Department of Social Work

MSW Program Handbook
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Revised 5/30/12
Message from the President

Congratulations on your decision to pursue graduate study at Westfield State. You can be proud of your affiliation with one of the nation’s most venerable public higher education institutions, established in 1838.

Our contemporary programs have been developed to help you achieve your professional goals, and our faculty will help you succeed academically. They are involved and committed teachers and highly regarded experts in their fields. They are also potential mentors and friends—you’ll appreciate their experience and understanding.

As a student in the Division of Graduate and Continuing Education, you can take advantage of all of our wonderful campus resources. Count on great advising and support from our first-rate DGCE staff. You’re also invited to work out in our Wellness Center, tap into our library’s extensive reference network, and participate in the many cultural and public affairs events we provide to enrich your academic program.

Thank you for choosing Westfield State University. I hope you have a great experience here.

Cordially,

Evan S. Dobelle
President
MESSAGE FROM THE DEAN

Welcome to the Westfield State University Community. We are pleased by your decision to consider our institution for your graduate education. The Division of Graduate and Continuing Education is proud to play a major role in fulfilling the mission of Westfield State University by providing high-quality post-baccalaureate degree programs leading to Master’s degrees and Post-Baccalaureate Certificates. Founded in 1838 as the nation’s first public coeducational teacher-training institution, the College has grown into a multi-faceted comprehensive institution serving the citizens of the Commonwealth.

Westfield State University offers longstanding graduate programs in Criminal Justice, Education, English, History, Movement Science, and Psychology. Our teacher education programs at the graduate level include Elementary; Secondary Education, with subject areas disciplines of Biology, Chemistry, English, General Science, History and Mathematics; Special Education; and a Certificate of Advanced Graduate Studies. We continually strengthen and expand our graduate offerings. More recent additions to our graduate programming include Master’s programs in Applied Behavioral Analysis, Accountancy, Public Administration, and Social Work. We also offer Graduate Certificates in Behavior Analysis and Homeland Security Studies.

We are proud of the many highly respected professionals throughout the Commonwealth that have earned advanced degrees from Westfield establishing us as a proven leader in education. A dedicated and well-qualified faculty provides graduate-level instruction in convenient afternoon and evening courses. We continually utilize new technologies to improve upon and expand delivery of our programs.

Whether you are seeking personal growth or professional advancement, we hope you consider the many opportunities that our graduate programs have to offer. Please feel free to visit our campus, talk to our students and faculty, and have your questions answered by the professional staff in the Graduate and Continuing Education Office.

Kimberly A. Tobin, Ph.D.
Dean, Graduate and Continuing Education (2008-present)
Message from the MSW Program Director

This program handbook is provided to all MSW students at WSU as a resource to help you navigate and complete this program. This handbook also is provided to all field instructors and advisory board members to keep them informed regarding the MSW program. This handbook includes a descriptive overview of the program’s mission, goals, objectives, and requirements. This material provides an overview of the coursework in the program, what students learn while in the program, and the reasons for the curriculum of the program. This document includes the admission and retention policy, policies regarding student rights and responsibilities while in the program, students' responsibilities regarding course work, and an overview of the college's nondiscrimination policies. Practical information regarding technology requirements and policies of the Division of Graduate and Continuing Education (DGCE) are included. This material can be helpful in a number of ways from guidelines for formatting papers to understanding grounds for disciplinary action. Finally, the handbook includes an unabridged copy of the National Association of Social Workers Code of Ethics. This document will be referred to in many classes.

This handbook is provided as a reference, but is not intended to replace personal contact between students and faculty. The program at WSU is small and our size allows a level of interaction between students and faculty that students in larger programs may not be able to enjoy. Students are our first priority, and we invite you to express your concerns, and ideas with us the faculty.

Robert C. Kersting, Ph.D., M.S.W.
MSW Program Director
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**MSW Program Description**

**Program Mission Statement**

**Mission:**
The mission of the MSW program at Westfield State University is to prepare advanced level social work practitioners who have specialized knowledge for clinical practice with a focus in practice with children and families that is based on a firm generalist foundation.

**Mission Description:**
The program places emphasis and value on the development of students who will practice in their areas of competence, maintain ethical standards, and demonstrate leadership within their community as collaborative practitioners who are committed to addressing social, racial, and economic injustice.

The program is built on a strong generalist foundation and is grounded in biological, psychological, and social theoretical paradigms that will promote a spirit of inquiry and critical analysis of developing theories for social work practice with children and families. Students will gain competencies in developing and applying practice modalities that are rooted in various forms of evidence.

As graduates complete their advanced training, they will develop a commitment to life-long learning through self-reflection, meeting changing social needs, critically evaluating and integrating emerging practice proficiencies, increasing their levels of cultural competence, and engaging in ongoing skill development to meet the demands of advanced roles and responsibilities.

The program at Westfield is committed to providing leadership throughout the practice community in evaluating and analyzing existing and emerging areas of knowledge to advance social service delivery, social policies, and direct practice with the vulnerable, disenfranchised and marginalized populations that are served by social workers.

The MSW program is designed to be completed in 2 years of full-time study and 4 years part-time study. Graduates of a CSWE accredited BSW program may apply for Advanced Standing and have the foundation curriculum waived. Advanced Standing students are able to complete the program in 1 year of full-time study or 2 years of part-time study. Prior to starting the advanced curriculum, Advanced Standing students are required to complete a summer bridge class.

**Program Concentration Description**

The MSW Program at Westfield State University has a major concentration of Clinical Social Work Practice with a focus on practice with Children and Families. The curriculum is divided into the foundation curriculum and the advanced curriculum.
The foundation curriculum is grounded in a generalist practice model and enables students to gain knowledge about human development, biopsychosocial problems, family dynamics, environmental factors that influence individual and family functioning, and the skills to build strengths-based collaborative relationships with diverse client systems. The foundation practicum exposes students to methods of prevention and intervention in multiple contexts including in-home and out-of-home settings and prepares students to create change on multiple systems levels (individual, family, group, and community).

The advanced curriculum builds on the generalist foundation and equips students with the specialized knowledge and skills for effective clinical practice with individuals, families, couples and groups affected by complex life changes and challenges, including mental disorders and other behavioral disturbances. The concentration in Clinical Social Work with a focus on practice with Children and Families enables students to master the competencies required for state licensure to provide clinical services to clients in the environments, communities, and social systems that affect their lives. These services consist of assessment; diagnosis; treatment, including psychotherapy and counseling; client-centered advocacy, supervision, consultation and evaluation. The concentration further adds specific knowledge and skills around clinical practice with a focus on work with children and families. The advanced clinical practicum provides in-depth clinical experience in agencies that specialize in students’ chosen areas of interest under the umbrella of clinical practice with a focus on practice with children and families and include mental health and substance dependence treatment programs, schools, family service and child protective agencies, hospitals, hospices and medical clinics. Over the course of their MSW training, students will learn to use interpersonal process and their self-reflective abilities to prepare developmentally-based formulations and intervention approaches with children, adults and families.

**Program Goals**

The MSW program has the following two overarching goals:

*Goal # 1: The program prepares graduates who will have mastered the knowledge, values, and skills of the social work professional generalist practice core.*

*Goal #2: The program prepares graduates who will have advanced knowledge, values, and skills for clinical social work practice with a focus on practice with children and families.*
Program Competencies and Practice Behaviors

To accomplish these goals with students, the program has identified the following competencies for each student to master. Each competency is followed by a list of the specific behaviors students will learn and develop to master the competency.

<table>
<thead>
<tr>
<th>Competency #1</th>
<th>Graduates will identify as professional social workers, advanced social work practitioners and conduct themselves accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>F1.1</td>
<td>advocating for client access to the services of social work;</td>
</tr>
<tr>
<td>F1.2</td>
<td>practicing personal reflection and self-correction to assure continual professional development;</td>
</tr>
<tr>
<td>F1.3</td>
<td>attending to professional roles and boundaries;</td>
</tr>
<tr>
<td>F1.4</td>
<td>demonstrating professional demeanor in behavior, appearance, and communication;</td>
</tr>
<tr>
<td>F1.5</td>
<td>engaging in career-long learning; and</td>
</tr>
<tr>
<td>F1.6</td>
<td>using supervision and consultation.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>A1.1</td>
<td>readily identify as social work professionals</td>
</tr>
<tr>
<td>A1.2</td>
<td>Demonstrate professional use of self with clients.</td>
</tr>
<tr>
<td>A1.3</td>
<td>understand and identify professional strengths, limitations and challenges;</td>
</tr>
<tr>
<td>A1.4</td>
<td>Develop, manage, and maintain therapeutic relationships with clients.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency #2</th>
<th>Graduates will conduct their professional practice according to the values and ethical principles of professional social work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>F2.1</td>
<td>recognizing and managing personal values in a way that allows professional values to guide practice;</td>
</tr>
<tr>
<td>F2.2</td>
<td>making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;</td>
</tr>
<tr>
<td>F2.3</td>
<td>tolerating ambiguity in resolving ethical conflicts; and</td>
</tr>
<tr>
<td>F2.4</td>
<td>applying strategies of ethical reasoning to arrive at principled decisions.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>A2.1</td>
<td>Apply ethical decision-making skills to issues specific to clinical social work and clinical practice with children and families.</td>
</tr>
<tr>
<td>A2.2</td>
<td>employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights;</td>
</tr>
<tr>
<td>A2.3</td>
<td>identify and use knowledge of relationship dynamics, including power differentials;</td>
</tr>
<tr>
<td>A2.4</td>
<td>Recognize and manage personal biases as they affect the therapeutic relationship in the service of the client’s well-being.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency #3</th>
<th>Graduates will apply critical thinking and communication skills to evaluate and inform professional judgements in practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>F3.1</td>
<td>distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge, and practice wisdom;</td>
</tr>
<tr>
<td>F3.2</td>
<td>analyzing models of assessment, prevention, intervention, and evaluation; and</td>
</tr>
<tr>
<td>F3.3</td>
<td>demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>A3.1</td>
<td>Engage in reflective practice.</td>
</tr>
</tbody>
</table>

-3-
A3.2 Identify and articulate clients' strengths and vulnerabilities including children and families
A3.3 Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools including with children and families
A3.4 Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply these to client situations.
A3.5 Communicate professional judgements to other social workers and to professionals from other disciplines, in both verbal and written formats.

**Competency #4** Graduates will engage in informed, sensitive and competent practice with diverse and oppressed groups.

**Foundation Practice Behaviors**
- F4.1 recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- F4.2 gaining sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- F4.3 recognizing and communicating their understanding of the importance of difference in shaping life experiences; and
- F4.4 viewing themselves as learners and clients as experts on their own experiences.

**Advanced Practice Behaviors**
- A4.1 research and apply knowledge of diverse populations to enhance client well-being
- A4.2 work effectively with diverse populations; and
- A4.3 identify and use practitioner/client differences from a strengths perspective

**Competency #5** Graduates will promote human rights and social and economic justice.

**Foundation Practice Behaviors**
- F5.1 understanding the forms and mechanisms of oppression and discrimination;
- F5.2 advocating for human rights and social and economic justice; and
- F5.3 engaging in practices that promote human rights and social and economic justice

**Advanced Practice Behaviors**
- A5.1 Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.
- A5.2 advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations with a focus on children and families.
- A5.3 promoting children's rights to participate in making decisions that affect their lives

**Competency #6** Graduates will engage in research-informed practice and practice-informed research.

**Foundation Practice Behaviors**
- F6.1 using practice experience to inform scientific inquiry and
- F6.2 using research evidence to inform practice.

**Advanced Practice Behaviors**
- A6.1 Use the evidence-based practice process in clinical assessment and intervention with clients.
- A6.2 participate in the generation of new clinical knowledge, through research and practice;
- A6.3 use research methodology to evaluate clinical practice effectiveness and/or outcome

**Competency #7** Graduates will apply knowledge of human behavior and the social environment to professional practice.

**Foundation Practice Behaviors**
- F7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and termination
- F7.2 critique and apply knowledge to understand person and environment.
<table>
<thead>
<tr>
<th>Competency #8</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>A7.1 Synthesize and differentially apply theories of human behavior and the social environment to guide practice including practice with children and families.</td>
</tr>
<tr>
<td></td>
<td>A7.2 Use bio-psycho-social- spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments including assessments of children and families.</td>
</tr>
<tr>
<td></td>
<td>A7.3 Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.</td>
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<tr>
<td></td>
<td>Graduates will engage in policy analysis and practice to promote social and economic well-being and to deliver effective services.</td>
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<table>
<thead>
<tr>
<th>Competency #8</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>F8.1 Analyzing, formulating, and advocating for policies that advance social well-being; and</td>
</tr>
<tr>
<td></td>
<td>F8.2 Collaborating with colleagues and clients for effective policy action.</td>
</tr>
<tr>
<td>Advanced</td>
<td>A8.1 Communicate to stakeholders the implication of policies and policy change in the lives of clients;</td>
</tr>
<tr>
<td></td>
<td>A8.2 Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being.</td>
</tr>
<tr>
<td></td>
<td>A8.3 Advocate with and inform administrators and legislators to influence policies that impact clients and service.</td>
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</tbody>
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<tr>
<th>Competency #9</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>F9.1 Continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</td>
</tr>
<tr>
<td></td>
<td>F9.2 Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
</tr>
<tr>
<td>Advanced</td>
<td>A9.1 Assess the quality of clients’ interactions within their social contexts.</td>
</tr>
<tr>
<td></td>
<td>A9.2 Develop intervention plans to accomplish systemic change.</td>
</tr>
<tr>
<td></td>
<td>A9.3 Work collaboratively with others to effect systemic change that is sustainable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency #10</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>Graduates will have the knowledge and skills required for engaging, assessing, intervening and evaluating with individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td>---------------</td>
<td>This competency is specified in the following subcompetencies and their identified practice behaviors.</td>
</tr>
<tr>
<td>Advanced</td>
<td>Graduates will have knowledge and skills required to engage client systems and specialized clinical skills that include engaging children and families.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Competency #10(a)</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>F10a.1 Substantively and affectively preparing for action with individuals, families, groups, organizations, and communities;</td>
</tr>
<tr>
<td></td>
<td>F10a.2 Using empathy and other interpersonal skills; and</td>
</tr>
<tr>
<td></td>
<td>F10a.3 Collaborating with clients to develop mutually agreed-on focus of work and outcomes.</td>
</tr>
<tr>
<td>Advanced</td>
<td>A10a.1 Develop a culturally responsive therapeutic relationship including the unique context of practice with children and families.</td>
</tr>
<tr>
<td></td>
<td>A10a.2 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance including practice with children and families.</td>
</tr>
<tr>
<td>Competency #10(b)</td>
<td>Graduates will have knowledge and skills required for assessment of client systems of all sizes and specialized clinical assessment skills and knowledge that include assessing children and families.</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Foundation</strong></td>
<td><strong>Practice Behaviors</strong></td>
</tr>
<tr>
<td>F10b.1</td>
<td>collecting, organizing, and interpreting client data;</td>
</tr>
<tr>
<td>F10b.2</td>
<td>assessing client strengths and limitations;</td>
</tr>
<tr>
<td>F10b.3</td>
<td>collaborating upon mutually agreed-on intervention goals and objectives; and</td>
</tr>
<tr>
<td>F10b.4</td>
<td>selecting appropriate intervention strategies</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Practice Behaviors</strong></td>
</tr>
<tr>
<td>A10b.1</td>
<td>use multidimensional bio-psycho-social-spiritual assessment tools and tools designed specifically for children and families</td>
</tr>
<tr>
<td>A10b.2</td>
<td>assess clients’ readiness for change;</td>
</tr>
<tr>
<td>A10b.3</td>
<td>Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events including children and families</td>
</tr>
<tr>
<td>A10b.4</td>
<td>select and modify appropriate intervention strategies based on continuous clinical assessment</td>
</tr>
<tr>
<td>A10b.5</td>
<td>Use differential and multi-axial diagnoses for adults and children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency #10(c)</th>
<th>Graduates will have knowledge and skills required to intervene with client systems of all sizes and specialized clinical skills and knowledge that include intervening with children and families.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td><strong>Practice Behaviors</strong></td>
</tr>
<tr>
<td>F10c.1</td>
<td>initiating actions to achieve organizational goals;</td>
</tr>
<tr>
<td>F10c.2</td>
<td>implementing prevention interventions that enhance client capacities;</td>
</tr>
<tr>
<td>F10c.3</td>
<td>helping clients resolve problems;</td>
</tr>
<tr>
<td>F10c.4</td>
<td>negotiating, mediating, and advocating for clients;</td>
</tr>
<tr>
<td>F10c.5</td>
<td>facilitating transitions and endings</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Practice Behaviors</strong></td>
</tr>
<tr>
<td>A10c.1</td>
<td>Critically evaluate, select, and apply best practices and evidence-based interventions</td>
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<td>A10c.2</td>
<td>Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.</td>
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<tr>
<td>A10c.3</td>
<td>collaborate with other professionals to coordinate treatment interventions</td>
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<tr>
<th>Competency #10(d)</th>
<th>Graduates will have knowledge and skills required for evaluating client systems of all sizes and specialized clinical skills and knowledge for evaluation that include practice with children and families.</th>
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<tr>
<td><strong>Foundation</strong></td>
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<tr>
<td>F10d.1</td>
<td>critically analyzing, monitoring, and evaluating interventions at all stages of the process.</td>
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<td>F10d.2</td>
<td>Use ongoing monitoring and evaluation processes to improve practice at all stages and levels of intervention</td>
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<td>A10d.1</td>
<td>Contribute to the theoretical knowledge base of the social work profession through practice-based research</td>
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<td>A10d.2</td>
<td>Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.</td>
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Program Curriculum

The program curriculum is divided into two parts. The first part is designed to give students the
generalist practice foundation that is common to all social work programs. The foundation
curriculum includes classroom work and a 400 hour hands-on practicum. The following courses make up the foundation curriculum:

SOCW 0511 Research I 3
SOCW 0512 Research II 3
SOCW 0521 Human Behavior & the Social Environment (HBSE) I 3
SOCW 0522 Human Behavior & the Social Environment (HBSE) II 3
SOCW 0523 Diversity & Social Justice 3
SOCW 0531 Social Welfare Policy Analysis 3
SOCW 0541 Generalist Practice I 3
SOCW 0542 Generalist Practice II 3
SOCW 0561 Foundation Practicum I 4
SOCW 0562 Foundation Practicum II 4
Total Credits for Foundation Curriculum 32

The second part of the curriculum is designed to build on the foundation curriculum and give students advanced knowledge, values, and skills for practice with families and children. The advanced curriculum includes required classroom work, two electives, and a 500 hour hands-on practicum. Students who have completed a BSW from a CSWE accredited program can apply for advanced standing and start the program in the second year after completing a summer bridge course. The following courses make up the advanced curriculum:

SOCW 0621 Mental Health & Children 3
SOCW 0622 Mental Health & Adulthood 3
SOCW 0631 Child Welfare Policy 3
SOCW 0641 Advanced Practice I: Child & Youth 3
SOCW 0642 Advanced Practice II: Adults 3
SOCW 0643 Advanced Practice III: Family 3
SOCW 0661 Advanced Practicum I 5
SOCW 0662 Advanced Practicum II 5
Two Electives from following list (3 credits each) 6
   SOCW 0651 School Social Work 3
   SOCW 0652 Substance Abuse Treatment 3
   SOCW 0699 Special Topics in Social Work 3
Total credits for Advanced Curriculum 34
Total Credits for MSW 66

Other Courses:
SO CW 0543 Advanced Standing Bridge Course (required for Advanced Standing) 3
Catalogue Course Descriptions

SOCW 0511 Research I
The course will introduce students to the basics of social science research by examining the research process, purposes of research, and the philosophy of research. Students will learn about the basics of measurement, sampling, and causation. Students will review the basic approaches to research, including qualitative research, experiments, surveys, and historical and comparative research.

SOCW 0512 Research II
This course builds on Research 1. In this course students will develop knowledge and skills to complete quantitative and qualitative research. Students will learn how to apply research to social work practice. Specifically, Students will learn how to design and implement Single Subject Design research, design and implement program evaluation research and learn how to evaluate exiting research for its usefulness to social work practice.

SOCW 0521 Human Behavior & the Social Environment (HBSE) I
This is the first course of a two-course sequence that will focus on how aspects of the social environment affect human behavior and on individual development across the life cycle. This course examines human behavior in families, groups, communities, organizations, and cultures, and the biological, psychological, social, and spiritual aspects of human development. The course emphasizes the diversity of human experience, the negative impact of oppression on individuals, families, and groups, and the importance of resilience and empowerment.

SOCW 0522 Human Behavior & the Social Environment (HBSE) II
This is the second course of a two course sequence that will focus on how aspects of the social environment affect human behavior and on individual development across the life cycle. The major goal of the course is to help students understand the complex interactions between people and their environments and the importance of knowledge and theories about human behavior to social work practice.

SOCW 0523 Diversity & Social Justice
This course examines the histories of diverse social identity groups in the United States and the differential impacts of past and present attitudes, beliefs, practices, and policies on the lives of individuals, families, groups, and communities. The existence of multiple, intersecting, and interlocking systems of advantage and disadvantage and the centrality of diversity competent practice to the field of social work are emphasized.

SOCW 0531 Social Welfare Policy Analysis
Social science, historical, and ideological models, theories, and perspectives are used as a foundation to examine and analyze present social policies and social programs at the organizational, state, national, and international levels.
SOCW 0541 Generalist Practice I
This is the first of a two-part course sequence that introduces student to the knowledge, values, and skills that form the core of generalist social work practice. In this course, students examine the roles social workers take with client systems, critical thinking, evidence-based practice, and basic theories of social work, and explore the values and ethics of social work, including managing ethical dilemmas. The course continues with an examination of engaging and assessing systems of different sizes.

SOCW 0542 Generalist Practice II
This is the second of a two-part course that introduces student to the knowledge, values, and skills that form the core of generalist social work practice. In this course, the development of service plans with systems of different sizes is examined in-depth. The course continues with an examination of the application of theory, use of self, use of professional values, and development of skills for interventions with individuals, families, groups, and communities. The course concludes with an exploration of the values, knowledge, and skills needed to evaluation social work with clients systems of various sizes and of termination/transition with the client system.

SOCW 0543 Generalist Practice Bridge Course (required for Advanced Standing students)
This course is required for Advanced Standing students as a bridge that allows students to be fully ready to enter the advanced level of MSW education. This course focuses on the core knowledge, values and skills that form the foundation of generalist practice.

SOCW 0561 & 0562 Foundation Practicum I & II
First year MSW students are required to complete a 400 hour, hands-on social work internship in an approved agency under the supervision of a professional social worker. This internship may be scheduled as a one-semester block placement or a two-semester part-time placement. Included is a seminar that provides further integration of practice experience with the skills, knowledge, and values and ethics of the field.

SOCW 0621 Mental Health & Children
This course examines mental health problems in childhood and adolescence from a biopsychosocial developmental perspective. A range of relevant theories will be studied as they shed light on the development of child and adolescent disorders. Specific clinical entities such as pervasive developmental delays, physiological disorders, and personality, cognitive, affective, and behavior disorders are considered in terms of their etiologies and features and in relation to the practice challenges they raise. Theories are critically examined with particular attention given to the influences of gender, race, ethnicity, and other forms of diversity on the development of deviations.

SOCW 0622 Mental Health & Adulthood
This course will provide the student with advanced exposure to several issues in the area of adult psychopathology and diagnostics. It is intended to provide students with the tools necessary to comfortably utilize the DSM system of classification while maintaining a coherent case
conceptualization that is not bounded by this system. Course material will be organized by diagnostic categories.

SOCW 0631 Child Welfare Policy
This course examines the history and current status of child welfare policy in the United States. The theories, assumptions, politics, and economics underlying child welfare policies and practices are explored and evaluated in relationship to major theories and empirical knowledge about child development, children’s rights, human needs, and social work values and ethics.

SOCW 0641 Advanced Practice I: Children & Youth
This course examines the knowledge, values, and skills needed to conduct effective interventions with children, adolescents, and significant adults within the context of their specific social environments. Special attention is given to issues of diversity and empowerment as they relate to assessment, building relationships with children and adolescents and their families, treatment planning, intervention, and practice evaluation.

SOCW 0642 Advanced Practice II: Adults
This course examines theory, knowledge, and skills for advanced practice with adults. The therapeutic process and treatment strategies are examined, incorporating content from multiple theoretical orientations. Theories are compared and contrasted in terms of theoretical assumptions, intervention methods and techniques, and empirical evidence regarding practice outcomes.

SOCW 0643 Advanced Practice III: Family
This course focuses on the knowledge, skills, and values needed for advanced social work practice with families. The course includes an in-depth look at clinical social work with families through the process of engagement, assessment, planning, intervention, evaluation, and termination. Further, the course examines multiple theories for clinical social work with families and the integration of current evidence into family practice.

SOCW 0651 School Social Work
This course explores the role of social workers in school settings including the changing nature of this role, the various roles school social workers play, and the interventions school social workers employ. Building on the social work foundation knowledge, the ecological model and the strengths perspective, this course examines the role of the social worker in helping students, families, and schools including adjusting to and coping with students with special needs and at-risk populations.

SOCW 0652 Substance Abuse Treatment
This course will provide an overview of the various types of addictive substances, the acute and chronic effects, and the relational impact to human behavior and the social environment. Using a trans-theoretical framework, students will increase their practice knowledge about prevention, assessment, treatment models and techniques, and the importance of aftercare when working with clients who are addicted and/or dually diagnosed.
SOCW 0661 Advanced Practicum I
This is the first of a two-part final year MSW practicum experience. Second year MSW students are required to complete a 500 hour, hands-on social work internship in an approved agency under the supervision of a professional social worker. Each semester the student is expected to complete 250 hours of practicum. Included is a weekly seminar that provides further integration of practice with the skills, knowledge, and values and ethics of the field. In this first semester skills around engagement, assessment and service planning will be the focus.

SOCW 0662 Advanced Practicum II
This is the second of a two-part final year MSW practicum experience. Second year MSW students are required to complete a 500 hour, hands-on social work internship in an approved agency under the supervision of a professional social worker. Each semester the student is expected to complete 250 hours of practicum. Included is a weekly seminar that provides further integration of practice with the skills, knowledge, and values and ethics of the field. In this second semester skills around intervention, evaluation and termination will be the focus.
Program Completion Plans

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MSW Program Policies

Admission Policy

Admission Process & Requirements:

All applicants should follow the following process and meet the described requirements (Specific additional requirements for Advanced Standing applicants are identified)

1. Applicants should obtain an application packet from the MSW Program or the Division of Graduate and Continuing Education.

2. Applicants must have a Bachelor’s Degree from an accredited college or university. To apply for Advanced Standing the candidate must have a BSW from a CSWE accredited program.

3. Applicants must have an undergraduate degree that included a clear liberal arts base and a firm foundation in the social sciences, government, and human biology. (Applicants should identify their social science, government and human biology courses on the application form. Students who do not meet this requirement may be accepted into the program but will be required to take courses to meet these requirements prior to starting the program.)

4. Applicants need a 2.8 overall undergraduate G.P.A. For Advanced Standing candidates, the applicant should also have a 3.0 social work GPA. In extraordinary circumstances both requirements can be waived by the Admission Committee.

5. Applicants need to complete the Graduate Admission form, specifying Traditional MSW program or Advanced Standing MSW Program and whether they would like to be full-time or part-time.

6. Applicants need to have three letters of reference completed, including one academic reference. Advanced Standing applicants need to have one of their letters of reference from their BSW Program Director (or his/her designee). A letter from their Field Placement Supervisor is highly recommended.

7. Applicants need to submit a current resume.

8. Applicants need to complete a professional statement that describes:
   • reason(s) for interest in entering the field of social work;
   • assessment of personal strengths and limitations related to the profession;
   • examination of life experiences and relationship of these experiences to career choice. Discuss here evidence of your commitment to aiding people who are oppressed and/or members of vulnerable populations (good examples are prior work, civic or volunteer experiences); and
• assessment of personal values and congruence of these beliefs with the social work profession's value system (We suggest that you review the NASW Code of Ethics prior to writing the professional statement).

The personal statement will be evaluated regarding the above material and also will be considered a writing sample to evaluate your ability to express yourself in written form. Applicants who believe that they have extraordinary circumstances regarding the GPA requirements must include their rationale for their request to have the GPA requirement waived.

Though human services experience is not required, applicants are strongly encouraged to describe any prior volunteer or work experience in their personal statement and include it on their resume. Professional experience is viewed positively and considered when making decisions regarding admissions and waiving GPA requirements.

To apply to the MSW Program, applicants should follow the application process described in the Application Process and Requirements outlined in the Graduate Bulletin.

Application Deadlines:

The closing date for receipt of all admission materials is February 1. Applicants whose admission files are not completed by February 1 may not be considered for the academic year which begins the following September. Normally, four to six weeks are required for the School of Social Work to receive transcripts; applicants should therefore make every effort to ensure that all relevant documents are requested well before the deadline date. The Department of Social Work reserves the right to change the closing date for the receipt of application materials. Notice of any deadline extension will be posted on the program’s website.

Notification of Acceptance

Notice of acceptance will occur on or about April 15 for study beginning the following September (there are no midyear admissions). Within ten days of receiving notification, accepted applicants must confirm in writing their intention to enroll in the program. Confirmation of acceptance should be mailed or emailed to the Admissions Coordinator, Shelly Janke, at mjanke@wsc.ma.edu.

MSW Admission and Academic Standing Committee

The policy of the Division of Graduate and Continuing Education is that applicants' qualifications are reviewed by individual departments as well as by the Dean of the Division of Graduate and Continuing Education. Criteria used in weighing each application include: undergraduate grade point average, professional training, references, standardized test scores as well as the individual’s narrative statement.
All MSW admission decisions at the department level are made by the “MSW Social Work Admission and Academic Standing Committee.” This committee is comprised of a minimum of three social work faculty including the MSW Program Director.

The committee will recommend to the Dean of DGCE whether a student should be accepted or rejected.

_The college and the social work program maintain and promote a policy of nondiscrimination against any person on the basis of race, gender, age, creed, ethnic or national origin, disability, political orientation, veteran status, marital status, or sexual orientation._

**Probation/Dismissal Policy**

This probation/dismissal policy describes the reasons for probation or dismissal from the MSW Program. It includes the procedures for being placed on probation or dismissed, and student's rights during the process of ameliorating problems or dismissal.

**Reasons for Probation or Termination from the MSW Program:**

In certain some instances it may be necessary to place a student of the program on probation or dismiss a student from the MSW Program. All reasons for dismissal are defined as academic. Traditionally, termination reasons were divided between academic and nonacademic. This division is seen as inappropriate. This program defines the entire learning experience that prepares one to be a social worker as an academic process and any reason for probation or dismissal as an academic reason or problem. The reasons for probation or dismissal include:

- violation of the social work ethics as outlined in the NASW Social Work Code of Ethics;
- breaking a law in an agency related matter or conviction of a felony during course of study (the discovery of a conviction prior to the student’s admission to the program which the student did not make the program aware will also be considered grounds for action)
- evidence in school or field placement of substance abuse, dependency, or illegal use of drugs while enrolled in the program;
- a serious breach of a field agency’s policies;
- a hostile or resistant attitude towards learning or supervision;
- inappropriate or disruptive behavior towards colleagues, faculty, and staff at school or at the field placement;
- an inability to carry out one’s assignments in an agency or classroom setting;
- behavior that is emotionally or physically detrimental to clients;
- failure to receive a minimum of a “B-” in any MSW courses taken (DGCE Policy allows one C without a referral to the Admission and Academic Standing Committee; and
- failure to retain a minimum GPA of 3.0 in the MSW Program.
Probation/Dismissal Procedure

It is the hope of the program that problems will not develop to the point of dismissal. If a problem occurs that jeopardizes the standing of a student in the MSW Program, the Admission and Academic Standing Committee will be informed, will examine the situation, and will meet with the student. Based on the severity of the problem, the committee may require the student to develop a plan with the program director to resolve the problem (probation) or may dismiss the student from the program. In the case of probation, the student will be required to develop a time line for handling the problem that is acceptable to the committee. At the end of this time-period the committee will review the student’s status in the program.

Appeals

If a student feels he/she was unfairly treated during the probation process or the dismissal process she/he has the right to have his/her situation reviewed through the academic appeals process. For details on appeals see the section titled “Student Responsibilities, Rights, and Appeals.”

MSW Transfer & Life/Work Experience Credit Policy

This policy will outline the program’s policy and procedures regarding the acceptance of transfer credits and credit for life/work experience.

Transfer Policy & Procedures

The following policy is designed to avoid redundancy in students’ academic experience but maintain the integrity of the MSW Social Work program and follow the DGCE Policy for graduate transfer credits at WSU. The policy is designed to insure that graduates possess appropriate knowledge, values and ethics, and skills to practice social work upon graduation.

The MSW Program follows the WSU Graduate Transfer Policy which states:

Up to six (6) semester hours of prior graduate credit may be accepted in transfer from one or more regionally accredited graduate schools toward a Master’s degree. To be accepted, such courses must be appropriate to your Program of Study and must be approved by your program advisor. Transfer coursework may not have been counted toward a prior degree. After matriculation, students may not take courses at other institutions for the purpose of transfer. Transfer courses must carry a grade of B (3.0) or better and must be both relevant to your program of study and taken within the program’s six-year time frame (seven-year time frame for Psychology programs). Courses graded Pass/Fail are not acceptable for program credit. Official transcripts for transfer consideration must be sent directly from the transfer institution to the DGCE Office.

Specific to the MSW Program, students may apply to have previous MSW courses (maximum of 6 credits) from a CSWE accredited MSW program accepted toward the MSW Program. The program requires that courses have equivalent content to the WSU program. Students are
required to submit their request in writing as part of their application to the MSW Program. The program director may request a copy of the course syllabus. All requests will be reviewed by the program faculty for equivalence status. Students are informed in writing of the program’s decision.

If a student feels he/she was unfairly treated during the process of requesting transfer credits, count toward the social work liberal arts foundation courses or social work major courses she/he has the right to have his/her situation reviewed, see the “Student Responsibilities, Rights, and Appeals” for appeals procedures.

**Credit for Life/Work Experience Policy**

It is the policy of the MSW Program at WSU to not accept or offer credits for life or work experience in the transfer process or while a student is in the program.

**Student Academic and Professional Advisement**

**Description and Purpose**

Advisement of MSW students is provided by the full time social work faculty. Advisement is a process that should occur every semester as part of the preregistration process for the following semester. Advisement is a time where the student and advisor review the student’s progress toward graduation including looking at overall credits and completion of the MSW Program. Beyond these traditional advisement issues, advisement in social work also includes looking at student’s interests in the field for the purpose of exploring possible field placements, and possible work opportunities at graduation. Finally, advisement attempts to aid students in exploring whether or not Social Work is a good professional fit with their interests, values and career plans.

**Preparation Process**

1. At the beginning of the advisement period listed on the college’s calendar, the student should obtain a copy of the “DGCE Course Catalogue” booklet.

2. At the beginning of the advisement period the student should make an appointment with her/his academic advisor. Advising can happen face-to-face, via phone, via video conferencing (e.g.: Skype Face Time, etc.), via instant messaging or via email. The decision for the mode of advising is based on the student’s needs and preferences. Your advisor is listed on your “Program of Study” and can be found on the list posted outside of the Social Work Office Suite in Mod Hall.

3. In preparation for the advising appointment, the student should review their current “DegreeWorks” evaluation in myWestfield and review their “Program of Study” for their plan for completing the MSW Program. From these documents and the “DGCE Course Catalogue” booklet the student should develop a tentative schedule for the following semester. Finally the student should develop a list of questions for his/her advisor about
field placements, work opportunities, or other professional issues in social work he/she would like to discuss with the advisor.

Expectations for Students Regarding Coursework

Academic Honesty

Academic honesty is expected of all members of the academic community. Academic dishonesty includes cheating on examinations, plagiarism, fabrication, multiple submissions of a single paper, interference with use of materials, facilitating academic dishonesty, improper use of human and animal subjects, and failure to report incidents of academic dishonesty. Violations may result in failure of the assignment, failure of the course, and/or suspension or dismissal from the university.

Intentional and unintentional violations of the Academic Honesty policy are prohibited. Students are responsible to ensure they do not purposely or accidentally misrepresent another’s work as their own. The following links provide some guidance to avoiding accidental misrepresentations (http://owl.english.purdue.edu/owl/resource/589/03/) and properly citing legitimate references to work that is not one’s own (http://owl.english.purdue.edu/owl/resource/560/2/).

Violations of the Academic Honesty policy are often related to challenges students are having conceptualizing, researching and preparing academic papers. The University has resources available to help you with this work. The Westfield State University Reading and Writing Center is available to support you in your studies (http://www.westfield.ma.edu/prospective-students/academics/academic-resources/reading-writing-center/).

You also have access to SmartThinking, a national online service that allows you to receive feedback for your draft assignments from professors outside the University (http://cit.westfield.ma.edu/smarthinking/). Most importantly, you should contact your professor if an assignment or other expectation is unclear.

The complete Westfield State University Academic Honesty Policy, which defines plagiarism, fabrication and all other violations of the policy, can be accessed at http://www.wsc.ma.edu/prospective-students/campus-life/student-handbook/academic-life/academic-honesty-policy.

Guidelines for Written Work

- Formal written assignments should follow APA 6th edition style. Please note that APA style guidelines include expectations for: titles, headings, page numbers, font, and margins. There are several excellent guides for APA style including http://owl.english.purdue.edu/owl/resource/560/1 and the Westfield library website.
Assignments must be submitted (in hard copy, via Plato’s Assignment drop box) by the due date indicated on the course syllabus. Late assignments will result in (state your policy here)

If submitted electronically, the filename should include your name and the assignment name (for example, use smiths assign1.docx rather than assign1.docx).

All written work must be edited for spelling and grammatical errors. You may use the Reading and Writing Center at any stage in your writing process. To make an appointment, enter this link http://www.rich17.com/wsc/ or visit the center in 218 Parenzo Hall. You may also use the online tutoring resources, Smart Thinking. Sources used for written work should be reasonably current and reflect reliable and appropriate resources. Most of your sources should be from: professional peer reviewed journal articles, major newspapers, professional association and/or the reports from government agencies. These sources can be found by utilizing the library databases including Social Work Abstracts, PsychINFO, PsychARTICLES, LexusNexus and EBSCO Host.

Exams

Make up exams are scheduled due to medical reasons for students who provide documentation of the medical issues. Other make up exams are at the discretion of individual instructors.

Language and Classroom Etiquette

Cell phones and web-enabled devices have become a part of our daily lives and standards concerning their usage are an important part of developing a classroom community. Use of these devices is never appropriate during class, and is prohibited. Cell phones should be silenced during class, and stored out of sight. In case of a family emergency such as a sick child, inform me before start of class and set your device to vibrate, and sit near the classroom door so that you can leave to take your call without disrupting the class. For more information about this policy, and other issues of classroom etiquette, please read the Social Work Student Handbook, which can be accessed on the college’s home page at http://www.westfield.ma.edu/prospective-students/campus-life/student-handbook/academic-life/classroom-student-conduct-policy/

If you utilize a web enabled device (laptop or iPad) to take notes during class, read powerpoint slides or access course readings use of the device should be limited to these function only, unless the faculty directs you to use it for another function.

Attendance and Participation

In accordance with WSU policy, attendance at each class is expected. Poor attendance or participation will be reflected in your course grade. You must call or e-mail the instructor if you have to miss class. If a student misses a course session it is their responsibility to collect information about missed material from a peer in the course and to complete any work assigned
during the missed course session. It is not the responsibility of the instructor to inform the student of work assigned during the missed class period. Assigned readings should be completed in advance of class and familiarity with the readings should be reflected in participation in in-class and online discussions and exercises. Makeup papers are only allowed for students with an approved excuse. Incomplete grades are given on rare occasions when the student is near completion of the course and is unable to complete the assignments before the end of the semester due to an approved reason. The student must contact the instructor before grades are submitted at the end of the semester to request an "I".

**Student Responsibilities, Rights, and Appeals**

All social work students are expected to follow and are protected by the academic and non-academic polices of the college (for detailed list of policies and procedures see the “Graduate Catalogue.” Students have the right and responsibility to be involved in the formulation and modification of academic and student affairs policies generally in the college and specifically in the MSW Program. Methods for involvement in campus policy are outlined in the student handbook and occur through student government. Social Work students are involved in setting and modifying program policy through student representatives on the Social Work Advisory Board, annual program evaluation meetings between students and the MSW Program Director, and a general invitation to discuss any issues with the MSW Program Director. Finally, social work students are expected to follow the NASW Code of Ethics.

Students have the right to be protected by due process and may question and appeal decisions made regarding their education at WSU. This may include questioning a grade or a committee decision regarding their academic standing. Prior to appealing a grade, a decision of a faculty member regarding academic honesty, a decision of the Dean, or a decision made by the Admissions and Academic Standing Committee, students are urged to meet with the MSW Program Director to discuss their concerns. The formal appeals processes available to students follow.

**Nondiscrimination Policy**

1. In compliance with Westfield State University’s policy and federal law, all faculty are available to discuss appropriate accommodations that you may require. Requests for academic accommodations should be made during the ‘add/drop’ period, unless there are unusual circumstances, so that appropriate arrangements can be made. Students who are seeking accommodations must register with the Banacos Center for disability verification and determination of reasonable academic accommodations. For details, please refer to the disability resource office at [http://www.wsc.ma.edu/prospective-students/academics/academic-resources/disability-services/](http://www.wsc.ma.edu/prospective-students/academics/academic-resources/disability-services/)

2. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise
me of this preference early in the semester so that I may make appropriate changes to my language use in the classroom.

3. It is a requirement by the Council on Social Work Education that all social work schools and programs prepare students to “practice without discrimination, with respect [for], and knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.” Each instructor must insert a statement of how the course seeks to fulfill this requirement as related to the course description.

Appealing a Grade

Appeals of grades should be submitted in writing to the Dean of Graduate and Continuing Education within the first 4 weeks of the semester following the decision.

Appealing a Decision of the Dean Regarding Academic Decisions

Appeals of academic decisions regarding academic honesty should be submitted in writing within 7 days of the Dean’s decision to the Vice President of Academic Affairs.

Appealing a Decision of the Admission and Academic Standing Committee

Appeals regarding decisions made by the MSW Admission and Academic Standing Committee regarding program probation/dismissal are handled by the Appeals Subcommittee of the Social Work Advisory Board. This committee is made up of two non-faculty members of the Advisory Board and one student member of the Advisory Board appointed by the Department Chair. Students and committee members will follow the following procedures:

1. Students who wish to appeal a decision made by the Admission Committee must submit their request for an appeal in writing to the Department Chair within 14 days of being notified by the Admission and Academic Standing Committee of the decision.

2. The Department Chair will schedule a hearing with the Appeals Subcommittee within 30 days of the request for an appeal.

3. The appeals hearing will include the student requesting the appeal, an advocate for the student (a faculty member, another student, a field instructor, or a college employee are allowed, friends, family, or legal counsel are not allowed), the MSW Program Director or his/her designate, the Department Chair and the committee members.

4. All written materials parties wish to have considered at the hearing needs to be submitted to the Department Chair no less than 2 business days before the hearing to allow distribution of the material to all parties.

5. The hearing is chaired by the Subcommittee Chair who is elected by the Subcommittee members. The hearing is conducted in an informal manner allowing parties the opportunity to present information and ask questions.
6. After all parties have been allowed to present information and ask questions, they will leave the hearing room to allow the committee time to deliberate.

7. All parties will be notified in writing of the Subcommittee’s decision within 5 days of the hearing.

8. Parties who wish to appeal the decision of the Appeals Subcommittee have the right to appeal their decision through the college’s academic appeals process. Appeals of decisions regarding the Social Work Appeals Subcommittee should be submitted in writing within 7 days of the hearing committee’s decision to the Vice President of Academic Affairs.
DGCE Information, Policies and Procedures

GRADUATE SCHOOL INFORMATION

The Graduate Council

Constituted in accordance with the Agreement between the Massachusetts Board of Higher Education and The Massachusetts Teachers Association/Massachusetts State College Association, the Graduate Council serves the college as the governance body charged with oversight of graduate programs and graduate curricula. The Graduate Council of Westfield State University reviews programs and proposals, reports and recommends changes of course requirements, addition of new courses, and the revision or retirement of existing courses within the graduate curricula. The Council is comprised of five faculty members, three administrators and one graduate student.

Accreditation

Westfield State University is accredited by the New England Association of Schools and Colleges. Westfield’s teacher licensure programs are accredited by the State Department of Education, Bureau of Teacher Certification and initial licensure programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). Graduate teacher education programs hold provisional accreditation by NCATE. Massachusetts is a member of the Interstate Certification Compact.

Westfield State University has a BSW Program accredited by the Council on Social Work Education (CSWE) and has applied to CSWE for accreditation of the new MSW Program. The MSW Program is presently in Candidacy with CSWE which allows graduates all rights and privileges associated with an accredited program. (for more information on accreditation and the process, contact Dr. Kersting the Program Director).

Memberships


GRADUATE SCHOOL COSTS AND FINANCIAL ASSISTANCE

Expenses and Fees

Course costs are based on the number of credits per course. All payments must be made by bank money order, postal money order, cashier's check, personal check, Discover, MasterCard, VISA, or American Express. No cash is accepted unless it is $10 or under for official transcripts, course descriptions, etc. Costs below are current as of the publication date of this catalogue.
**and are subject to change. (current as of 5/30/12 but scheduled for increase at June 2012 Board of Trustees Meeting)**

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<td>Graduate Tuition and Fees</td>
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<td>Graduate Tuition and Fees in Social Work</td>
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* Tuition waivers are based on $105.00/GR credit
** may be waived online

**Delayed Payment**

The Division of Graduate and Continuing Education offers a “delayed payment” program for matriculated students that allows for payment of tuition over a period of time during the semester. Students must meet the following requirements to participate in the program:

1. matriculation in a degree program through the Division of Graduate and Continuing Education;
2. application to Delayed Payment Program and payment of processing fee (non-refundable);
3. ability to pay within 60 days of registering into a regular semester and within three weeks into any summer semester,
4. students must follow all regulations regarding withdrawals as stated in the Division's refund and withdrawal policy, and are responsible for total payment even if students withdraw before the end of the semester and regardless of grades achieved;
5. no student may apply for delayed payment who has been sent to a Collection Agent or placed in Administrative Withdrawal.
6. Consequences of non-payment:
   - $10 per month penalty charge.
   - Placement in Administrative Withdrawal (no grades, transcripts or diplomas will be released and students may not register for further classes at the College until their obligation has been satisfied.)
Student accounts turned over to a Collection Agent will be charged an additional 40% of their unpaid balance.

Financial Aid

Information regarding all forms of financial aid for Westfield State University students and the Free Application for Federal Student Aid (FAFSA) are available at the Student Administrative Services Center, 333 Western Avenue (first floor west). For further information, please call (413) 572-5218. Please note that Financial Aid administered by the college, regardless of the funding source, requires that students are matriculated into a program and are in good academic standing.

Federal Subsidized Loan

- FAFSA (Free Application for Federal Student Aid) must be filed to determine eligibility,
- available to students who demonstrate financial aid need,
- variable interest rate, capped at 8.25%,
- Federal Loan Limit for graduate students: $8,500,
- student pays origination and guarantee fee of 4%,
- principal and interest deferred while student is enrolled in a minimum of 6 credits / term (12 / year).

Federal Unsubsidized Loan Program

- FAFSA must be filed to determine eligibility,
- program allows all students regardless of income to obtain a student loan,
- student pays the interest only during in-school and deferment periods,
- student also pays an origination and guarantee fee of 4%,
- variable interest rate, capped at 8.25%,
- Federal Unsubsidized Loan limit for graduate students: $10,000.

Graduate Assistantships

Graduate Assistantships are awarded through the Division of Graduate and Continuing Education to students who have superior academic records, who are matriculated in a graduate degree program, and are registered for a minimum of six semester hours with preference to full-time study (9-12 semester hours).

The assistantships are designed to serve the needs of the college’s graduate programs and to assist in the development of the student. The duties of the graduate student may be to assist in instruction, research or administrative duties and will vary according to the department's individual needs. Graduate Assistants contribute to specific programs and serve the Graduate Division, as well. Applications are available in the Graduate Office (333 Western Ave, first floor east) and the application deadline is listed in each semester's catalog.
Appointments to assistantships are made during the Fall and Spring semesters. Half-time assistantships carry a $1,000 stipend and up to 6 credits of free tuition and free instructional fee; full-time assistantships provide a stipend of $2,000 and 9-12 credits of free tuition and free instructional fee. In the first case, the student works 7-8 hours per week and must register for six (6) credits per semester. In the second case, the graduate student contributes 10-15 hours per week to the department concerned and must take a minimum of nine (9) credits per semester. Graduate Assistants pay all fees associated with registration. (registration and education service fee)

New England Regional Student Program

The College participates in a reciprocal education program in which qualified and legal residents of New England may attend the Graduate School and pay in-state tuition if the graduate level studies are not available at their closest home State College or university. Full details are available at the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111. For specific information see the DGCE Course Catalog published each semester.

ADMISSION

Each graduate degree offered by the school represents a different level of achievement. The Master's degree is the first degree beyond the Bachelor's degree. Each Master's program is designed to develop in-depth knowledge of a particular field of graduate study. Concentration programs offer in-depth study of specific licensure areas in Education. Master of Education programs combine academic disciplines with graduate study in pedagogy appropriate for obtaining initial or professional licensure. The Certificate of Advance Graduate Study (C.A.G.S.) offers greater scope, depth, and thoroughness of preparation than the Master's degree program. The C.A.G.S. provides the additional specialization necessary for certification for many administrative and supervisory positions in public schools.

Matriculation

Matriculated students are those who have been admitted to a graduate program at Westfield State University. Formal application as a candidate for a graduate degree is a requirement for all degrees conferred by the College. If you intend to work toward a degree, you should apply as soon as possible. A maximum of six (6) Westfield State University credits taken prior to acceptance may be applied toward your degree program upon request and approval. Advising is recommended.

Once your application is in process, you may take an additional three credits (generally, one course) at WSU using the Pending Application Waiver form. This form requires the signatures of the program advisor, department chairperson, and DGCE Dean, and is available at the Division of Graduate and Continuing Education (DGCE) office. Once you have been granted a waiver, we ask that you complete your application within the next semester. Keep in mind,
however, that **a maximum of nine (9) Westfield State University credits appropriate to the degree sought may be applied toward a graduate degree prior to your acceptance into a program.**

**Transfer Credit**

Up to six (6) semester hours of prior graduate credit *may* be accepted in transfer from one or more regionally accredited graduate schools toward a Master’s degree. To be accepted, such courses must be appropriate to your Program of Study and must be approved by your program advisor. Transfer coursework may not have been counted toward a prior degree. After matriculation, students may not take courses at other institutions for the purpose of transfer. Transfer courses must carry a grade of B (3.0) or better and must be both relevant to your program of study and taken within the program’s six-year time frame (seven-year time frame for Psychology programs). Courses graded Pass/Fail are not acceptable for program credit. Official transcripts for transfer consideration must be sent directly from the transfer institution to the DGCE Office.

**EXCEPTIONS TO THESE POLICIES FOR EXTRAORDINARY CIRCUMSTANCES MUST BE APPROVED BY THE DIVISION’S DEAN.**

**ACADEMIC POLICIES AND PROCEDURES**

**Academic Advising**

The staff and faculty of Westfield State University Graduate Studies office understand and respect the concerns and needs that many adults have about pursuing a graduate degree. We emphasize the importance of good advising to both new students and students who are at various stages of their Master's degree or C.A.G.S. curriculum.

Upon admission into an academic graduate program, you are assigned a major advisor. It is your responsibility to arrange an appointment with the advisor as soon as you are admitted to graduate study to outline your Program of Study, taking into consideration previous work and your objectives. Although your advisor will assist you in planning your program, **you must assume responsibility for knowing and meeting the curriculum requirements of your program.**

Because we are strongly committed to counseling support as an integral component of our educational programs, we encourage you to contact your advisor prior to your first registration or as early as possible during your first term. We are eager to help orient you to our programs and services and to help you develop sound educational plans that will suit your reasons for returning to school and your unique concerns.
Academic Integrity

“Academic Honesty, a necessary foundation of a learning community is expected of all students. Violations are unacceptable and are subject to academic penalties including failure of a course. A record of the violation is submitted to Academic Affairs; repeated violations may result in suspension or dismissal from the college. Violations of academic honesty include cheating on examinations, plagiarism, and submission of the same paper for credit in two or more courses.” Academic Honesty, (WSU Bulletin)

Students in the graduate program are expected to have high standards of integrity. Any graduate student who cheats or plagiarizes on examinations, papers, assignments or within a research setting is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication.

Appeals Process

Questions or concerns relating directly to a college course should first be raised with the course instructor. Program directors and department chairs are available to consult on appeals at the program level. If you have questions or concerns about the academic policies and regulations of the Graduate School, you should direct them in writing to the Dean.

Auditing of Courses

It is possible to audit any course offered by the Division. If you elect to audit courses, you have the privilege of attending classes, but are not required to take any test or examination or turn in any written assignments. Faculty does not evaluate your work. When you take a course as audit, you do not receive a grade or academic credit. Therefore, audited courses do not contribute to the completion of a graduate program of study. Should you want to change a course from audit to credit, you must change this status in the Division’s Office prior to the third class meeting by completing the appropriate form. Audited courses may not be retaken for credit toward a graduate program.

Career Services

Graduate students are encouraged to take advantage of the services provided by the College's Career Center. The office is open weekdays from 8:30 a.m. to 5:00 p.m during the school year and by appointment. Services include career counseling, a variety of workshops on preparing for employment (resumes, job search and interview skills) credentials file service, computerized job matching, weekly newsletters on career opportunities, and a career resource library. On-campus employment recruiting and special programs are also featured. Graduate school catalogs, testing information and research guides are available. A computerized interactive guidance program, SIGI+, is also available to assist students in self-assessment and career exploration. For additional information, drop by the Office of Career Services, Lammers Hall Annex, or call 572-5206.
Changing Concentrations/Programs

Students in Graduate Programs may change their concentration within a specific department with approval from the Department Chair and the Dean. You must complete a Graduate Degree Program Change of Major form, available in the office of Graduate and Continuing Education, to begin the process and complete a new Program of Study on acceptance into your new concentration. Students who wish to enter programs sponsored by another department (e.g., Education to English) must reapply. In either case, a new Program of Study must be completed with your advisor’s approval and the signatures of your Department Chair and Graduate Dean.

Counseling Center

The Counseling Center is located in Lammers Hall Annex. Appointments may be made through the Director by calling 572-5790. The Westfield State University Counseling Center exists to provide counseling and preventive psychological services for WSU students. Their mission is to facilitate self-discovery, personal growth and healing for students in their journey toward whole-person development. The Counseling Center staff seeks to understand and value the individual within the context of community living, offering services through a multitude of pathways: individual counseling, couples counseling, family counseling, group counseling, assessment of needs, referrals to community and other WSU resources, workshops and presentations.

The Office of Substance Abuse Prevention (OSAP) offers both substance abuse counseling and a variety of educational and creative social programming designed to enhance development of responsible decision-making skills on the part of students regarding substance (ab)use and healthy living. Further information about OSAP may be obtained by contacting the Counseling Center.

Course Load

Full-time graduate students carry programs consisting of at least 9 semester hours per term. During the summer sessions, nine semester hours of credit across both summer sessions is equivalent to full-time study. Students who wish to exceed this limit may do so, but only with permission. Students who will be receiving benefits from the Veterans Administration or other sources should check with the funding source to be sure a sufficient number of credit hours are taken. Students needing assistance in determining appropriate course loads should consult their academic advisor.

Degree Conferment

Master's and Certificate of Advance Graduate Study degrees are conferred during the months of August, December, January, and May. The Commencement ceremony is held in May.
Final Examination

Students shall have the right to inspect their own complete final examination papers in a course within one semester following the end of the course. However, the course instructor shall have the right to retain permanent possession of the original examination papers and each student's submitted answer sheet.

Governance

Division of Graduate and Continuing Education students are invited to participate in the governance process of the College through the following organizations: the Campus Center Board of Governors, the Parking Appeals Board, the Affirmative Action Advisory Board, the Judicial Board, and the Graduate Council. Usually appointments are made in the beginning of the fall semester. We need volunteers for these organizations. If you are interested, please contact our office at 572-8020, and leave your name and telephone number. The only general requirement is that you be enrolled in a degree or certification program and that you be available days for the meetings. Participation as a member of the Graduate Council or any other governance committee requires that you be enrolled as a matriculated graduate student in good standing.

Graduate Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(4.0) High Distinction</td>
</tr>
<tr>
<td>A-</td>
<td>(3.7) Superior</td>
</tr>
<tr>
<td>B+</td>
<td>(3.3) Excellent</td>
</tr>
<tr>
<td>B</td>
<td>(3.0) Good</td>
</tr>
<tr>
<td>B-</td>
<td>(2.7) Marginal Pass. Not acceptable as transfer credit.</td>
</tr>
<tr>
<td>C</td>
<td>(2.0) Acceptable as credit for only one 3-credit course in a student's program. “C” is not acceptable as transfer credit.</td>
</tr>
<tr>
<td>P*</td>
<td>Pass - No grade point equivalent</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>AU*</td>
<td>Audit</td>
</tr>
</tbody>
</table>

*Because these designations have no grade point equivalent, they may not be used within the graduate program. They are acceptable for Professional Development verification, however.

Graduate students must maintain a minimum overall average of 3.0 and meet all other degree requirements in order to be eligible for graduation. Graduate students in good academic standing are by definition honors students. The designation of Latin honors (*Summa cum Laude, Magna cum Laude, Cum Laude*) is for undergraduate students only.
Graduate Level Courses

All graduate courses are numbered above 400, generally at the 500 or 600 level. All courses with 600 level numbers carry graduate credit and are only open to graduate students. Courses at the 500 level may have a 300 matching number, which allows for the enrollment of upper-level undergraduate students. All courses in the C.A.G.S. program must be at the 600 level. Courses previously completed for the Master's degree may not be repeated for C.A.G.S. credit. Professional development courses assigned 0499 numbers will not be included in Westfield’s graduate degree programs unless the program coordinator and the Dean grant an exception.

Graduation

If you are nearing the completion of your graduate program requirements and plan to receive a Master's degree or C.A.G.S., you should request the Application for Graduation in the Graduate Office. You should complete this form and submit it to the office no later than the deadline indicated in the college calendar. If you are planning to take the comprehensive exam, file the application to graduate simultaneously with the application to take the comprehensive. A commencement fee is required at the time of filing the application for graduation, whether or not you wish to participate in the formal ceremony. There is no fee to take the Comprehensive Exam. No degree or certificate will be conferred and no graduate transcripts will be issued unless all tuition and fees have been paid in full. Information regarding the graduation and Commencement ceremony is sent directly to all students who have applied for graduation.

Incomplete Grades

A grade of Incomplete (I) is assigned by the instructor only if you have completed 80% of the course work and have offered a valid reason for your inability to complete the course work within the prescribed semester. You must request a grade of Incomplete before the end of the semester and arrangements for the completion of the work must be made in writing with the instructor. Once you have been granted the incomplete grade, you must complete the work within the first 30 days of the next scheduled semester. If the work is not completed within that time, or if an extension is not granted, the incomplete grade automatically becomes an "F". In certain extraordinary circumstances, faculty may complete an Extension Form (available in the Office) and submit it to the Office of Graduate Studies to permit a student additional time to satisfy the course requirements.

Independent/Directed Study

Opportunities for independent study are provided in each department on an advanced graduate level for one to six semester hours’ credit. Course admission requires the permission of the faculty member and approval of the Program advisor, Department Chair and Dean. Written plans for independent study projects must be approved in advance before registering for the independent study course. A maximum of six (6) credits of Independent/Directed Study is allowed within a degree program.
Library

The Governor Joseph B. Ely Library’s collections include 144,195 books, 643 currently received periodicals, 16,666 bound periodicals, 471,489 microfiche, 9,558 microfilm reels, audiovisuals, abstracts, indexes, CD-ROMs, 175 databases containing more than 19,000 full text periodicals available online. Online databases and online catalog are available from the Library’s homepage www.lib.wsc.ma.edu. Reference, interlibrary loan, information instruction services, and copiers are available. A student ID is required to borrow materials.

Library Hours (Fall and Spring)

Monday-Thursday.................................8:00 a.m. - 12:00 a.m.
Friday...................................................8:00 a.m. - 5:00 p.m.
Saturday...............................................10:00 a.m. - 6:00 p.m.
Sunday................................................1:00 p.m. - 12:00 a.m.

Vacation, holiday, Winter and Summer hours will be posted. Refer to semester catalogs for specifics.

Program of Study

Upon initial acceptance into a degree program, you will be assigned an advisor skilled in your area of specialization. Your individual program of study is worked out in consultation with your advisor and in accordance with the requirements for a degree in your major program. The planned degree program will include:

1. prerequisites required by the department in your area of concentration,
2. required courses,
3. a planned program of courses necessary for competency in the field of concentration,
4. in some cases, elective courses.

The program of study must have your signature and the signed approval of your advisor(s). The Coordinator of Graduate Records will circulate the program of study for the signature of the department chair and Graduate Dean. The original will then be placed in your file, a copy sent to your advisor and a third copy sent to you.

The signed Program of Study form must be on file within your first semester of study after acceptance. Failure to comply may result in a hold being placed on future registration. Any changes to the Program of Study must have advance written approval. These approved changes must be filed with the Graduate Office. The advisor is not responsible for his/her advisee's meeting Graduate School regulations and deadlines. You are personally responsible for knowing all College rules and regulations, as well as your program requirements.
Public Safety Security Report

Westfield State University’s annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings owned or controlled by Westfield State University and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. Acquire a copy of this report by contacting Public Safety or by accessing http://www.wsc.ma.edu/safety/SafetyChronicle2.htm

Retention in Degree Program

The Division is authorized to award a Master's degree for a program of study that includes coursework with grades of B average or better (3.0). You may earn one C that will count as credit toward your degree (providing that your overall average is at least 3.0). A grade of F or a second C in a course requires that the course be repeated: if in a required course, that course must be repeated with a B or better; if in an elective course, that course or another elective must be repeated with a B or better. A grade of B- is not a B and, therefore, is unacceptable as a replacement grade. If you earn three (3) C’s or two (2) F's, you will be dismissed from the program. If you earn two (2) C’s, then a B- in a repeated course, you will be placed on academic probation, but may be allowed one opportunity to repeat, earning a B or better. A GPA of 3.0 must be maintained to remain in good academic standing.

All grades will remain on the transcript; however, when you repeat a course with a grade of B or better, the original grade will not be used in computing the cumulative average. Grades of F earned as the result of proven plagiarism will be treated in accordance with the college’s policy on Academic Integrity. Earning an F grade for plagiarism at any stage of program completion may provide grounds for administrative removal from your academic program.

Student Responsibilities

It is your responsibility to become familiar with all regulations and procedures required by the relevant graduate program. In no case should you expect a waiver or exception to published program requirements by pleading ignorance of the regulation or by asserting that an advisor or other authority did not directly present the information. All students should become familiar with all academic policies and specific college/departmental program requirements. Only the Dean of Graduate and Continuing Education, supported by the Graduate Council, has the authority to waive the basic requirements stated in this catalog. No statements made by any person regarding waiver of admission or program requirement shall in any way bind the Graduate Dean or Graduate Council.
Time Limit

You are expected to complete your degree requirements within six (6) years (seven (7) in Psychology M.A. programs) from the date of the first course credited toward your degree, including transfer credits from other accredited institutions. No credit will be given for a course older than six years at the time of graduation. If you fail to meet this time requirement, you must apply in writing for an extension, stating in detail the reasons for the request. The college does not guarantee that the extension will be granted, and the Dean of Graduate and Continuing Education may impose additional requirements before the degree will be granted.

Withdrawal Policy

Enrollment in a course implies a serious intention to complete the work of that course. You may drop a course by withdrawing before the first scheduled class meeting without notation on your permanent record. After the second class meeting, you will receive a grade of "W", if you properly withdraw in writing before the deadline. The withdrawal form (available in the office) requires both the student's and the faculty member's signatures. The deadline date is published in each semester's schedule of courses and is set close to mid-term. Verbal messages of intent to the instructor or staff do not constitute withdrawal. Unless a withdrawal form has been completed, signed by you and the instructor, and submitted to the Graduate and Continuing Education Office, you have not officially withdrawn.

Students who can document an "extenuating circumstance" may be allowed to drop a course with a "W" notation on their transcript prior to the final exam. They should contact the Dean of Graduate and Continuing Education to discuss their situation. Students who enroll for a course and fail to attend the first two classes may be withdrawn at the discretion of the professor. Professors are asked to justify such a decision at the time of the recommended withdrawal. Beginning with the third week of classes (or with the third class meeting in summer sessions), faculty may not submit a "W."

Refunds of tuition and appropriate fees, if any, are made on the basis of the date and time of receipt of a student's withdrawal notification in the DGCE Office, and in accordance with the refund schedule in force during the session within which the refund is requested.

REGULATIONS AND PROCEDURES

Absence Due To Religious Beliefs (Chapter 151C, 2B)

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable
burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effect shall result to any student because of his/her availing him/herself to the provisions of this section of the Massachusetts General Laws.

Course Cancellations

Graduate courses are funded solely by student fees and tuition. Unfortunately, each semester there are courses in which enrollments are not sufficient to compensate faculty. These courses are canceled at the discretion of the Dean. To allow students time to enroll in other courses, decisions to cancel are made on the basis of the number of enrollments prior to the start of classes. Therefore, students are urged to register early in order to give an accurate assessment of the number of students who want to enroll in each course. Students affected by course cancellations will be notified by phone or mail. Students not wishing to enroll in an alternative course will receive a full refund as soon as it can be processed. Please note that matriculated students are given the opportunity to register early, prior to the registration of all other students. It is to your benefit, therefore, to be matriculated (formally accepted into a degree program) as soon as possible.

Confidentiality of Student Records

The Educational Rights and Privacy Act of 1974 is a federal statute which gives you permission to review your records and offers you the possibility of correcting errors which you may discover. Matriculated students who wish to view their files must complete a written request and allow two working days notice.

The college, according to the Act, may make public "Directory Information" about you, (e.g., name, address, date and place of birth, telephone listings, schools attended, degrees and awards received, major field of study, participation in officially recognized activities and the most previous educational agency or institution) unless you specifically request in writing that your prior consent be obtained. A request made by students to suppress from public distribution the above mentioned information is to be made in writing annually to the office not later than October 1 of each academic year.

Course Descriptions

Should you need copies of course descriptions, you may send a written request or complete the transcript/course description request form, noting the specific course descriptions needed and dates the courses were taken, if applicable. Please allow five working days for processing.

Health Insurance Requirements

Chapter 15A of the Massachusetts General Laws mandates that every full or three-quarter time student in a public or private institution of higher education shall participate in a qualifying
student health insurance program. You may waive this insurance coverage if you certify on the waiver form that you have comparable coverage. The cost of the College student health insurance is payable upon registration for 6.75 or more credits through the Division of Graduate and Continuing Education. To waive this charge, you must submit the waiver form, properly completed with your registration. Failure to submit the proper waiver form will render you liable for the insurance premium for state-mandated coverage provided by the College.

Immunization Requirement

Massachusetts Law (Chapter 76-Section 15C) requires that all full-time college students (12 credits undergraduate and post baccalaureate students; 9 credits graduate per semester) present evidence that they are immunized against measles, mumps, rubella, diphtheria, and tetanus in order to register for classes. Tetanus/Diphtheria must be within 10 years. Full time students must present proof of at least one (of a series of three) Hepatitis B vaccination. If there is a question of immunization status according to the above information, please update your immunization. Please have the Immunization Form (available in the office or on the back of the Fall and Spring registration forms) completed by your physician and submitted to the Division of Graduate and Continuing Education before coming to register. In lieu of the immunization verification form, copies of medical records with dates may be submitted, documenting vaccination and/or immunity. If the immunization paperwork is not received within thirty (30) days of the start of classes, you will be dropped from all classes.

Registration for Courses

Current and accurate information about courses and enrollment are available on the college web site through InfoWeb http://www.wsc.ma.edu/studentsonline/. The schedule of courses is available in catalog form several weeks prior to the start of a semester. Special registration time is set aside for matriculated students. The catalog is mailed to students who have taken classes within the last three semesters. If you have not taken classes at Westfield within the last three semesters, you are welcome to call and be put on the mailing list. Once you begin to take classes, the catalog will arrive directly at your home address during the academic year.

The registration form is included in each semester’s course catalog book and is also available in the office and on our website. Payment is expected at time of registration. The Office accepts MasterCard, VISA, Discover, personal check, money order, or traveler's checks. Students are offered the opportunity to register through the mail within specified dates. You may also register online with no additional service fee. The dates for registration are available in each semester’s catalog.

Smoking Law

State law prohibits smoking in public buildings. Smoking is not permitted in any campus building. Smoking is still allowed in some outdoor areas of the campus grounds. Receptacles have been set up around the campus.
Transcripts

Official transcripts may be obtained from the Office of Graduate and Continuing Education by mailing in a written request or filling out a transcript request form, available in the office and on the college web site. The signature of the student is required on the form before a transcript can be released or sent and a fee of $2.00 per transcript must be submitted with the transcript request form. Please allow five working days for our office to process the request. There will be an additional charge for processing of transcript requests within one business day ($5.00). Transcripts that include the final grades of the present semester will be available approximately three weeks after the close of the term.
College Diversity and Nondiscrimination Policies

The following is excerpted from the college Bulletin.

Affirmative Action, Nondiscrimination and Diversity

The College maintains and promotes a policy of non-discrimination on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status and national origin. This policy incorporates by reference and where applicable the requirements of Federal Executive Orders 11246 and 11375 as amended; the Civil Rights Act of 1988; the Civil Rights Act of 1991; Title IX of the Higher Education Amendments of 1972 as emended; Section 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; Section 402, Vietnam Era Veterans Readjustment Assistance Act of 1974; and pertinent Laws, Regulations and Executive Orders; directives of the Board of Higher Education, the Board of Trustees of Westfield State University and the Commonwealth of Massachusetts, and other applicable local, state and federal statutes.

Nondiscrimination requires the elimination of all existing discriminatory conditions, whether purposeful of inadvertent. Westfield State University shall systematically examine all policies and procedures to be sure that they do not, if implemented as stated, operate to the detriment of any person on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status or national origin.

Westfield State University is committed to a policy of affirmative action, equal opportunity, nondiscrimination and diversity. It is committed to providing a learning, working and living environment for its students, employees, and other members of the College Community that values the diverse backgrounds of all people…The College believes that the diversity of socioeconomic, racial, ethnic, religious, gender, sexual orientation, age and disability backgrounds of members of the College Community enriches the institution. The Colleges will not tolerate behavior based in bigotry which has the effect of discriminating unlawfully against any member of the community. Excerpted from the Personnel Section of the Westfield State University Policy and Procedures Manual, Policy Number 2020.

Sexual Harassment

It is against the policy of Westfield State University for any member of the College Community, male or female, to sexually harass another employee, student, or other person having dealings with the institution. The College is committed to providing a working, living and learning environment that is free from all forms of sexually abusive, harassing or coercive conduct. This policy seeks to protect the rights of all members of the College Community (faculty, librarians, administrators, staff and students) and other persons having dealings with the institution, to be treated with respect and dignity
Sexual harassment is a form of behavior which fundamentally undermines the integrity of academic and employment relationships. It is of particular concern within educational institutions where all members of the community, but especially students, faculty, librarians, staff and administrators are connected by strong bonds of intellectual interdependence and trust. Both the Federal Courts and the Equal Employment Opportunity Commission have ruled that sexual harassment constitutes sex discrimination as defined under Title VII of the Civil Rights Act of 1964. Sexual harassment has also been judged to be prohibited sex discrimination under Title IX of the Higher Education Amendments of 1972 as amended, and under Chapters 151B and 151C of the Massachusetts General Laws.

Sexual harassment consists of unwelcome verbal, non-verbal and/or physical behavior of a sexual nature which has the effect of interfering with the student, employment, academic or other status, or of creating a sexually intimidating, hostile, or offensive environment. Sexual harassment incidents can involve a male harasser and a female victim, a female harasser and a male victim, or same gender harassment.

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when: a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education; b. submission to, or rejection of, such conduct by an individual is used as a basis for academic or employment decisions affecting that individual; or c. such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating a sexually intimidating, hostile or offensive employment, educational or living environment.

Examples of sexual harassment may include, but are not limited to: verbal harassment or abuse, subtle pressure for sexual activity; sexual remarks about an individual’s or group’s clothing, body or sexual activities; unnecessary touching, patting, or pinching; demands for sexual favors accompanied by implied or overt threats or offers concerning one’s job, grades, letter of recommendation, etc.; physical sexual assault.

Under this policy, consenting romantic and/or sexual relationships between faculty and student, librarian and student, administrator and student, classified staff member and student, or supervisor and employee are deemed unprofessional…

Codes of Ethics for most professional associations forbid professional/client sexual relationships. In this context and for purposes of this policy, the professor/student relationship is properly regarded as one of professional and client. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in giving praise or blame, grades, recommendations for further study and employment, and other benefits or opportunities diminish the student’s actual freedom of choice such that relationships thought to be consensual may in fact be the product of implicit coercion. Many elements of the administrator/student, librarian student, classified staff member/student and the supervisor employee relationship are similar to those of the professor/student relationship because of a similar imbalance of power and a similar
need for trust. For purposes of this policy, therefore, these relationships are also discouraged and looked upon with disfavor.

Excerpted from the Personnel Section of the Westfield State University Policy and Procedures Manual, Policy Number 2100.

**Discrimination Complaint Procedure**

A person who believes that s/he has been discriminated against on the basis of race, color, religion, national origin, gender, sexual orientation, age, disability, marital or veteran status may:

a. File an informal claim either permitting or not permitting the use of his/her name, in an effort to resolve the matter; b. File a formal complaint either with or without first filing an informal claim; c. Proceed from an informal claim to a formal complaint; d. If provided for by law, file a charge directly with the local, state, or federal agency having appropriate jurisdiction.

Information and assistance on any of these options are available from the Director of Equal Opportunity, Dr. Carlton Pickron, Horace Mann Center, 572-5216. Complete information on Complaint Procedures may be found in the Personnel Section of Westfield State University Policy and Procedures Manual, Policy Number 2070.

**Hazing Law- Chapter 665**

Students are advised to be familiar with the Massachusetts General Laws, Chapter 269, Sections 17, 18, and 19 relative to the crime of hazing. A copy of the law is printed in the Student Handbook, distributed to all full-time students once a year.
Computing, Email, Web Page, & Software Information

MSW Program personal computer requirements (hardware, software, and skill)

This MSW program at WSU is clearly designed to take advantage of the internet to aid your learning and reduce the amount of time you are in class and on campus. To be successful in this program you will need to have appropriate computer equipment and skills. Students will need to have a personal computer that has internet access (preferably DSL or cable, Dial up is very slow for audio and video files). Students need basic software that includes a web-browser (e.g. Explorer, Safari, etc.), a word processing program (MS Word, Apple Pages, etc.), a spreadsheet program (MS Excel, Apple Numbers, etc.), presentation software (MS PowerPoint, Apple Keynote, etc), Quicktime (a free download from Apple for either PC or Mac), and iTunes (a free download from Apple for PCs and Macs). Students need basic web-browser skills, word processing skills, spreadsheet skills, and presentation software skills. Students may be required to listen to and possibly watch podcasts and videos through iTunesU (accessible in iTunes) or files that are Quicktime compatible. For students who require further training in computer skills, hands-on computer skills training is available (See your instructor or the MSW Program Director for help). If you are interested in purchasing a new computer or software, the IT Department at WSU has arranged for discounted prices on computers (Macs and Dell computers).

In the fall of 2012, we will be piloting a Beta iPad Program for incoming Foundation Students. Those students will be provided an iPad with basic apps to meet the above requirements. It is our hope that the iPad will meet all technology requirements for these students. We also realize that incoming students will most likely have a computer and will want to do work on their computer. The above guidelines can act as a good indicator if your computer will meet your needs in the program.

For more information about discounts on Mac computers, Mac software, and Dell laptops visit: http://www.wsc.ma.edu/Administration/IT/laptoppurchases.html

For more information about buying Microsoft Software at a discount please visit our e-academy site at http://wsc.ma.onthehub.com, and follow the instructions.

myWestfield

What is myWestfield?

myWestfield is Westfield State University's web portal. myWestfield is a secure site providing students, faculty and staff with world-class services, featuring a single sign on website for campus announcements, web for students/faculty/staff, e-mail, course tools, library access and much more!

What is the URL address for myWestfield?

The URL address for myWestfield is https://mywestfield.wsc.ma.edu
What do I need in order to get started on myWestfield?
   In order to get started on myWestfield, you will need a computer with a compatible browser and access to the Internet. You will also need your myWestfield username and password.

How do I login to myWestfield?
   To login to myWestfield, you will need your myWestfield username and password. Then, point your browser to URL address https://mywestfield.wsc.ma.edu

What is my myWestfield username and password?
   Your myWestfield username is your first initial and last name followed by a sequence number if necessary. This is the same username that you use for Outlook Web Mail.

Example: If your name is John Smith, then your username would be jsmith. If there is more than one person with the same first initial and last name combination then the last four digits of your College Wide ID (CWID).

How do I get assistance if I am unable to login to myWestfield?
   Online support is found in these Frequently Asked Questions. Students can contact the Student HelpDesk at 413-572-5528 for assistance. Students can also get login assistance in person at the Student HelpDesk in Wilson Hall next to the One Card Office. Faculty and staff can contact the IT HelpDesk at 413-572-5300 ext. 4357 or helpdesk@WSU.ma.edu. Faculty and staff can also get login assistance in person at the IT HelpDesk in Wilson Hall room 103.

How do I access online instructions for myWestfield?
   myWestfield provides many ways to access online help services. You may get general assistance by clicking on the Help icon in the upper right corner of your screen display.

What browsers are supported for the current version of myWestfield?
   To log in and use the system effectively, you should be using one of the following Internet browsers:
   - **Windows**
     - Internet Explorer 6.0 or higher
     - FireFox 2.0 or higher
     - Safari 3.1 or higher
   - **Macintosh**
     - **OS X v10.3 or higher**
     - Firefox 2.0 or higher
     - Safari 3.1 or higher
   If you are trying to log in to the system using another browser, you may experience difficulties.

How can I tell that myWestfield is secure? I don"t see the lock icon.
   myWestfield is a secure site. The site uses frames, though. With frames, you can display more than one Web page in the same browser window. The web pages within the registration section of myWestfield consist of the top frame and main frame. The top frame contains the myWestfield
graphic as well as a back link and icons links to email, calendar, etc. The main frame contains your personal information, date, registration information, etc.

Currently, browsers do not properly display secure certificate information for a portion of a frame set that is secured. Because of this, the security "padlock" will not appear in your browser window. Despite the absence of the "padlock" your data is secure.

**What if I can't view or login to myWestfield?**
If you are unable to view or login to the myWestfield website, use the following steps to troubleshoot your issue.

**STEP 1:** Verify your browser compatibility.
**STEP 2:** Verify non-persistent cookies and JavaScript are enabled.
**STEP 3:** Verify you are not using a pop-up blocker.
**STEP 4:** Verify that you are able to access other WSU sites.
**STEP 5:** Attempt to access the site from another computer.

If you are still unable to view or login to the myWestfield website, please contact the Helpdesk making sure to provide your name, contact phone, email, myWestfield username, the operating system of the computer you are using, how you are connecting to the internet (Dial up, DSL, Cable, other), and what steps you've completed in the troubleshooting process.

**Can I access myWestfield from home?**
Yes, you can access myWestfield from any computer with a web browser and internet connection.

**What if I need help learning how to use myWestfield?**
The system is fairly simple to learn and there are many resources for additional help. Once you login there is a help icon available on the top right of your screen. There is also a channel on the Home Tab called myWestfield Tutorials which contains a End User Training Tutorial which explains the features of the system. There is a Course and Group Leader Administration Guide (pdf).

**What if I am having a technical problem with myWestfield?**
Online support is found in these Frequently Asked Questions. Students can contact the Student HelpDesk at 413-572-5528 for assistance. Students can also get login assistance in person at the Student HelpDesk in Wilson Hall next to the One Card Office.

**Why do I get a "Failed Login" error?**
Details as to why you received the "Failed Login" message appear in italics directly after "ERROR:". The message "username and password pair not found" indicates that the password you entered does not match the password on record for the user name that was entered. Verify that you are using your assigned username and the correct password. Then try entering them a second time.
When is myWestfield available?

myWestfield will be available daily except on Saturdays from 12 a.m. - 4 a.m. Special notices of system maintenance will be placed in the Campus Announcements channel on the Home tab.

College Email

Our e-mail system consists of 4 Microsoft Exchange servers and 1 Unix-based Spam Filter Appliance. We handle roughly 200,000 messages a day. Our Spam filter scans all of these messages before they reach your inbox for possible spam and viruses.

IMPORTANT! We will never ask you for your username and/or password through e-mail.

You can check your email from any computer with an Internet connection by clicking email in the myWestfield portal or you can check your e-mail directly by entering the web address https://mail.wsc.ma.edu In your browser you will be prompted for your e-mail ID and password. Students’ mailboxes can hold 50mb of e-mail. That is roughly 60,000 or 20,000 e-mail messages respectively. You can send attachments up to 10mb in size; more than enough to send a picture or two.

Once logged into your email you will access to the following tools that you may take advantage of:

- **Mail**
  This will bring you to your current messages.
- **Calendar**
  Where you can store you appointments and important events.
- **Contacts**
  Your contacts are where you can store e-mail and postal addresses of your colleagues, family, and friends.
- **Tasks**
  Think of this as your 'to do' list; we all have one.
- **Options**
  Located in the upper right corner. You can change many environment features here, such as the color of your Outlook Web Access, or you can do administrative actions, such as changing your password.

Department of Social Work Web Page

The Department of Social Work Website (http://www.wsc.ma.edu/socialwork) has many important documents available. Information which can be found on the Web site includes: Descriptions of both BSW and MSW programs, listing of contact information for all department
faculty, BSW, and MSW Program Manuals; BSW and MSW Practicum Manuals; Practicum Forms, study plans for completing the BSW or MSW, and links to multiple valuable websites.

You may access the School’s website from computers anywhere in the world, as long as they have an Internet connection and browser software.

**Department of Social Work Wiki & Blog Server**

Starting for the fall of 2011, the Department of Social Work will operate a server that provides you with access to Wikis and Blogs for your use as an MSW student. The server’s URL is [http://socwserver.wsc.ma.edu](http://socwserver.wsc.ma.edu). Each student will be provided with a personal Wiki as an electronic portfolio for their work at WSU. Some classes may utilize Wikis for group projects or for on-line class discussions. Some faculty plan to maintain Blogs for classes or for the students of the program in general. The wikis and blog will in general be password protected. You will be provided with a user name and password when you start classes in the fall.

**Campus Computer Labs**

There are various PC and Mac labs throughout campus including:
- Mod Hall Room 110, PC
- Bates Hall, Room 03, PC
- Bates Hall, Room 04, PC
- Bates Hall, Room 22, PC
- Ely Hall, Campus Center, Cyber Cafe, PC
- Ely Hall, Room 313, Mac
- Horace Mann Center, Basement, PC
- Parenzo Hall, Room 113, Mac
- Wilson Hall, Room 104, PC
- Wilson Hall, Room 101, PC
- Woodward Center, Room 240, PC

**Accessing Ely Library Electronically**

You can access the Ely Library online for literature searches including full text articles, interlibrary loans, **on-line sources for proper use of APA**, and multiple other services and features. Please point your browser to: [http://www.lib.wsc.ma.edu](http://www.lib.wsc.ma.edu/) for the Ely Library at WSU.

**iTunesU at WSU**

What is iTunes U?
iTunesU puts the power of the iTunes Store to work for colleges and universities, so users can easily search, download, and play course content just like they do music, movies, and TV shows.
Students can find the WSU public site through the iTunes U link in iTunes or via the iTunes U app on an iPhone or iPad.

Students can access the university’s private iTunes U page by clicking on the following link. http://xserve.wsc.ma.edu/cgi-bin/itunesu_General_Admission/itunesu.cgi

Accessing College WiFi on your laptop

We have 3 wireless networks on campus.
The wireless network names (SSID) are WSU, guest and resnet.

WSU
This wireless network is ONLY available in all of our Academic buildings, Administration buildings and open areas throughout the campus. This wireless network connection requires you to log in using your e-mail username and password.

guest
This wireless network is ONLY available in all of our Academic and Administration buildings. This network has LIMITED bandwidth, is restricted to web browsing and is available for GUESTS of Westfield State University.

resnet
This wireless network is ONLY available in the residence halls on our residential network and is available for our residential students

For more information about IT at WSU feel free to explore the IT website at http://www.wsc.ma.edu/Administration/IT/default.html
or download their brochure at http://www.wsc.ma.edu/Administration/IT/brochure.pdf
NASW Code of Ethics

The following is reprinted verbatim from the NASW website:

Code of Ethics

of the

National Association of Social Workers

As adopted by the Delegate Assembly of August 1996

This revision of the Code of Ethics will take effect in January, 1997.

Overview

The National Association of Social Workers Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This code includes four sections.

Section one, "Preamble," summarizes the social work profession's mission and core values.
Section two, "Purpose of the Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
Section three, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.
1. Service
2. Social Justice
3. Dignity and Worth of the Person
4. Importance of Human Relationships
5. Integrity
6. Competence
The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.
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.
**Preamble**

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

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

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

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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

**Purpose of the NASW Code of Ethics**

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

- The Code identifies core values on which social work's mission is based.
- 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.
- The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
- The Code provides ethical standards to which the general public can hold the social work profession accountable.
- The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
- 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

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

1. Service
2. Social Justice
3. Dignity and Worth of the Person
4. Importance of Human Relationships
5. Integrity
6. Competence

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

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

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

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

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

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern:

1. social workers' ethical responsibilities to clients,
   1.01 Commitment to Clients
   1.02 Self-Determination
   1.03 Informed Consent
   1.04 Competence
   1.05 Cultural Competence and Social Diversity
   1.06 Conflicts of Interest
   1.07 Privacy and Confidentiality: Clients
   1.08 Access to Records
   1.09 Sexual Relationships
   1.10 Physical Contact
   1.11 Sexual Harassment
   1.12 Derogatory Language
   1.13 Payment for Services
   1.14 Clients Who Lack Decision-Making Capacity
   1.15 Interruption of Services
   1.16 Termination of Services
2. social workers' ethical responsibilities to colleagues,
   2.01 Respect
   2.02 Confidentiality: Colleagues
   2.03 Interdisciplinary Collaboration
2.04 Disputes Involving Colleagues
2.05 Consultation
2.06 Referral for Services
2.07 Sexual Relationships
2.08 Sexual Harassment
2.09 Impairment of Colleagues
2.10 Incompetence of Colleagues
2.11 Unethical Conduct of Colleagues

3. social workers' ethical responsibilities in practice settings,
   3.01 Supervision and Consultation
   3.02 Education and Training
   3.03 Performance Evaluation
   3.04 Client Records
   3.05 Billing
   3.06 Client Transfer
   3.07 Administration
   3.08 Continuing Education and Staff Development
   3.09 Commitments to Employers
   3.10 Labor-Management Disputes

4. social workers' ethical responsibilities as professionals,
   4.01 Competence
   4.02 Discrimination
   4.03 Private Conduct
   4.04 Dishonesty, Fraud, and Deception
   4.05 Impairment
   4.06 Misrepresentation
   4.07 Solicitations
   4.08 Acknowledging Credit

5. social workers' ethical responsibilities to the social work profession,
   5.01 Integrity of the Profession
   5.02 Evaluation and Research

and

6. social workers' ethical responsibilities to the broader society.
   6.01 Social Welfare
   6.02 Public Participation
   6.03 Public Emergencies
   6.04 Social and Political Action

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

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

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

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

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

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

1.04 Competence

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

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

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

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

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. Occasionally, 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, 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 service 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 a 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 or when laws or regulations require disclosure without a client's consent. 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, when feasible, before the disclosure is made. This applies whether social workers disclose confidential information as a result of a legal requirement or based on client consent.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes 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 service performed. Consideration should be given to the client's 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 all available options for the continuation of service and their benefits and risks.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

2.02 Confidentiality: Colleagues

2.03 Interdisciplinary Collaboration

2.04 Disputes Involving Colleagues

2.05 Consultation

2.06 Referral for Services

2.07 Sexual Relationships

2.08 Sexual Harassment

2.09 Impairment of Colleagues

2.10 Incompetence of Colleagues

2.11 Unethical Conduct of Colleagues

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues 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, age, religion, sex, sexual orientation, marital status, political belief, mental or physical disability, or any other preference, personal characteristic, or status.

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

2.02 Confidentiality with Colleagues

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and 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 advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep informed of colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, 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 to achieve the purposes of the consultation.
2.06 Referral for Services

(a) Social workers should refer clients to other professionals when other professionals' specialized knowledge or expertise is needed to serve clients fully, or when social workers believe they are not being effective or making reasonable progress with clients and 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 current supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues where 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, in order to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not engage in any sexual harassment of 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 which is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties, and which interferes with practice effectiveness, should consult with that colleague 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 Reporting Unethical Conduct

(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) 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
3.02 Education and Training
3.03 Performance Evaluation
3.04 Client Records
3.05 Billing
3.06 Client Transfer
3.07 Administration
3.08 Continuing Education and Staff Development
3.09 Commitments to Employers
3.10 Labor-Management Disputes
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.

(c) 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 service 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 specifically by whom the service was provided 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. In order to minimize possible confusion and conflict, social workers should discuss with potential clients the nature of their 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 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 of Ethics.

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 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
4.02 Discrimination
4.03 Private Conduct
4.04 Dishonesty, Fraud, and Deception
4.05 Impairment
4.06 Misrepresentation
4.07 Solicitations
4.08 Acknowledging Credit

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 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, age, religion, sex, sexual orientation, marital status, political belief, 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 of 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 organization.

(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 other persons 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, consultations, 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 in order 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 utilize evaluation and research evidence in their professional practice.

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

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

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

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

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

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

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

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

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society.

6.01 Social Welfare
6.02 Public Participation
6.03 Public Emergencies
6.04 Social and Political Action

6.01 General 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 persons, with special regard for vulnerable disadvantaged, oppressed, and exploited persons and groups.

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

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