
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<tbody>
<tr>
<td>Biology 101 and 102</td>
<td>_____</td>
</tr>
<tr>
<td>English 101 and 102</td>
<td>_____</td>
</tr>
<tr>
<td>History 101 and 102</td>
<td>_____</td>
</tr>
<tr>
<td>Political Science 232</td>
<td>_____</td>
</tr>
<tr>
<td>Psychology 220</td>
<td>_____</td>
</tr>
<tr>
<td>Social Work 101</td>
<td>_____</td>
</tr>
<tr>
<td>Sociology 221</td>
<td>_____</td>
</tr>
</tbody>
</table>

Current Grade Point Average (must have cumulative GPA of at least 2.5): __________

What is your plan for completing any prerequisite courses not yet completed?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
PROFESSIONAL INFORMATION
List and describe any paid or volunteer experiences you have had working with people, including the setting, age groups, and the nature of your work. Do not list the observation experience you had as part of Social Work 101.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

PERSONAL INFORMATION
Discuss your reasons/motivations for wanting to become a social worker:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Who or what has been most influential in your decision to become a social worker?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Your definition of generalist social work practice: ____________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Identify the values of social work practice: _________________________________
___________________________________________________________________________
___________________________________________________________________________
What do you see as your strengths and limitations in working with people?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Future professional plans:

________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Please sign and date the following statements:
I have read the National Association of Social Workers Code of Ethics and agree to abide by the ethics and values reflected therein.

I give permission for the release of information contained on this application to those serving on the SW Admissions Committee.

I give my advisor permission to discuss my progress in the program with the SW Admissions Committee.

Signed: _______________________________
Date: ________________________________

The date of your admission interview as well as the faculty and advisory committee members participating in this process will be given to you at a later date.
Appendix B:

Admissions Committee Forms
## Louisiana College
### Social Work Program

#### Admissions Committee Evaluation Form

Student’s Name________________________________ Date__________________

Committee Members in Attendance________________________________________

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- Student has completed 30 semester hours
- Cumulative 2.5 GPA
- Read & signed NASW Code of Ethics
- Prereq. courses completed

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Biology 101</td>
<td>English 101</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology 102</td>
<td>English 102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History 101</td>
<td>Poli. Sci. 232</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History 102</td>
<td>Psych. 220</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soc.Work 101</td>
<td>Sociology 221</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Central Curriculum Courses Completed:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Louisiana College
Social Work Program

Decision Regarding Acceptance to SW Program

Student’s Name:__________________________________

_______ Accepted into the social work program

_______ Provisionally accepted into the social work program--student has one semester to complete requirement(s) listed below. Failure to complete these requirements could jeopardize acceptance into the social work program.

Requirements to be completed in next semester: ________________________________________________

___________________________________________________________________________
___________________________________________________________________________

_______ Not accepted into the social work program

Reason(s) not accepted:____________________________________________________

___________________________________________________________________________
___________________________________________________________________________

______Student advised of decision; letter attached

Signed: _______________________________
Date: _______________________________
Appendix C: Social Work Faculty Information
Social Work Program Faculty

Sheri Duffy, LMFT, LCSW
Chair, Human Behavior Division
Assistant Professor of Social Work
Social Work Program Director
Office: Alexandria Hall, 258
Telephone: Office: (318) 487-7164
Cell: (318) 880-7058
Email: duffy@lacollege.edu
Business Address: Louisiana College
1140 College Drive
Box 605
Pineville, Louisiana 71359

Bobbye Roberts, LCSW
Assistant Professor of Social Work
Field Placement Coordinator
Office: Alexandria Hall, 261
Telephone: Office: (318) 487-7115
Cell: (318) 664-9224
Email: broberts@lacollege.edu
Business Address: Louisiana College
1140 College Drive
Box 605
Pineville, Louisiana 71359
Appendix D:

CSWE Educational Policy and Accreditation Standards
For the CSWE 2008 Educational Policy and Accreditation Standards in its entirety, please refer to the link http://www.cswe.org/Accreditation/2008EPASDescription.aspx.
Appendix E:

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

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

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:
- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

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

Purpose of the NASW Code of Ethics
Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers’ conduct.

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

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

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

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

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

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

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

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

**Ethical Principles**

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

**Value: Service**

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

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

**Value: Social Justice**

**Ethical Principle:** *Social workers challenge social injustice.*

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

**Value: Dignity and Worth of the Person**

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

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

**Value: Importance of Human Relationships**

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

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

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

Value: Competence

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

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

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

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

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

1.02 SelfDetermination
Social workers respect and promote the right of clients to selfdetermination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to selfdetermination 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, manipulated, intentionally or unintentionally.
(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

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

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

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

1.13 Payment for Services
(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients’ ability to pay.
(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.

1.14 Clients Who Lack Decision Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

1.16 Termination of Services
(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.
(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
(c) Social workers in fee for service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.
(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

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

2.03 Interdisciplinary Collaboration
(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client 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.
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.

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.

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

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

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

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.

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.

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

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.

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.

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.
The Baptist Faith and Message

I. The Scriptures

The Holy Bible was written by men divinely inspired and is God's revelation of Himself to man. It is a perfect treasure of divine instruction. It has God for its author, salvation for its end, and truth, without any mixture of error, for its matter. Therefore, all Scripture is totally true and trustworthy. It reveals the principles by which God judges us, and therefore is, and will remain to the end of the world, the true center of Christian union, and the supreme standard by which all human conduct, creeds, and religious opinions should be tried. All Scripture is a testimony to Christ, who is Himself the focus of divine revelation.


II. God

There is one and only one living and true God. He is an intelligent, spiritual, and personal Being, the Creator, Redeemer, Preserver, and Ruler of the universe. God is infinite in holiness and all other perfections. God is all powerful and all knowing; and His perfect knowledge extends to all things, past, present, and future, including the future decisions of His free creatures. To Him we owe the highest love, reverence, and obedience. The eternal triune God reveals Himself to us as Father, Son, and Holy Spirit, with distinct personal attributes, but without division of nature, essence, or being.

A. God the Father

God as Father reigns with providential care over His universe, His creatures, and the flow of the stream of human history according to the purposes of His grace. He is all powerful, all knowing, all loving, and all wise. God is Father in truth to those who become children of God through faith in Jesus Christ. He is fatherly in His attitude toward all men.


B. God the Son

Christ is the eternal Son of God. In His incarnation as Jesus Christ He was conceived of the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature with its demands and necessities and identifying Himself completely with mankind yet without sin. He honored the divine law by His personal obedience, and in His substitutionary death on the cross He made provision for the redemption of men from sin. He was raised from the dead with a glorified body and appeared to His
disciples as the person who was with them before His crucifixion. He ascended into heaven and is now exalted at the right hand of God where He is the One Mediator, fully God, fully man, in whose Person is effected the reconciliation between God and man. He will return in power and glory to judge the world and to consummate His redemptive mission. He now dwells in all believers as the living and ever present Lord.


C. God the Holy Spirit

The Holy Spirit is the Spirit of God, fully divine. He inspired holy men of old to write the Scriptures. Through illumination He enables men to understand truth. He exalts Christ. He convicts men of sin, of righteousness, and of judgment. He calls men to the Saviour, and effects regeneration. At the moment of regeneration He baptizes every believer into the Body of Christ. He cultivates Christian character, comforts believers, and bestows the spiritual gifts by which they serve God through His church. He seals the believer unto the day of final redemption. His presence in the Christian is the guarantee that God will bring the believer into the fullness of the stature of Christ. He enlightens and empowers the believer and the church in worship, evangelism, and service.


III. Man

Man is the special creation of God, made in His own image. He created them male and female as the crowning work of His creation. The gift of gender is thus part of the goodness of God's creation. In the beginning man was innocent of sin and was endowed by his Creator with freedom of choice. By his free choice man sinned against God and brought sin into the human race. Through the temptation of Satan man transgressed the command of God, and fell from his original innocence whereby his posterity inherit a nature and an environment inclined toward sin. Therefore, as soon as they are capable of moral action, they become transgressors and are under condemnation. Only the grace of God can bring man into His holy fellowship and enable man to fulfill the creative purpose of God. The sacredness of human personality is evident in that God created man in His own image, and in that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love.
IV. Salvation

Salvation involves the redemption of the whole man, and is offered freely to all who accept Jesus Christ as Lord and Saviour, who by His own blood obtained eternal redemption for the believer. In its broadest sense salvation includes regeneration, justification, sanctification, and glorification. There is no salvation apart from personal faith in Jesus Christ as Lord.

A. Regeneration, or the new birth, is a work of God's grace whereby believers become new creatures in Christ Jesus. It is a change of heart wrought by the Holy Spirit through conviction of sin, to which the sinner responds in repentance toward God and faith in the Lord Jesus Christ. Repentance and faith are inseparable experiences of grace.

Repentance is a genuine turning from sin toward God. Faith is the acceptance of Jesus Christ and commitment of the entire personality to Him as Lord and Saviour.

B. Justification is God's gracious and full acquittal upon principles of His righteousness of all sinners who repent and believe in Christ. Justification brings the believer unto a relationship of peace and favor with God.

C. Sanctification is the experience, beginning in regeneration, by which the believer is set apart to God's purposes, and is enabled to progress toward moral and spiritual maturity through the presence and power of the Holy Spirit dwelling in him. Growth in grace should continue throughout the regenerate person's life.

D. Glorification is the culmination of salvation and is the final blessed and abiding state of the redeemed.

V. God's Purpose of Grace

Election is the gracious purpose of God, according to which He regenerates, justifies, sanctifies, and glorifies sinners. It is consistent with the free agency of man, and comprehends all the means in connection with the end. It is the glorious display of God's sovereign goodness, and is infinitely wise, holy, and unchangeable. It excludes boasting and promotes humility.

All true believers endure to the end. Those whom God has accepted in Christ, and sanctified by His Spirit, will never fall away from the state of grace, but shall persevere to the end. Believers may fall into sin through neglect and temptation, whereby they grieve the Spirit, impair their graces and comforts, and bring reproach...
on the cause of Christ and temporal judgments on themselves; yet they shall be kept by the power of God through faith unto salvation.


VI. The Church

A New Testament church of the Lord Jesus Christ is an autonomous local congregation of baptized believers, associated by covenant in the faith and fellowship of the gospel; observing the two ordinances of Christ, governed by His laws, exercising the gifts, rights, and privileges invested in them by His Word, and seeking to extend the gospel to the ends of the earth. Each congregation operates under the Lordship of Christ through democratic processes. In such a congregation each member is responsible and accountable to Christ as Lord. Its scriptural officers are pastors and deacons. While both men and women are gifted for service in the church, the office of pastor is limited to men as qualified by Scripture.

The New Testament speaks also of the church as the Body of Christ which includes all of the redeemed of all the ages, believers from every tribe, and tongue, and people, and nation.


VII. Baptism and the Lord’s Supper

Christian baptism is the immersion of a believer in water in the name of the Father, the Son, and the Holy Spirit. It is an act of obedience symbolizing the believer’s faith in a crucified, buried, and risen Saviour, the believer’s death to sin, the burial of the old life, and the resurrection to walk in newness of life in Christ Jesus. It is a testimony to his faith in the final resurrection of the dead. Being a church ordinance, it is prerequisite to the privileges of church membership and to the Lord’s Supper.

The Lord’s Supper is a symbolic act of obedience whereby members of the church, through partaking of the bread and the fruit of the vine, memorialize the death of the Redeemer and anticipate His second coming.


VIII. The Lord’s Day

The first day of the week is the Lord’s Day. It is a Christian institution for regular observance. It commemorates the resurrection of Christ from the dead and should include exercises of worship and spiritual
devotion, both public and private. Activities on the Lord's Day should be commensurate with the Christian's conscience under the Lordship of Jesus Christ.


**IX. The Kingdom**

The Kingdom of God includes both His general sovereignty over the universe and His particular kingship over men who willfully acknowledge Him as King. Particularly the Kingdom is the realm of salvation into which men enter by trustful, childlike commitment to Jesus Christ. Christians ought to pray and to labor that the Kingdom may come and God's will be done on earth. The full consummation of the Kingdom awaits the return of Jesus Christ and the end of this age.


**X. Last Things**

God, in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth; the dead will be raised; and Christ will judge all men in righteousness. The unrighteous will be consigned to Hell, the place of everlasting punishment. The righteous in their resurrected and glorified bodies will receive their reward and will dwell forever in Heaven with the Lord.


**XI. Evangelism and Missions**

It is the duty and privilege of every follower of Christ and of every church of the Lord Jesus Christ to endeavor to make disciples of all nations. The new birth of man's spirit by God's Holy Spirit means the birth of love for others. Missionary effort on the part of all rests thus upon a spiritual necessity of the regenerate life, and is expressly and repeatedly commanded in the teachings of Christ. The Lord Jesus Christ has commanded the preaching of the gospel to all nations. It is the duty of every child of God to seek constantly to win the lost to Christ by verbal witness undergirded by a Christian lifestyle, and by other methods in harmony with the gospel of Christ.

XII. Education

Christianity is the faith of enlightenment and intelligence. In Jesus Christ abide all the treasures of wisdom and knowledge. All sound learning is, therefore, a part of our Christian heritage. The new birth opens all human faculties and creates a thirst for knowledge. Moreover, the cause of education in the Kingdom of Christ is coordinate with the causes of missions and general benevolence, and should receive along with these the liberal support of the churches. An adequate system of Christian education is necessary to a complete spiritual program for Christ's people.

In Christian education there should be a proper balance between academic freedom and academic responsibility. Freedom in any orderly relationship of human life is always limited and never absolute. The freedom of a teacher in a Christian school, college, or seminary is limited by the pre-eminence of Jesus Christ, by the authoritative nature of the Scriptures, and by the distinct purpose for which the school exists.


XIII. Stewardship

God is the source of all blessings, temporal and spiritual; all that we have and are we owe to Him. Christians have a spiritual debtorship to the whole world, a holy trusteeship in the gospel, and a binding stewardship in their possessions. They are therefore under obligation to serve Him with their time, talents, and material possessions; and should recognize all these as entrusted to them to use for the glory of God and for helping others. According to the Scriptures, Christians should contribute of their means cheerfully, regularly, systematically, proportionately, and liberally for the advancement of the Redeemer's cause on earth.


XIV. Cooperation

Christ's people should, as occasion requires, organize such associations and conventions as may best secure cooperation for the great objects of the Kingdom of God. Such organizations have no authority over one another or over the churches. They are voluntary and advisory bodies designed to elicit, combine, and direct the energies of our people in the most effective manner. Members of New Testament churches should cooperate with one another in carrying forward the missionary, educational, and benevolent ministries for the extension of Christ's Kingdom. Christian unity in the New Testament sense is spiritual harmony and voluntary cooperation for common ends by various groups of Christ's people. Cooperation is desirable between the various Christian denominations, when the end to be attained is itself justified, and when such cooperation involves no violation of conscience or compromise of loyalty to Christ and His Word as revealed in the New Testament.
XV. The Christian and the Social Order

All Christians are under obligation to seek to make the will of Christ supreme in our own lives and in human society. Means and methods used for the improvement of society and the establishment of righteousness among men can be truly and permanently helpful only when they are rooted in the regeneration of the individual by the saving grace of God in Jesus Christ. In the spirit of Christ, Christians should oppose racism, every form of greed, selfishness, and vice, and all forms of sexual immorality, including adultery, homosexuality, and pornography. We should work to provide for the orphaned, the needy, the abused, the aged, the helpless, and the sick. We should speak on behalf of the unborn and contend for the sanctity of all human life from conception to natural death. Every Christian should seek to bring industry, government, and society as a whole under the sway of the principles of righteousness, truth, and brotherly love. In order to promote these ends Christians should be ready to work with all men of good will in any good cause, always being careful to act in the spirit of love without compromising their loyalty to Christ and His truth.

XVI. Peace and War

It is the duty of Christians to seek peace with all men on principles of righteousness. In accordance with the spirit and teachings of Christ they should do all in their power to put an end to war.

The true remedy for the war spirit is the gospel of our Lord. The supreme need of the world is the acceptance of His teachings in all the affairs of men and nations, and the practical application of His law of love. Christian people throughout the world should pray for the reign of the Prince of Peace.

XVII. Religious Liberty

God alone is Lord of the conscience, and He has left it free from the doctrines and commandments of men which are contrary to His Word or not contained in it. Church and state should be separate. The state owes to every church protection and full freedom in the pursuit of its spiritual ends. In providing for such freedom no ecclesiastical group or denomination should be favored by the state more than others. Civil government being ordained of God, it is the duty of Christians to render loyal obedience thereto in all things not contrary to the revealed will of God. The church should not resort to the civil power to carry on its work. The gospel of Christ contemplates spiritual means alone for the pursuit of its ends. The state has no right to impose penalties for religious opinions of any kind. The state has no right to impose taxes for the support of any form of religion. A free church in a free state is the Christian ideal, and this implies the right of free and unhindered access to God.
on the part of all men, and the right to form and propagate opinions in the sphere of religion without interference by the civil power.


**XVIII. The Family**

God has ordained the family as the foundational institution of human society. It is composed of persons related to one another by marriage, blood, or adoption.

Marriage is the uniting of one man and one woman in covenant commitment for a lifetime. It is God’s unique gift to reveal the union between Christ and His church and to provide for the man and the woman in marriage the framework for intimate companionship, the channel of sexual expression according to biblical standards, and the means for procreation of the human race.

The husband and wife are of equal worth before God, since both are created in God’s image. The marriage relationship models the way God relates to His people. A husband is to love his wife as Christ loved the church. He has the God-given responsibility to provide for, to protect, and to lead his family. A wife is to submit herself graciously to the servant leadership of her husband even as the church willingly submits to the headship of Christ. She, being in the image of God as is her husband and thus equal to him, has the God-given responsibility to respect her husband and to serve as his helper in managing the household and nurturing the next generation.

Children, from the moment of conception, are a blessing and heritage from the Lord. Parents are to demonstrate to their children God’s pattern for marriage. Parents are to teach their children spiritual and moral values and to lead them, through consistent lifestyle example and loving discipline, to make choices based on biblical truth. Children are to honor and obey their parents.

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