Introduction

Weber State University
Social Work Program

The Social Work Program is housed at Weber State University within the College of Social and Behavioral Sciences. Weber State University was founded in Ogden, Utah, as Weber State Academy on January 1889 by the Weber State Board of Education of the Church of Jesus Christ Latter-day Saints. The 1933 Utah Legislature established Weber College as a state junior college and placed it under the control of the Utah State Board of Education. Following World War II the college outgrew its downtown campus and moved to the present 400-acre site spectacularly perched on the mountainside overlooking Ogden and the Great Salt Lake.

In 1959 the Utah Legislature authorized addition of upper division courses, leading to awards of the first baccalaureate degrees by Weber State College in 1964. The 1969 legislature created the Utah System of Higher Education, comprising nine public institution of higher learning, including Weber State College. The system is covered by its own Board of Trustees; the governor appoints members of both boards.

In 1990 the legislature re-named the institution “Weber State University,” effective New Year’s Day 1991. Thus dawned Weber State’s current role as a Utah metropolitan university, with a student population of approximately 14,500 from the Wasatch Front where 80 percent of the state’s populations resides with a 90 miles area.

Department of Social Work and Gerontology

Social work courses were first introduced into the curriculum at Weber State College in September 1965 under the direction and leadership of Dr. Raymond H. Clark, who was the Department Chair for 29 years. At that time, one social worker (M.S.W.) joined the college faculty to teach selected courses in Sociology/Social Work. The social work courses, at that time, were integrated into the sociology curriculum and were listed as sociology classes. As more social work courses were developed, due to student demand and as additional social workers joined the faculty, greater discrimination was made between the discipline of Sociology and Social Work.
In 1970-71, the first major structural change in the department occurred. The department designation was changed from the Department of Sociology and Anthropology to the Department of Sociology, Anthropology and Social Work. Courses taught within the department were for the first time, designated as social work courses, which furthered the identification of social work within the college and community.

A major thrust was initiated in 1971-72 to develop a Certificate Program in Social Work. The College Curriculum Committee approved the proposal and the program was initiated during the 1972-73 academic year.

In May of 1975, the Undergraduate Certificate Program in Social Work was granted accredited status by the Council on Social Work Education, retroactive to the beginning of the 1974-75 academic year. Concurrently, a proposal to establish a Bachelor of Social Work degree (major) was approved by the College and submitted to the Utah State Board of Regents. In May of 1975, the Board of Regents reviewed the proposal submitted to them. The Board of Regents was reluctant to act upon the request to establish the major insofar as other institutions of higher education in the state did not offer a major, but had programs similar to the one that existed at Weber State College. The Board of Regents requested that the proposal to establish a major at Weber State be re-examined in two years. During this two-year period, a review of all social work education programs in the State would be undertaken and a master plan for social work education developed.

In November of 1974, the Utah State Board of Regents appointed an Ad Hoc Committee to study social work/social service education within the Utah System of Higher Education. The assignment given to the Ad Hoc Committee was to review and assign role responsibility across the social work educational continuum.

In June of 1983, the State Board of Regents' action to grant a social work major at Weber State College was approved. The major in social work was implemented in July of 1983, and the first social work majors graduated in June of 1984.

During the 1984-85 academic year, a separate social work budget was approved which provided greater autonomy for social work. Negotiations began to create a separate Department of Social Work, which was approved and became operational July 1, 1985.

In 1988, as part of its strategic planning, the School of Social Sciences reviewed all of its academic programs. As a result of that process, the Center on Aging (which housed the
Gerontology major) was merged with the Department of Social Work. In 1989, the Board of Regents approved the proposed merger, and the name of the department was changed to the Department of Social Work and Gerontology.

The Social Work program at WSU is currently accredited through the year 2017 and conforms to the Education Policy and Accreditation Standards (EPAS, 2008) of the Council on Social Work Education (CSWE) – see Appendix A.

**Mission of Weber State University**

Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region. (Approved by Board of Regents, July 2011.)

**Mission of the Social Work Program**

*Weber State University*

The institution’s mission provides direction and offers a sound framework for the mission of the Weber State University Social Work Program:

The WSU Social Work Program: prepares undergraduate students in beginning generalist social work practice with diverse people and systems in a wide variety of settings and contexts, with special focus on the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region. Emphasis is placed upon the development of knowledge, skills, and ethics required of bachelors-level practitioners. Additionally, the Program emphasizes an underlying value of service to individuals, families, groups, communities, organizations, and institutions. Graduates of the Social Work Program are charged with commitment to the development of human well-being and to the alleviation of poverty and oppression. (Approved by Social Work Program faculty, August 2007. Reaffirmed December 2013.)
Goals of the Social Work Program

From the mission of the Social Work Program at Weber State University flow specific program goals which direct the activities of faculty members and staff and guide students in their professional preparation. In the context of an interdisciplinary, liberal arts education, the Social Work Program at Weber State University provides teaching and learning opportunities that:

1. Facilitate the development and integration of knowledge, values, and skills, grounded in the profession’s history, purposes, and philosophy, for competent and effective professional social work practice (Integration of knowledge, values, and skills for practice);

2. Help ensure practice and behavior that is consistent with the principles, values, and ethics of the profession of social work (Ethical practice);

3. Encourage respect for and appreciation of human diversity (Diversity);

4. Promote an understanding of the complex network of systems that impact and are impacted by individuals, families, groups, and organizations (Systems);

5. Prepare students to work for social and economic justice to assist all people, with a special focus on oppressed and disadvantaged populations, in order to improve their quality of life and achieve acceptance, tolerance, and full participation in society (Social and economic justice);

6. Establish a commitment to the implementation and delivery of social services that are designed to enhance functioning of the individual, families, groups, organizations, and the community (Humane service delivery); and

7. Create a foundation for lifelong learning through introspection, critical thinking, research skills, continuing education, and advanced professional studies (Lifelong learning). (Approved by Social Work Program faculty, August 2007. Reaffirmed December 2013.)

Objectives of the Weber State University Social Work Program

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The following outcome objectives are from the goals and mission of the WSU Social Work Program:

1. Prepare students for generalist entry-level social work practice;
2. Graduate students who are committed to the values and ethical standards of the social work profession.
3. Graduate students who are committed to the promotion of social and economic justice and to serve diverse, oppressed, and special population-at-risk groups.
4. Prepare students for graduate social work education;
5. Prepare students to take the Social Service Worker Licensing Examination;
6. Provide a liberal, interdisciplinary learning experience to help students in their ability to empower human systems and their understanding of and adjustment to living in a democratic society; and
7. Provide continuing educational opportunities for the baccalaureate and para-professional social work practitioners. (Approved by the Social Work Program faculty, December 2013.)

Core Competencies

Consistent with the Program’s mission, goals, and objectives, and the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE, 2008), upon completion of the Weber State University Social Work Program, each student will be able to demonstrate growth and development in the following core competencies as assessed in related practice behaviors.

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform & communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.


7. Apply knowledge of human behavior and the social environment.

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

9. Respond to contexts that shape practice.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

(Approved by the Social Work Program faculty, December 2011.)

**Weber State University Conceptual Framework of Generalist Practice**

The Social Work Program at Weber State University’s definition of beginning generalist perspective is characterized by an ecological systems model used to understand human beings in their interactions with the social environment. The Social Work program at Weber State reflects the growing realization that people do not exist in isolation from their social and physical environment. It is a way of viewing the art of helping “holistically.” From the ecological systems perspective, the scope of attention or intervention may extend from the person to society at large. While focusing on the problems within the context of the person-in-environment, the whole range of possible causes and solutions is perceived as interrelated.

The curriculum design used in the Department of Social Work at Weber State University to fulfill the generalist model perspective is grounded in 10 core competencies and is structured around five core themes: Liberal Arts Foundation, Social Work Foundation A (human behavior and human diversity); Social Work Foundation B (social policy and social science), Social Work Practice, and Social Work Field. The table below outlines the WSU Social Work Program core curriculum thematic structure. Emphasis in the curriculum is placed upon the development of skills, ethics, and knowledge required of bachelors-level practitioners. Additionally, the Program emphasizes an underlying value of service to individuals, families, groups, communities,
organizations, and institutions. Graduates of the Social Work Program are charged with commitment to the development of human well-being and to the alleviation of poverty and oppression.

**WSU Social Work Program Core Curriculum Thematic Structure**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Courses</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Foundation</td>
<td>WSU general education, American institutions¹, composition¹, computer and information technology¹, quantitative literacy¹ (MATH1030/1040/1050), ANTH1000¹, PSY1010¹, SOC1010¹, ZOOL1020¹</td>
<td></td>
</tr>
<tr>
<td>Social Work Foundation A -human behavior and human diversity</td>
<td>SW1010¹, SW2100¹, SW2200, SW3100, SW3200</td>
<td>2.1.1-2.1.10(d)</td>
</tr>
<tr>
<td>Social Work Foundation B -social policy and social science</td>
<td>SW3500, SW3600, SW3700, SW3800/SW4150</td>
<td>2.1.1-2.1.10(d)</td>
</tr>
<tr>
<td>Social Work Practice</td>
<td>SW3900, SW3910, SW3920, SW3930, SW4500</td>
<td>2.1.1-2.1.10(d)</td>
</tr>
<tr>
<td>Social Work Field</td>
<td>SW4860, SW4861, SW4990</td>
<td>2.1.1-2.1.10(d)</td>
</tr>
</tbody>
</table>

¹Prerequisites to formal admission to the Social Work Program.

An illustration of the conceptualization of the WSU Social Work Program (Appendix B) shows a rational progression of course work grounded in the 10 Core Competencies and how each of the five core themes builds upon the previous.

**Essential Practice Principles**

The following essential principles characterize the Weber State University Social Work Program design and are integrated throughout the generalist curriculum:
A. *An Ecological Systems Perspective:* This element builds on general systems theory with major emphasis on the concept of person in environment and the transactions that take place at the boundary where person and environment meet.

B. *Strengths Perspective Focus:* This refers to the access of the multiple strengths that the people with whom we work bring to the social work interaction.

C. *Empowerment Perspective:* This refers to the process of helping individuals, families, groups, organizations and communities to increase their personal, interpersonal, socioeconomic and political strength and to develop influence toward improving their circumstances.

D. *A Problem-Solving Process:* The problem solving process of generalist social work practice is designed around a problem-solving methodology. It is a nine-step process that guides the actions of the generalist:
   
i. Definition of issues;
   
ii. Collection and assessing data;
   
iii. Planning and contracting;
   
iv. Identifying alternative interventions;
   
v. Selecting and implementing appropriate course of action;
   
vi. Using appropriate research to monitor and evaluate outcomes;
   
vii. Applying appropriate research-based knowledge and technological advances; and
   
viii. Terminating

E. *A Multi-level Approach:* This refers to the various sized systems that generalist practitioners may work with, such as individuals, groups, families, communities, institutions, and organizations. It requires that the social worker assess the situation with the client and decide which system is the appropriate unit of
attention, or focus of the work, for the change effort. It also refers to the social worker’s working with these systems individually, sequentially, or concurrently.

F. **An Open Selection of Theories and Interventions:** The generalist is not constricted in assessment or intervention by an area of specialization. The particular problem of focus directs the worker’s use of theory and intervention strategies. The generalist practitioner frequently refers clients to specialists or uses teamwork when it becomes apparent that the intervention needed is beyond the competencies of the generalist.

These concepts are introduced in *Social Work Foundation A* courses, then evolve and are integrated throughout the curriculum.

### Social Work Major Bachelor’s Degree

**General Requirements:**

A. WSU Core Requirements (see WSU Catalog).

B. General Education Requirements (see WSU Catalog).

C. A minor, the social alternative to a traditional minor, or second major.

D. A minimum of 120 credit hours is required for graduation – a minimum of 41 of these is required within the major not counting the prerequisite courses totaling 18 semester hours. A total of 40 upper division credit hours is required for graduation from WSU (courses 3000 and above). A list of social work major course requirements by title can be found in Appendix E. Descriptions of social work courses can be found in Appendix F. A suggested course of study can be found in Appendix G.

**Admission Process:**

To be eligible for acceptance into the Social Work program a candidate must: (1) complete an online orientation, (2) make application to the program (during or after completing SW 2100), (3) submit recent complete college transcripts, (4) be reviewed and accepted by the Department Committee for Admissions, (5) have a cumulative GPA of 2.5 or better, and (6) meet all of the requirements listed below. (A second review for continuation in the program will take place prior to entering SW 4860).
Additional Requirements:

A. Social Work majors must maintain an overall GPA of 2.50 in Social Work and other courses.

B. Social Work majors must have a C grade or better in ALL social work, required prerequisites, and related support courses (C- grades are not acceptable).

Satisfactory completion of the following is required prior to acceptance into the program:

A. WSU Writing Competency requirement.

B. WSU American Institutions requirement.

C. WSU Quantitative Literacy requirements.

D. WSU Computer and Information Literacy requirement.

E. 60-63 Semester graduation hours (or equivalent) including the prerequisite courses listed below for the Behavioral and Social Sciences, Human Development, and Social Work prerequisites. These courses must be completed with a grade of C or better with a total GPA of 2.5 or better.

F. Behavioral and Social Science Prerequisites: PSY SS1010, Introduction to Psychology (3); ANTH SS1000, Introduction to Anthropology (3); SOC SS1010, Introduction to Sociology (3).

G. Human Development Prerequisites: ZOOL LS1020, Human Biology (3). NOTE: any transfer course in this area must contain only human biology content. Courses that focus on animal or plant content are not acceptable. (This requirement may be completed concurrently with SW 2100, Human Behavior and Social Environment I).

H. Social Work Prerequisites: SW SS1010, Introduction to Generalist Social Work (3); SW 2100, Human Behavior and Social Environment I (3).
I. Students agree to abide by the National Association of Social Workers Code of Ethics.

J. Students read, understand, and agree to abide by the Program’s behavioral standards as outlined in the Statement of Behavioral Expectations and Readiness for the Field form (Appendix C).

Obtain formal admittance to the Social Work Program during or after completing SW 2100 (application required).

A. Satisfactory completion of the following core courses is required for the Social Work major. These courses may be completed prior to formal admission into the Program. SW SS1010, Introduction to Generalist Social Work (3) is a prerequisite to courses marked (*).

   - SW 2200, Issues in Diversity (3); *SW 3200, Child and Family Welfare (2);
   - *SW/GERT 3500, Social Welfare Policy and Contemporary Issues (3);
   - *SW/GERT 3600, Social Statistics (3) (or one of the following equivalents: PSY 3600 or Sociology 3600 – WSU Quantitative Literacy requirement is a prerequisite to this course, recommended to be completed prior to or concurrent with SW 3700); *SW 3700, Social Work Research (3).

B. Satisfactory completion of the following is required after acceptance into the program and prior to entering the field experience (SW 4860).

   - SW 3100, Human Behavior and the Social Environment II (2); SW 3900, Social Work Methods, Values, and Ethics (3); SW 3910, Social Work Practice I (3).

Make application for the social service field experience prior to completing SW 3910. Participate in a formal review of progress toward program completion.

C. Satisfactory completion of the following is required after the review of progress toward program completion.

   - SW 3920, Social Work Practice II (3); SW 3930, Social Work Practice III (3);
   - SW 4860, Social Service Field Experience I (4); SW 4861, Social Work Field Practice II (4); SW 4500, Intervention for Populations at Risk (3); SW 4990, Social Work Senior Seminar (2).

   - SW 3920, Social Work Practice II (3); SW 3930, Social Work Practice III (3); and SW 4860, Social Service Field Experience I (4) should be taken concurrently.
SW 2200, Issues in Diversity (3); SW 3200, Child and Family Welfare (2); SW 3500, Social Welfare Policy and Contemporary Issues (3); SW 3900, Social Work Methods, Values, and Ethics (3); SW 3910, Social Work Practice I (3). MUST be completed prior to entering the field experience (SW 4860).

SW 4861, Social Service Field Experience II (4) and SW 4990, Social Work Senior Seminar (2) should be taken concurrently.

SW/GERT 3600, Social Statistics (3) (or equivalent); SW 3700, Social Work Research (3); and SW 4860, Social Service Field Experience I (4) MUST be completed prior to entering the second semester of field experience (SW 4861).
D. **Bachelor of Arts (BS)** students must complete 12 semester credits in any foreign language OR 6 semester credits in any foreign language AND ANS SW 3800, Writing in Social Work (3) AND 1 of the following:

- ANTH 1040, Language and Culture (3)
- COMM 1020, Principles of Public Speaking (3)
- COMM 2110, Interpersonal and Small Group Communications (3)
- ENGL 2200, Introduction to Literature (3)
- ENGL 2220, Introduction to Fiction (3)
- ENGL 2710, Perspectives in Women’s Literature (3)
- ENGL 3510, World Literature (3)
- PHIL 1120, Contemporary Moral Problems (3)
- PHIL 1250, Critical Thinking (3)

**Bachelor of Science (BS)** students must complete SW 4150, DSM V (3) AND 1 of the following:

- HLTH 1020, Foundations in Nutrition (3)
- HTHS 1110, Biomedical Core (3)
- ZOOL 1020, Human Biology (3)

**Code of Ethics**

Students enrolled in social work classes must abide by the National Association of Social Workers Code of Ethics (Appendix D, [https://www.socialworkers.org/pubs/code/default.asp](https://www.socialworkers.org/pubs/code/default.asp)) and the Program’s Behavioral Expectations and Readiness for the Field (Appendix C). Disciplinary actions may be taken by the Social Work Program Admissions and Retention Committee when a student is found in noncompliance with ethical and/or professional practice standards.

**Repeat Classes**

Students not meeting the minimum grade requirement of a “C” or better for any individual Social Work course may repeat such course one (1) time before being dropped from the Social Work Program.

**Advisement**
Social Work majors MUST consult with their Social Work advisor before registering each semester. Advisors are members of the Social Work Program faculty. Students are assigned a faculty advisor based on the first letter of their last name as follows:

A – G        Kerry Kennedy, LCSW, PhD  
              SSB 146  
              (801) 626-6155  
              kerrykennedy@weber.edu

H – J, X, Y, Z  Steven Vigil, LCSW  
                SSB 150  
                (801) 626-6408  
                svigil@weber.edu

K – Q        Corina Segovia-Tadehara, MSW, PhD  
              SSB 152  
              (801) 626-6935  
              ctadehara@weber.edu

R – W        Barrett Bonella, LCSW, PhD  
              SSB 148  
              (801) 626-8035  
              barrettbonella@weber.edu

Davis Campus        Kristina Moleni, MSW, PhD (ABD)  
                  Davis Campus, Building 2, Room 304B  
                  (801) 395-3577  
                  kristinamoleni@weber.edu

New students        Mark Bigler, LCSW, PhD, Department Chair  
Transfer students    SSB 142  
General advising    (801) 626-6156  
                   mbigler@weber.edu

Generally, only juniors and seniors will be allowed in upper-division courses, those numbered 3000/4000. Only social work majors will be allowed in SW 4800, Projects and Research (1-3) and SW 4830, Directed Readings (1-3).

For advisement regarding general education and other university requirements, contact:

Seth Wilhelmsen  
Academic Advisor, College of Social and Behavioral Sciences  
SSB 135  
(801) 626-7809  
sethwilhelmsen@weber.edu
Background Checks for Field

Having a criminal history or legal issues in one’s past does not automatically preclude a person from becoming or practicing as a social worker. However, most field placement sites (internships) require a background check. Failure to pass a background check may limit field placement options, delay field placement, or prevent a student from completing the required field internship. Sometimes these issues can be resolved through expungement procedures in the state where charges were adjudicated, OR, by working closely with an attorney to be able to reduce previous charges, OR, by working with the Board of Pardons. However, this process takes time. If a student has any criminal issues in her/his past that might show up on a background check, she/he is strongly encouraged to contact Professor Vigil IMMEDIATELY to discuss the potential impact on the field placement (801-626-6408 or svigil@weber.edu).

Social Work Departmental Honors Program

Permission from the Department chair must be obtained before registering in courses for Honors credit. A written agreement shall be reached with the appropriate professor regarding the work expected for Honors credit. (See the Honors section of the catalog: http://www.weber.edu/honors/.)

Policy for Program Changes

Regarding general requirements, students must select a specific catalog and follow the graduation requirements listed therein.

Bachelor's degree candidates must choose graduation requirements from a catalog published within the six-year period prior to their graduation. It is recommended that students select the catalog published during the year they declare their program of study.

It is also recommended that students work closely with advisors in their major and minor departments to be aware of any recent changes that may affect their program completion.

The Social Work Program is accredited by the Council on Social Work Education (CSWE) which, from time to time, requests or requires program changes. All students will be required to adjust to these and other program changes except under the following conditions:
A. If a student has been formally admitted to the program under certain program requirements and maintains continuous enrollment until graduation.

B. If a student has been formally admitted to the program under certain program requirements and has been enrolled in major or minor courses within the last three (3) semesters.

C. If a student has not been formally admitted to the program, but has received written program requirements advisement from a social work faculty member within the last two (2) semesters.

Social Work Licensure

Professional licensing in social work is a function of state agencies and national professional organizations. Licensing laws vary from one state to another, and different professional organizations have different criteria for licensing and membership. Students should consult individual states and/or organizations to determine the specific requirements for licensure in the areas of their interest.

In Utah, social work licensing is defined by statute in the Social Worker Licensing Act, Utah State Code, sections 58-60-201 to 58-60-207, which is Part 2 of the Mental Health Professional Licensing Act, 58-60. A complete copy of the current social work licensing legislation can be found at the following website:

http://dopl.utah.gov/licensing/social_work.html

The Utah State Social Work Licensing Act was enacted by the Utah State Legislature in 1994 to define, govern, and regulate the professional practice of social work in the state of Utah. This legislation defines social work practice and outlines three classifications of professional licensure including clinical social worker (LCSW), certified social worker (CSW), and social service worker (SSW). A person with a bachelor’s degree in social work (BSW) from an accredited social work program is eligible to complete a licensing application upon graduation and must successfully complete the approved licensing exam.

According to the Social Work Licensing Act (58-60-202), practice as a social service worker:

(a) Means performance of general entry level services under general supervision of a mental health therapist through the application of social work theory, methods,
and ethics in order to enhance the social or psychosocial functioning of an individual, a couple, a family, a group, or a community, including:

(i) conducting;

(A) a non-clinical psychosocial assessment; or
(B) a home study;

(ii) collaborative planning and goal setting;

(iii) ongoing case management;

(iv) progress monitoring;

(v) supportive counseling;

(vi) information gathering;

(vii) making referrals; and

(viii) engaging in advocacy.

According to the Social Work Licensing Act (58-60-205), an applicant for licensure as a social service worker shall:

(a) Submit an application on a form provided by the division;

(b) Pay a fee determined by the department under Section 63J-1-504;

(c) Be of good moral character;

(d) Produce certified transcripts from an accredited institution of higher education recognized by the division in collaboration with the Social Worker Licensing Board verifying satisfactory completion of an earned degree resulting from education as follows:

   (i) a bachelor’s degree in a social work program accredited by the Council on Social Work Education;

   (ii) a master’s degree in a field approved by the division in collaboration with the social worker board; or

   (iii) a bachelor’s degree in any field, if the applicant:

      (A) has completed the equivalent of three semester hours, or the equivalent, in each of the following areas:

         (I) social welfare policy;

         (II) human growth and development; and

         (III) social work practice methods, as defined by rule; and

      (B) provides evidence that the applicant has completed at least 2,000 hours of qualifying experience under the supervision of a mental health therapist which experience is approved in collaboration with the Social Work Licensing Board, and which is performed after the completion of the requirements to obtain the bachelor’s degree required under this subsection (4); or

   (vi) successful completion of the first academic year of a Council on Social Work Education approved master’s of social work curriculum and practicum; and

(e) pass the examination requirement established by rule under Section 58-1-203.
The Utah State Code (58-1-401) also spells out grounds for denial, restriction, suspension, or revocation of a professional social work license.

(1) The division shall refuse to issue a license to an applicant and shall refuse to renew or shall revoke, suspend, restrict, place on probation, or otherwise act upon the license of a licensee who does not meet the qualifications for licensure under this title.

(2) The division may refuse to issue a license to an applicant and may refuse to renew or shall revoke, suspend, restrict, place on probation, issue a public or private reprimand to, or otherwise act upon the license of any licensee in any of the following cases:
   (a) the applicant or licensee has engaged in unprofessional conduct, as defined by statute or rule under this title;
   (b) the applicant or licensee has engaged in unlawful conduct as defined by statute under this title;
   (c) the applicant or licensee has been determined to be mentally incompetent by a court of competent jurisdiction; or
   (d) the applicant or licensee is unable to practice the occupation or profession with reasonable skill and safety because of illness, drunkenness, excessive use of drugs, narcotics, chemicals, or any other type of material, or as a result of any other mental or physical condition, when the condition demonstrates a threat or potential threat to the public health, safety, or welfare.

(3) Any licensee whose license to practice an occupation or profession regulated by this title has been suspended, revoked, or restricted may apply for reinstatement of the license at reasonable intervals and upon compliance with any conditions imposed upon the licensee by statute, rule, or terms of the license suspension, revocation, probation, or restriction.

(4) The division may issue cease and desist orders to:
   (a) a licensee or applicant who may be disciplined under Subsection (1) or (2);
   (b) a person who engages in or represents that the person is engaged in an occupation or profession regulated under this title; and
   (c) a person who otherwise violates this title or a rule adopted under this title.

(5) (a) The division may impose an administrative penalty in accordance with section 58-1-502.

(6) (a) The division may not take disciplinary action against a person for unprofessional or unlawful conduct under this title, unless the division enters into a stipulated agreement or initiates an adjudicative proceeding regarding the conduct within four years after the conduct is reported to the division, except under Subsection (6)(b).

(b) The division may not take disciplinary action against a person for unprofessional or unlawful conduct more than 10 years after the occurrence
of the conduct, unless the proceeding is in response to a civil or criminal judgment or settlement and the proceeding is initiated within one year following the judgment or settlement.

Amended by Chapter 262, 2013 General Session.

For further information about social work licensing in the state of Utah, contact

Division of Occupational and Professional Licensing (Social Work)
P.O. Box 146741
Salt Lake City, UT 84114-6741
(801) 355-5009
http://dopl.utah.gov/licensing/social_work.html

State of Utah - Social Service Worker (Baccalaureate Level)

Bachelor’s level social workers (BSW) can qualify for the social service worker (SSW) license by successfully completing the Utah Social Work Law and Ethics Examination and the Social Service Worker Examination.

Registering for the Examination

Examinations are administered by appointment at various sites along the Wasatch Front (Ogden, Bountiful, Draper). The nearest location can be identified using a link on the Association of Social Work Boards’ (AWB) website at www.aswb.org/exam-candidates/. There are no fixed examination dates. You can register for the examination by telephone at 1-888-579-3926. For answers to frequently asked questions or further information, visit the ASWB website at www.aswb.org. Study guides and practice exams are available through the ASWB website.

Licensure Process

Upon completion of all licensure requirements, including passing the examination, submit a completed application for licensure to:

Division of Occupational and Professional Licensing (Social Work)
P.O. Box 146741
Salt Lake City, UT 84114-6741

Links to the application form and instructions can be found at the DOPL website:

http://www.dopl.utah.gov/licensing/social_work.html
The application for the Social Service Worker License must include the following:

1. Submit official transcript(s) documenting completion of the education requirements — as outlined on page 9 of the application. If you are in your last semester remaining before completion of your degree and are seeking pre-approval to take the ASWB exam, you may have your school submit an original letter from the Chair of your school’s College of Social Work confirming that you are in the final semester.

   NOTE: Have the school send the transcript directly to DOPL. You may also have the school send the transcript to you for inclusion with your application so long as it is in a sealed envelope, bearing the school’s stamp/seal on the envelope flap.

2. If required,* submit an original “Verification of Supervised Experience for Licensure as a Social Service Worker” form (attached to the application), completed by your supervisor.

   *NOTE: This form is NOT required if you have earned a degree from a CSWE accredited social work program, or have a master’s degree in social work, marriage and family therapy, professional counseling, or psychology. All hours of supervised experience must be completed after completion of the degree.

3. Submit a copy of the unofficial score report from the testing agency documenting your passing score on the ASWB Bachelor-Level or Basic Examination. If you passed the ASWB Bachelor Level or Basic Examination in another state, use the “Request for Verification of License” form (attached to the application) to document a passing score. Request that the verifying state complete the form and mail it directly to DOPL or return it to you for submission with your application.

3. Submit an $85.00 non-refundable application-processing fee, made payable to “DOPL.”

**Examination Fees**

The fee for the Utah Social Work Law, Rules, and Ethics Examination is $85.00. This fee includes same day score.

**Computerized Testing**

The licensing exam is prepared by the Association of Social Work Boards (ASWB) and is administered electronically by Pearson VUE. The exam contains 170 four-option, multiple-choice questions and candidates have four hours to complete it. Special
accommodations are available for those with disabilities. In addition, some jurisdictions offer arrangements for individuals whose first language is not English.

National Association of Social Workers (NASW)

A student may join the National Association of Social Workers (NASW) as a student member at a reduced rate ($48/year). As a student member, you will receive the NASW Newsletter and the journal *Social Work* on a quarterly basis. You will also be eligible for reduced registration fees at local and national conferences sponsored by NASW and its various chapters. In addition, you will be able to read about and see social work in action at all levels of practice. Students are strongly encouraged to participate in their professional organization on campus, in their local chapter, and on a national level. Applications for membership in NASW are available in the Social Work Department office (SS140) or online at:

www.naswdc.org

Phi Alpha Honor Society

Phi Alpha is the official honor society of the Weber State University Social Work Program. Students are eligible to become members of Phi Alpha if they meet the following criteria: (1) they have declared social work as their major; (2) they have been formally admitted into the social work program; (3) they have achieved sophomore status; (4) their overall grade point average is 3.0 or higher; and (5) their grade point average in required social work courses is 3.5 or better. The Phi Alpha Honor Society was established to encourage academic excellence with the WSU Social Work Program and to promote the humanitarian goals of social work on the WSU campus and in the local community. Applications for membership in Phi Alpha are available through the Department’s website or in the Social Work Department office (SS140). Applications are accepted fall and spring. There is a one-time induction fee of $40, which includes lifetime membership in the Phi Alpha Honor Society.

Weber State University Social Work Club

The Weber State University Social Work (WSUSW) Club is the Social Work Program’s official student organization. The club provides opportunities for students to be involved in service, scholarly, and social activities. Students also function in a variety of leadership roles. It is open to all social work majors. The club has a membership fee of $5 per semester or $10 per academic year. A registration form is available through the
Department’s website or in the Social Work Department office (SS140). Completed registration forms can be turned in at any time to the club’s faculty advisor(s) or the Department secretary.

**Written Policies and Procedures for Transfer Credit**

Weber State University has policies and procedures for transferring credits. Students are strongly encouraged to contact the Office of Admissions for information and assistance while making a transition to Weber State University. This office provides advisement on transferring courses and general education requirements, information on admission, scholarships and financial aid, and more. In addition, students can learn how a course might transfer to Weber State from another school by exploring the transfer guide through the Office of Admissions website. More information can be found at the Enrollment Services and Information page at:

[http://catalog.weber.edu/content.php?catoid=6&navoid=995](http://catalog.weber.edu/content.php?catoid=6&navoid=995)

According to the University’s policies and procedures, students will be considered freshmen if they meet any of the following criteria:

**Weber State University**

A. Students who have never attended any college or university.

B. Students who graduate from high school in the 2014-2015 school year, even if they completed college level course work.

C. Transfer students with less than 30 semester credit hours.

D. Students who have attended another college or university after high school graduation, and have completed the equivalent of at least 30 semester credit hours, will be considered transferred students.

E. Students transferring to WSU with an Associate of Arts or an Associate of Science degree earned at any institution within the Utah System of Higher Education (USHE) will be considered as having met the WSU general education requirements. Students transferring from a USHE institution after having met that institution’s general education requirements, upon certification of the registrar at that institution, will be considered as having satisfied the WSU general education requirements.
F. Credits for courses numbered 100 or above for a quarter course or 1000 or above for a semester course are transferrable to WSU when earned at a USHE institution. Credits will be carried on the student’s transcripts by WSU but may not apply toward certain degree requirements. WSU academic departments will determine transfer credits acceptable toward their major.

Department of Social Work Transfer Policy Procedures

A. The chairperson of the Department reviews and approves all transfer credits in the student’s major.

B. The policy of the Department is to accept credit for comparable courses from CSWE accredited schools.

C. The Department has a policy not to accept social work credits from an unaccredited social work program, with the exception of courses comparable to prerequisites SW 1010, Introduction to Generalist Social Work (3) and SW 2100, Human Behavior and the Social Environment I (3), as approved by the Department chair.

D. The Department’s policy is not to accept credits toward the Social Work major from previously completed coursework that is 10 years or more old.

Life and Work Experience Credit in Program Development

The department has a policy not to grant credit for life or work experience.

Specific Advisement Policies and Procedures

Faculty members in the Department of Social Work and Gerontology are committed to and recognize that academic advising is a necessary part of the higher education system. We view it as the process, which helps students receive information, consider a program of study, and make career choices. We are committed to the objectives as set forth in PPM 6.5:

A. To help students define and develop realistic goals.

B. To help students identify and understand their strengths, limitations, and needs.
C. To refer students to available resources, when necessary.

D. To assist students in planning their academic programs consistent with individual abilities, interests, and goals.

E. To assist students in monitoring their progress toward educational/career goals.

F. To assist students in identifying the connection between academic preparation and the world of work.

G. To help students develop a mentor relationship with a faculty or staff member.

H. To assist students in developing their academic abilities to the fullest extent.

Faculty members at Weber State University are required to set and keep regular office hours for student consultation. It is the policy of the College of Social and Behavioral Sciences that faculty members post and adhere to a schedule of at least five hours per week (one hour per day). They should conscientiously try to be in their offices during those hours.

A. The hours should be scheduled at convenient times for students

B. The office hours should be posted on the office door of each faculty member at all times and should be honored at all times.

Advisement by Full-Time Faculty with Required Credentials

Within the Department of Social Work and Gerontology, there are six full-time faculty members with MSW degrees and practice experience as defined by the Council on Social Work Education. All six faculty members have current clinical social work certification status. The Director of Field practicum has a clinical Social Work license (LCSW). Faculty advising assignments were noted previously. Faculty credentials are as follows:

Mark O. Bigler, LCSW, PhD, Professor, Department Chair
Barrett Bonella, LCSW, PhD, Assistant Professor
Kerry Kennedy, LCSW, PhD, Associate Professor
Kristina Moleni, MSW, PhD (ABD), Instructor
Corina D Segovia-Tadehara, MSW, PhD, Associate Professor

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Evaluation and Ongoing Academic and Career Advisement

The initial opportunity for an assessment of student aptitude and motivation for a career in social work often occurs during freshmen student orientation. During orientation and registration for new students, a member of the Department of Social Work and Gerontology is available to meet with the students that express an interest in social work or gerontology. Each year thereafter, prior to registration, students are required to meet with their academic advisor to plan their schedule. During the advisement process, faculty members guide the selection of course work and help the student establish goals and plans necessary for continuance in the major.

The recommended course sequence used for advisement was noted previously. All faculty members have access to the Lynx and CatTracks systems of student transcripts for academic and career advisement.

Following admission to the field program, the student schedules and completes a placement interview with the Field Director. The interview focuses on the student’s interests, strengths, and limitations. Every effort is made to provide a match for both the student and the agency with regard to:

A. The educational objectives of the program
B. The learning needs of the student
C. The educational opportunities available at the agency, and
D. Other specific concerns related to special needs, and requests from the student.

The initial judgment about a possible agency/student match is made by the Field Director after reviewing the written application materials and an interview with the student.

Following a selection of possible agencies for consideration, the student will call the agency field instructor to set up a personal interview. The purpose of the interview is for both the student and field instructor to meet and determine if the proposed match is a good fit with regard to the matching variables discussed above. The field instructor and the student are encouraged to evaluate the proposed match and discuss any
reservations before a confirmation is made in order to avoid any need for another replacement later.

Appendix I shows the semester academic advisement plan that is used by the department for the stated purpose.

**Non-discrimination Statement**

Weber State University is an Equal Opportunity/Affirmative Action Employer. As such, it is the policy of the University to follow a concept of non-discrimination in the hiring and promotion of employees without regard to their race, religion, sex, age, color, national origin or veteran or handicapped status. Evaluation of full-time candidates and part-time students and non-student employees will be made on the basis of criteria directly related to the position, including education, skills, experience, internal mobility and affirmative action requirements.

The Social Work Program is committed to the policy of nondiscrimination as identified in the University’s policies and procedures (PPM 3-32). The preamble of the University’s policy on discrimination and harassment states:

Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon “protected classifications,” as defined below [race, color, national origin, pregnancy, genetics, age (over 40), disability, religion, sex, sexual orientation, gender identity/expression, veteran, active military status, and other classifications protected by law], through affirmative efforts at education and support. Such an environment is a necessary part of a healthy learning and working atmosphere.

Members of the Social Work faculty have selected the following policy on nondiscrimination:

The Social Work Program is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, national origin, pregnancy, genetics, age (over 40), disability, religion, sex, sexual orientation, gender identity/expression, veteran, active military status, and other classifications protected by law. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging to all people in the environment. (Approved by Social Work Program faculty, August 2005. Reaffirmed with minor revisions, December 2013.)
Academic Grievance and Appeal Procedures

Students’ Rights

The Weber State University Student Code, as defined in Section 6-22 of the Policies and Procedures manual ensures that students “retain and enjoy all rights guaranteed to citizens by the Constitution and laws of the United States and the constitution and Laws of the state of Utah.” In addition, students at Weber State University, including those in the Social Program have a right to expect the following:

1. The right to a learning environment free of harassment and unlawful discrimination.
2. The right to due process in all disciplinary proceedings, which means fundamental and procedural fairness in accordance with PPM 6-22, sections IX and X.
3. The right to competent academic instruction and advisement.
4. The right to intellectual inquiry, including specifically the right to engage in reasonable academic discussion and dissent within the framework of course material, class size, and reasonable instructor availability.
5. The right of free inquiry, expression, and assembly subject to constitutional limitations.
6. The right to organize and the freedom of association.
7. The right to meaningful representation in the formulation of University policies which affect students.
8. The right to a proper academic evaluation through orderly procedures and announced criteria designed to prevent prejudice and capricious judgment.
9. The right to confidentiality of records and due limitation of disclosure of personally identifiable information.
10. The right of reasonable access to and use of University services and programs such as financial aid, counseling, disability services, academic advisement, career planning, library services, etc. (PPM 6-22-III)

Academic Standing and Dismissal

Information regarding University academic standards can be found at:
A student at Weber State University is considered in good academic standing when her/his cumulative grade point average is a 2.00 or higher. If a student’s GPA drops below a 2.0, she/he is placed on Academic Warning, Academic Probation, or Academic Suspension, depending on her/his class standing.

**Academic Warning.** Freshmen or sophomores with a cumulative GPA below 2.0 are placed on academic warning. While on academic warning the student must earn a semester GPA of at least a 2.0 each semester until her/his cumulative GPA reaches 2.00 or above. Failure to do this will result in the student being placed on academic probation.

**Academic Probation.** Freshmen or sophomores on academic probation must earn a semester GPA of at least 2.0 each semester until their cumulative GPA reaches 2.0 or above. Failure to do this will result in the student being placed on academic suspension. Junior, senior or graduate students with a cumulative GPA below 2.0 are placed on academic probation. There will be no academic warning status preceding the probation. While on probation, she/he must earn a semester GPA of at least a 2.5 each semester until the student’s cumulative GPA reaches 2.0 or above. Failure to do this will result in the student being placed on academic suspension.

**Academic Suspension.** If a student has below the minimum required semester GPA (2.0 for freshmen and sophomore and 2.5 for juniors, seniors and graduate students) while on probation, she/he will be suspended for a length of time specified according to the number of suspensions: one semester for the first time, one calendar year for the second time, or three years for the third time

**Academic Standing Appeal Procedure**

If a student has been placed on academic warning, probation or suspension and feels the classification is in error or wishes to appeal the status, she/he should see the Associate Registrar in the Registrar’s office in the Student Services Center room 101, to review her/his records and receive information regarding the process of appeal.

Early readmission from suspension will be considered if a student is able to present evidence which shows a positive change of circumstance and suggests a high probability of future academic success.

**Conflict Resolution**
Despite the well-meaning efforts of students and faculty alike, there may be times when students feel that they have been treated unjustly by faculty members, staff, or another student or students, or that their work has been evaluated unfairly or inadequately by an instructor. Such occasions can be even more frustrating if students are unsure of the procedure for presenting their grievance. The following guidelines should help successfully resolve such problems.

1. Informal Procedure:

   A Ideally, the student should first bring the grievance to the attention of the faculty member, staff member, or student involved, to determine if mutual agreement or resolution can be reached.

   B If no resolution is possible, a faculty member, not initially involved, is asked to mediate the situation. Both parties must agree on the selection of the particular faculty member.

   C If resolution is not reached, the complainant(s) may appeal to the chair of the Department of Social Work and Gerontology and proceed through the Formal Grievance Procedure.

2. Formal Procedure:

   A A grievance is submitted to the chair of the Department of Social Work and Gerontology.

   B An ad hoc Formal Grievance Committee will be established by the chair of the Department of Social Work and Gerontology to hear the appeal. This ad hoc Formal Grievance Committee is composed of one undergraduate student and two faculty members. (Both the complainant[s] and the subject[s] of the complaint must approve the appointments by the chair of the Department. In addition, it is noted that the faculty member who was selected for the “Informal Procedure” cannot be appointed to the ad-hoc Formal Grievance Committee.) One of the two faculty members designated is appointed by the committee as the chair, and this chairperson votes only in a tie-breaking situation.

   C The Committee will hear any information desired for presentation by the complainant(s). The proceedings will be taped.
After hearing the complaint and receiving all of the information presented, the Formal Grievance Committee’s conclusions and recommendations will be submitted, in writing, within five (5) days, to all involved parties and to the chair of the Department of Social Work and Gerontology unless he/she is the individual against whom the grievance is filed. In the event that the grievance is directed toward the chair of the Department of Social Work and Gerontology, the complaint is then forwarded to the dean of the College of Social and Behavioral Sciences.

The chair of the Department of Social Work and Gerontology will then notify in writing, the complainant(s), the faculty individuals involved, and the college dean of his/her decision, within thirty days. All written and taped material will be held confidentially in the office of the chair of Department of Social Work and Gerontology.

If the student(s) is (are) dissatisfied with the results of the special hearing or the chair’s decision, a formal appeal may be made in writing to the dean of the College of Social and Behavioral Sciences. This grievance shall be submitted for consideration not later than thirty (30) days after the date of the Chair’s notification letter of the department’s decision.

The dean will then follow the approved policy and guidelines in the official University Policies and Procedures and give the student(s) the choice of having the grievance resolved directly by the dean or by a three-member committee chaired by a full-time member of the faculty selected by the dean.

All grievance procedures are governed by the principle of due process and reflect the guiding philosophy as stated herein. They are also consistent with the spirit of the University’s general philosophy.

Student Responsibilities

Students “assume the personal obligation to conduct themselves in a manner which is compatible with the University’s role as a public institution of higher education. By enrolling at Weber State University, students agree to maintain certain standards of conduct, which if violated, may result in the imposition of sanctions or other forms of University discipline” (PPM 6-22-IV).

Student Standards of Conduct
The Social Work Program at Weber State University maintains high professional standards for students and faculty members. Because of the nature of social work practice and professional preparation in this discipline, the Social Work Program has somewhat different expectations of students than do other, nonprofessional programs. Students in the Weber State University Social Work Program are expected to abide by the Department’s Statement of Behavioral Expectations and Readiness for the Field (Appendix C), the Code of Ethics of the National Association of Social Workers (Appendix D), the Student Code in the University’s Policies and Procedures Manual (PPM 6-22).

Termination from the Program

Students may be terminated from the Weber State University Social Work Program if, in the professional judgment of the Social Work faculty, they fail to meet the Program’s minimum standards of professional conduct (Statement of Behavioral Expectations and Readiness for the Field [Appendix C], NASW Code of Ethics [Appendix D], Student Code [PPM 6-22]). These violations may include but are not limited to:

A. Prolonged failure to meet or maintain academic grade point requirements as established by the University and the Social Work Program.

B. Behavior judged to be in violation of the NASW Code of Ethics.

C. Academic cheating, lying, or plagiarism.

D. Dismissal by a field agency while in a formal field placement.

E. Evidence of alcohol or drug use that is disruptive in the classroom and/or impairs your ability to perform your duties in the field.

F. Inappropriate behavior with peers, field instructors, faculty, and/or clients, including: physical harm or assault, threats of physical harm or assault, or intimate/sexual activity or other relationships that violate expected boundaries.

G. Documented evidence of criminal activity occurring during the course of study or which occurred prior to admission to the program and became known after admission.

The Social Work Program at Weber State University is to prepare students to be highly professional social workers. The University and the profession demand a high level of
maturity, integrity, and responsible decision-making, supported by social work values and ethical behavior.

Termination Process

Prior to taking action, the student will be provided with verbal and written notification of impending probation and/or termination. A personal interview will be scheduled with the student by the chair of the Department of Social Work and Gerontology to discuss the alternate options to probation and/or termination. If another option is viable, a contract will be negotiated between the chair and the student which will specify steps to be taken toward resolution and will establish a time limit for the accomplishment of this plan. The chair of the Department of Social Work and Gerontology may negotiate the contract as needed. A final interview with the chair of the Department of Social Work and Gerontology will be scheduled to determine if the steps in the contract have been successfully accomplished.

Termination Appeals Procedure

Termination from the undergraduate program may be appealed in the following manner:

A. A written statement of appeal may be submitted to the chair of the Department of Social Work and Gerontology within 10 days of notification regarding areas that he/she feels need clarification or reevaluation. Within 30 days of receipt of the written appeal, a Special Hearing will be scheduled with the student, the chair of the Department of Social Work and Gerontology, the program coordinator, a school faculty member identified by the student, and the undergraduate student member of the School of Social Work Advisory Committee, for the purpose of reviewing the appeal.

B. The student will be notified, in writing, not later than 10 days following the hearing by the chair of the Department of Social Work and Gerontology of the decision reached during the special hearing.

C. If the student is dissatisfied with the results of the special hearing, a formal grievance may be made in writing to the dean of the College of Social and Behavioral Sciences. This grievance shall be submitted for consideration “not later than the established mid-term of the semester immediately following the semester in which the incident of grievance immediately following the semester in which the incident of grievance
occurred.” The dean will then follow the approved policy and guidelines in the official University catalog (p. 34, “Resolving Academic Grievances”).

**Termination from Field Placement**

Specific behavioral expectations for the field are spelled out in the Behavioral Expectations and Readiness for the Field form (Appendix C). Violation of these standards is grounds for suspension or removal from the field and possible dismissal from the Social Work Program. Suspension or termination from a field placement is addressed in greater detail in the Field Manual, which is available through the Department website.

**Changes in Field Placement**

In the rare event a student is unable to complete SW 4860 and SW 4861 in the field agency she/he is originally placed, at the discretion of the field placement advisor, the student may request a new placement one (1) time only. Changes in the field placement is discussed in greater detail in the Field Manual, which is available through the Department website.

**Weber State University Due Process Policies/Procedures**

The University policies and procedures are the major source of problem solving when a resolution is not found between various parties involved in a dispute. Due process is a system of procedures designed to produce fair and reasonable judgments in those situations which may yield a serious adverse decision about a faculty member, an administrator, or a student (respondent). Due process furnishes the structure for a wise and fair administration of justice. This process presupposes that the accuser has not found acceptable recourse from the respondent or the immediate supervisor of the respondent.

Essential elements of procedural due process include:

1. Adequate notice of the charges or basis of action;
2. An impartial decision maker;
3. An opportunity to make an oral presentation to the decision maker;
4. An opportunity to present evidence or witnesses to the decision maker;
5. A chance to confront and cross-examine witnesses or evidence to be used against the individual;

6. The right to have a representative present the individual's case to the decision maker; and

7. A decision based on the record with a statement of reasons for the decision.

The following, outlined in section 6-22 of the University policies and procedures, become critical to the problem solving process:

6-22-VIII Student Code Jurisdiction
6-22-IX Student Code Procedures for Administrative Issues
6-22-X Student Code Procedures for Student Conduct Hearings
6-22-XI Student Code Procedures for Formal Hearings Not Involving Administrative Issues
6-22-XII Student Code Sanctions
6-22-XIII Student Code Amendments
6-22-XIV Student Code Definitions
APPENDIX A

Council on Social Work Education
Educational Policy and Accreditation Standards (EPAS)

http://www.cswe.org/File.aspx?id=41861
The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence¹, human rights, and scientific inquiry are among
the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.


Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals
The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.
1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.
1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of
knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

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

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

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

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

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; and
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

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

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement
Social workers
• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
• use empathy and other interpersonal skills; and
• develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment
Social workers
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention
Social workers
• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice
Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range
of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

**Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

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**Accreditation Standard B2.0—Curriculum**

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

**Accreditation Standard 2.1—Field Education**

The program discusses how its field education program
2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

2.1.4 Admits only those students who have met the program’s specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates.
Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

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Educational Policy 3.1—Diversity
The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity
3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.
3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.
3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions
B3.2.1 The program identifies the criteria it uses for admission.
3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty
3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.
3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

3.4.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.
Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

4.0.4 The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.
4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.

Adopted 2008; revised 03/27/10; updated 08/12.
APPENDIX B

Model for Social Work Practice
Weber State University
Social Work Program
Built on a liberal arts foundation, the Program’s curriculum systematically and strategically prepares students with fundamental values, knowledge, and skills that lead toward a specific focus on social work practice and culminate in the application of learning in the field experience. As designed, the curriculum is both coherent and integrated, resulting in graduates who leave the Program well prepared to enter the social work profession.
APPENDIX C

Weber State University
Department of Social Work and Gerontology
Statement of Behavioral Expectations and Readiness for the Field
STATEMENT OF BEHAVIORAL EXPECTATIONS AND READINESS FOR THE FIELD

The provision of social work services to clients requires a high level of professionalism. In addition, social work is a high stress profession. In order to successfully practice this profession, a social worker must not only possess expert skills and knowledge, but also abide by a set of ethical and behavioral expectations that safeguard the client, the agency, the sponsoring academic program, and the profession as a whole. Violations of these expectations can be detrimental to the student, the client, the agency, the WSU Social Work Program, and the profession. In addition, the Weber State University Social Work Program, the student, and cooperating community social service agencies may be held liable should a social work intern's behavior interfere with the delivery of quality professional services.

Therefore, prior to being placed in the field, you must assess your own readiness for this experience. If you have reservations or concerns about your readiness for the field, you should discuss them with the field director well in advance of beginning your practicum. Be advised that many agencies require a background check and/or drug testing. If there are criminal charges on your record or you are likely to test positive for drugs, it would be wise to discuss these issues with the field director early in the placement process.

When you are placed in a field agency, you are agreeing to the following expectations:

2. You will abide by the policies and procedures of the field agency where you are placed;
3. You will demonstrate professional demeanor in behavior as defined by your field agency;
4. You will demonstrate professional demeanor in dress/appearance as defined by your field agency;
5. You will demonstrate professional demeanor in communication as defined by your field agency;
6. If required by the agency, you will complete a qualifying background check and/or drug test;
7. You will arrive on time at your field agency for all appointments and meetings according to whatever schedule you work out with your field supervisor;
8. You will attend all training and staff meetings as required by your field agency;
9. At a minimum, you will meet with your field supervisor weekly (more often if requested or required by your field supervisor);
10. In addition to regularly scheduled meetings with your field supervisor, you will make appropriate use of supervision by consulting with this person regarding any questions or concerns related to your practicum experience;
11. In the event of conflict between you and a client or between you and a colleague, you will seek to resolve these issues directly and professionally, following an appropriate line of supervision (the person her/himself, the field supervisor, the WSU Social Work Program field director, the WSU Social Work Program department chair, the dean of the College of Social and Behavioral Sciences; the WSU due process officer);
12. Should problems arise between you and your field agency or between you and your field supervisor, you will immediately contact the WSU Social Work Program’s field director for consultation;
13. You will be honest in completing and reporting your internship hours;
14. You will complete and submit on time all paperwork required by the agency and by the WSU Social Work Program;
15. You will not physically harm or assault clients or colleagues, or threaten or imply physical harm or assault;
16. You will maintain proper professional boundaries and will not enter into sexual, romantic, or otherwise personal or intimate relationships with any client, current or past;
17. You will maintain proper professional boundaries and will not enter into other “dual relationships” with any client (e.g., social, business, economic, etc.);
18. You will not engage in any practice beyond the scope of your professional training;
19. You will only use assessment tools and intervention techniques with your clients that are approved by your field agency;
20. You will demonstrate respect for clients and colleagues whose gender, sexual orientation, ethnicity, cultural background, and/or religion differ from your own;
21. You will demonstrate appropriate self-disclosure with clients and refrain from sharing personal information with clients that is irrelevant, exploitive, self-serving, potentially harmful, or in any way violates legal statutes, agency policies, or ethical standards;
22. You will not share clients’ confidential information, except as appropriate in supervision or as required by law;
23. You will not use illegal drugs during the course of your field placement;
24. You will not use alcohol during the course of your field placement in a manner that impairs your ability to perform your duties (e.g., coming to the field agency drunk or hung-over, using alcohol during business hours);
25. You will not engage in any other activity that might impair your judgment while conducting your duties as an intern;
26. You will not commit any criminal offenses during the course of your field experience;

By signing this document, you certify that you have reviewed the NASW Code of Ethics and that you have read, understand, and agree to abide by the expectations outlined above. You also understand that any violation of these standards is grounds for removal from the field and possible dismissal from the Social Work Program.

Practicum Student Signature     Date

Field Director Signature       Date

cc: Student file
APPENDIX D

NASW Code of Ethics

http://www.socialworkers.org/pubs/code/default.asp
Code of Ethics of the National Association of Social Workers

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

The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:

1.05 Cultural Competence and Social Diversity

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

2.01 Respect

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

4.02 Discrimination

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

6.04 Social and Political Action

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

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

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

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

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

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

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

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

**Ethical Principles**

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

**Value: Service**

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

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

**Value: Social Justice**

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

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

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

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

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

**Value: Importance of Human Relationships**

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

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

**Value: Integrity**

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

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

**Value: Competence**

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

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

**Ethical Standards**

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

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

**1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS**

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1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients’ right to refuse service.
(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.
(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

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

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

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

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

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

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

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### 3.05 Billing

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

### 3.06 Client Transfer

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

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

### 3.07 Administration

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

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

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

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

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.
(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

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

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

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

5.02 Evaluation and Research

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

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

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

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
APPENDIX E

Social Work Major Course Requirements by Title
Social Work Major Course Requirements by Title

Social Work Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 1010</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 2100</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 6

Formal Admission to Social Work Program (application required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 2200</td>
<td>Issues in Diversity</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SW 3100</td>
<td>Human Behavior and the Social Environment II</td>
<td>2</td>
<td>Prerequisites: SW 1010, SW 2100, formal admission to the Social Work Program. (SW 3100 may be taken concurrently with SW 3900 or before.)</td>
</tr>
<tr>
<td>SW 3200</td>
<td>Child and Family Welfare</td>
<td>2</td>
<td>Prerequisite: SW 1010.</td>
</tr>
<tr>
<td>SW/GERT 3500</td>
<td>Social Welfare Policy Development and Service</td>
<td>3</td>
<td>Prerequisite: SW 1010 or GERT 1010. (SW/GERT 3500 must be completed before entering field practice [SW 4860].)</td>
</tr>
<tr>
<td>SW/GERT 3600</td>
<td>Social Statistics (or PSY 3900, SOC 3600, equivalent)</td>
<td>3</td>
<td>Prerequisite: WSU Quantitative Literacy requirement. (SW/GERT 3500 or equivalent must be completed before taking SW 4861.)</td>
</tr>
<tr>
<td>SW 3700</td>
<td>Social Work Research</td>
<td>3</td>
<td>Prerequisite: SW 1010. Recommended prerequisite SW/GERT 3600 or equivalent. (Must be completed before taking SW 4861)</td>
</tr>
<tr>
<td>SW 3900</td>
<td>Social Work Methods, Values, and Ethics</td>
<td>3</td>
<td>Prerequisites: SW 1010, SW 2100, SW 2200, and formal admission into the Social Work Program. (May be taken prior to or concurrently with SW 3910.)</td>
</tr>
<tr>
<td>SW 3910</td>
<td>Social Work Practice I</td>
<td>3</td>
<td>Prerequisite: formal admission into the Social Work Program. (May be taken concurrently with SW 3900.)</td>
</tr>
</tbody>
</table>

Total Credit Hours: 22

Make Application for Social Service Field Experience prior to completing Social Work 3910.

Participate in Formal Review of Progress Toward Program Completion.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 3920</td>
<td>Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SW 3930</td>
<td>Social Work Practice III</td>
<td>3</td>
</tr>
<tr>
<td>SW 4500</td>
<td>Interventions for Populations at Risk</td>
<td>3</td>
</tr>
<tr>
<td>SW 4860</td>
<td>Social Service Field Experience I</td>
<td>4</td>
</tr>
<tr>
<td>SW 4861</td>
<td>Social Service Field Experience II</td>
<td>4</td>
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<tr>
<td>SS 4990</td>
<td>Social Work Senior Seminar</td>
<td>2</td>
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**Total Credit Hours** ...........................................................................................................19

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SW 3800</td>
<td>Writing in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 4150</td>
<td>DSM 5</td>
<td>3</td>
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</table>

**Total Program Credit Hours** ...........................................................................................................50

**Social Work Course Electives.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>SW 2920</td>
<td>Short Courses</td>
<td>1-4</td>
</tr>
<tr>
<td>SW/GERT 3000</td>
<td>Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>SW/GERT 3120</td>
<td>Aging: Adaptation and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SW/GERT 3320</td>
<td>Ethnicity and Older Women in American Society</td>
<td>3</td>
</tr>
<tr>
<td>SW 4140</td>
<td>Perspectives on Drug Use and Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>SW 4150</td>
<td>DSM 5</td>
<td>3</td>
</tr>
<tr>
<td>SW/GERT 4220</td>
<td>Society Responses to Aging</td>
<td>3</td>
</tr>
<tr>
<td>SW 4250</td>
<td>Medical Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 4600</td>
<td>Social Work in Special Settings</td>
<td>2-4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Pages</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>SW/GERT 4650</td>
<td>Retirement: Adjustment/Planning</td>
<td>3</td>
</tr>
<tr>
<td>SW 4800</td>
<td>Projects and Research</td>
<td>1-3</td>
</tr>
<tr>
<td>SW 4810</td>
<td>Experimental Courses</td>
<td>2-3</td>
</tr>
<tr>
<td>SW 4830</td>
<td>Directed Readings</td>
<td>1-3</td>
</tr>
<tr>
<td>SW 4920</td>
<td>Short Courses, Workshops, Institutes, and Special Programs</td>
<td>2-4</td>
</tr>
</tbody>
</table>
Appendix F

Social Work Courses
SOCIAL WORK COURSES

*Required Courses

*SW SS1010. Introduction to Generalist Social Work (3)
A generalist introduction to the relationships between social systems (individuals, groups, and communities) and the social welfare networks which impact them, including the role of the social work profession. Open to all Weber State University students.

*SW 2100. Human Behavior and the Social Environment I (3)
This is the first course in the Human Behavior and the Social Environment sequence. It identifies the relationships between human developmental stages (from conception to death) and the problems associated with environmental interactions. Systems and theory are examined in the biological, psychological, and sociological arenas. (It is suggested that ZOOL LS1020 be taken before or concurrently with SW 2100.)

*SW 2200. Issues in Diversity (3)
A study of diversity among individuals, groups, communities, and of issues social workers will need to understand when interfacing with diverse populations.

SW 2920. Short Courses, Workshops, Institutes and Special Programs (1-4)
Consult the semester class schedule for the current offering under this number. The specific title and credit authorized for these elective courses will appear on the student transcript.

SW 3000. Death and Dying (3)
An in-depth study of death, death-related issues and social institutions and practices dealing with death in American society, with special emphasis on the social processes surrounding death and constructive responses to death and dying. Cross-listed with GERT 3000.

*SW 3100. Human Behavior and the Social Environment II (2)
This second course in the Human Behavior and the Social Environment sequence is designed to present basic principles and fundamental concepts necessary for acquiring and organizing knowledge for practice with individuals, families, groups, organizations, and communities and on the interaction among these systems. Prerequisites: SW 1010, SW 2100 and formal admission to the Social Work Program.

SW 3120. Aging: Adaptation and Behavior (3)
An examination of the physical and psychological processes of aging. The emphasis is upon behavioral and social adaptation to these processes. Cross-listed with GERT 3120.

*SW 3200. Child and Family Welfare (2)
A historical and contemporary examination of child and family welfare issues, and social work intervention strategies. Prerequisite: SW SS1010.

SW DV3320. Ethnicity and Older Women in the American Society (3)
The importance of special populations (ethnic, racial and women) as they relate to the aging process. Cross-listed with GERT 3320.

*SW 3500. Social Welfare & Gerontological Policy Development and Service (3)
The history, mission, philosophy and human service aspects used in the development of social work/gerontology as a profession will be covered. Examples of social, public and social welfare policy will be identified and studied. Knowledge of local, state, and federal legislation, professional organizations, and membership organizations will assist in review of lobby, funding and implementation practices used in meeting human service needs. Methods for the political and organizational analysis of policies and policy will be covered. Prerequisite: SW SS1010 or GERT SS1010. (SW/GERT3500 must be completed before entering Field Practice.). Cross-listed with GERT 3500.

*SW/GERT 3600. Social Statistics (3)
Introduction to analysis and presentation of data. Prerequisite: Meet WSU Quantitative Literacy requirement. Cross-listed with GERT 3600.

*SW 3700. Social Work Research (3)
Social work research and its relationship to social work theory and practice. The class will include content on qualitative, quantitative and single system research methodologies; analysis of data, including statistical procedures; systematic evaluation of practice; analysis and evaluation of theoretical bases, research questions, methodologies, statistical procedures, and conclusions of research reports; and relevant technological advances. The course will also identify how the research curriculum contributes to the student’s use of scientific knowledge for practice. Prerequisite: SW SS1010. (Must be completed before entering SW 4861.) Recommended prerequisite: completion of social statistics class.

SW 3800. Writing in Social Work (3)
This course is designed to help students develop and sharpen professional writing skills and become more effective in various forms of written communication in social work and the broader social welfare delivery system. The course will offer an in-depth overview of APA writing style guidelines and apply these, as appropriate, in the preparation of written documents common in professional practice in social and
behavioral sciences. Prerequisite: University Composition (ENGL 2010 or equivalent). It is recommended that this course be taken concurrently with SW 3700 and/or SW 4860. (*Required for Bachelor of Arts [BA] degree in Social Work.)

*SW 3900. Social Work Methods, Values, and Ethics (3)  
An ecological system and generalist approach to social work practice methods. Content is germaine to various systems and subsystems typically implicated in problems encountered by social workers. A study of values and ethics will assist the social worker to understand the proprieties of professional practice. Prerequisites: SW 1010, SW 2100, SW 2200, and formal admission into the Social Work Program. (May be taken prior to or concurrently with SW 3910.)

*SW 3910. Social Work Practice I (3)  
An intensive knowledge-based generalist course concentrating on micro social work intervention skills combining lecture and hands-on experiences. Prerequisite: formal admission into the Social Work Program (may be taken concurrently with SW 3900)

*SW 3920. Social Work Practice II (3)  
A generalist course directed at understanding and demonstrating the principles, concepts and techniques of planned change in mezzo settings including families and small groups. Prerequisite: SW 3910 (must be taken concurrently with SW 3930 and SW 4860)

*SW 3930. Social Work Practice III (3)  
A generalist course designed to illustrate the principles, concepts and techniques of planned change in macro settings including institutions, organizations, and communities. Prerequisite: SW 3910 (must be taken concurrently with SW 3920 and SW 4860)

SW 4140. Perspectives on Drug Use and Substance Abuse (3)  
This course examines drug use and substance abuse across the lifespan and addresses issues such as prevention, treatment, and public policy as they affect and relate to individuals, groups, families, organizations, and communities. Course material draws on current research, theory, and practice experience.

SW 4150. DSM 5 (3)  
This elective course is designed to familiarize the social work student with the Diagnostic Statistical Manual for Mental Disorders (DSM IV_R classification). The DSM 5 provides the practitioner with a systematic diagnostic tool for practice and research. (*Required for Bachelor of Science [BS] degree in Social Work)

SW 4220. Societal Responses to Aging (3)
This course is designed to cover aspects of retirement relating to job change or discontinuance. The processes, events, social roles, and phases of life will presented. Cross-listed with GERT 4220.

**SW 4250. Medical Social Work (3)**
This elective course explores the process and dynamics of the provision of social work services within the medical service delivery system.

*SW 4500. Interventions for Populations at Risk (3)*
A course designed to study populations at risk with an emphasis on women and people of color. Interventions to alleviate conditions of human suffering are stressed. Prerequisite: SW 3910.

**SW 4600. Social Work in Special Settings (2-4)**
This elective course is designed to accommodate special topic areas in Social Work practice. (Maximum hours toward graduation 4.)

**SW 4650. Retirement: Adjustment/Planning (3)**
This course is designed to cover aspects of retirement relating to job change or discontinuance. The processes, events, social roles, and phases of life will presented. Cross-listed with GERT 4650.

**SW 4800. Projects and Research (1-3)**
This elective course allows for supervised projects and primary research in various areas of social work. Limited to senior students. Prerequisite: Consent of department chair and instructor.

**SW 4810. Experimental Courses (2-3)**
This elective course is designed to accommodate new courses under an experimental format.

**SW 4830. Directed Readings (1-3)**
This elective course is an individual readings for seniors who are majoring in social work for a maximum of 3 credit hours. Permission must be obtained from the instructor. Students are required to complete a minimum of 1000 pages of selected readings per class hour requested for credit.

*SW 4860. Social Service Field Experience I (4)*
This field practice course requires a minimum of 200 hours of supervised field service in an approved social service agency. The emphasis is to include micro, mezzo, and macro practice opportunities. Prerequisites: SW 3100, SW 3200, SW 3500, SW 3900, SW 3910, and admission to Field Experience. (SW/GERT 3600 or equivalent and SW 3700 may be
taken concurrently with SW 4860. Must be taken concurrently with SW 3920 and SW 3930.)

*SW 4861. Social Service Field Experience II (4)
This field practice course requires a minimum of 200 hours of supervised field service in an approved social service agency. The emphasis is to include micro, mezzo, and macro practice opportunities. Prerequisites: SW/GERT 3600 or equivalent, SW 3700, SW 3920, SW 3930, SW 4860, and admission to Field Experience. (Must be taken concurrently with SW 4990.)

SW 4920. Short Courses, Workshops, Institutes, and Special Programs (2-4)
Consult the semester class schedule for the current offering under this number. The specific title and credit authorized for these elective courses will appear on the student transcript.

*SW 4990. Social Work Senior Seminar (2)
This course requires preparation and discussion of social work concepts and topics, and information and techniques in obtaining a job and selecting a graduate school. Prerequisite: SW 4860. (Must be taken with SS 4861.)

SW 5010. Professional Development: Human Development in the Social Environment (3)
This professional development course is designed for non-social work majors who have or wish to have experience in the delivery of social services. The course explores human development in the context of the broader social environment. It identifies the relationship between human developmental stages (from conception to death) and the problems associated with environmental interactions. Systems and theory are examined in the biological, psychological, sociological, and spiritual arenas. Credit/No credit. (This course is approved by the Division of Occupational and Professional Licensing [DOPL] for human development content toward the Social Service Worker [SSW] license. It is for non-social work majors and does not count as credit toward the social work degree.)

SW 5020. Professional Development: Social Welfare Policy (3)
This professional development course is designed for non-social work majors who have or wish to have experience in the delivery of social services. The history, mission, philosophy and human service aspects used in the development of social welfare policy will be covered. Examples of social, public, and social welfare policy will be identified and studied. Knowledge of local, state, and federal legislation, professional organizations, and membership organizations will assist in review of lobbying, funding, and implementation practices used in meeting human service needs. Methods for the political and organizational analysis of processes and policy will be covered. Credit/No credit. (This course is approved by the Division of Occupational and Professional
SW 5030. Professional Development: Social Work Ethics and Practice Methods (3)
This professional development course is designed for non-social work majors who have or wish to have experience in the delivery of social services. Using an ecological and generalist approach to social work practice at the individual, family, group, organization, and community levels, this course provides training in a planned client change process and considers social work roles at various levels. A significant focus of this course is the study of the application of key values and ethical principles, as defined by the National Association of Social Workers (NASW), to professional practice and the resolution of ethical dilemmas. The course also includes content on the evaluation of practice and programs. Credit/No credit. (This course is approved by the Division of Occupational and Professional Licensing [DOPL] for human development content toward the Social Service Worker [SSW] license. It is for non-social work majors and does not count as credit toward the social work degree.)
APPENDIX G

Suggested Course of Study
# Social Work BS - Graduation MAP

This is a suggested plan. Meet with an academic advisor to create a specific plan that best fits your academic needs. Remember, taking an average of 15 credit hours per semester facilitates timely graduation.

**NAME:____________________________ Catalog Year: 2015-2016**

Revised: 04-06-2015

### Freshman (Semester 1)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hour</th>
<th>Semester Offered</th>
<th>Milestones &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL EN 1010 Intermediate College Writing</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• Maintain overall and major GPA of 2.5 or higher.</td>
</tr>
<tr>
<td>American Institutions (AI)</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• HU/CA requires at least 1 HU course and 1 CA course (9 credits total).</td>
</tr>
<tr>
<td>TBE TE 1700 Intro to Microcomputer Applications*</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• PS/LS requires at least 1 PS course and 1 LS course (9 credits total).</td>
</tr>
<tr>
<td>Humanities (HU) or Creative Arts (CA)</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• Prerequisite (*) and all SW courses must be completed with a grade of “C” or better.</td>
</tr>
<tr>
<td>Physical Science (PS) or Life Science (LS)</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td></td>
</tr>
</tbody>
</table>

**Total Semester Credits** 15

### Freshman (Semester 2)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hour</th>
<th>Semester Offered</th>
<th>Milestones &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL EN 2010 Intermediate College Writing*</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• Maintain overall and major GPA of 2.5 or higher.</td>
</tr>
<tr>
<td>Math 1010 Intermediate Algebra</td>
<td>4</td>
<td>Fall, Spring, Summer</td>
<td>• HU/CA requires at least 1 HU course and 1 CA course (9 credits total).</td>
</tr>
<tr>
<td>Humanities (HU) or Creative Arts (CA)</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• PS/LS requires at least 1 PS course and 1 LS course (9 credits total).</td>
</tr>
<tr>
<td>Mathematics (HU) or Creative Arts (CA)</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• Prerequisite (*) and all SW courses must be completed with a grade of “C” or better.</td>
</tr>
<tr>
<td>Physical Science (PS) or Life Science (LS)</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
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**Total Semester Credits** 16

### Sophomore (Semester 3)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hour</th>
<th>Semester Offered</th>
<th>Milestones &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW SS 1010 Introduction to Generalist Social Work*</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• Maintain overall and major GPA of 2.5 or higher.</td>
</tr>
<tr>
<td>PSY SS 1010 Introductory Psychology*</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• SS general education requirements will be met by SW Program prerequisites (ANTH 1000, PSY 1010, SOC 1010, SW 1010).</td>
</tr>
<tr>
<td>SOC SS/DV 1010 Introduction to Sociology*</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• SOC SS/DV 1010 is a prerequisite to formal admission to the Social Work Program AND meets the university diversity (DV) requirement.</td>
</tr>
<tr>
<td>ZOOL LS 1020 Human Biology*</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• ZOOL LS 1020 is a prerequisite to formal admission to the Social Work Program AND meets a general education LS requirement.</td>
</tr>
<tr>
<td>MATH QL 1040 Introduction to Statistics*</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• Prerequisite (*) and all SW courses must be completed with a grade of “C” or better.</td>
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**Total Semester Credits** 15

### Sophomore (Semester 4)

<table>
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<th>Semester Offered</th>
<th>Milestones &amp; Notes</th>
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</thead>
<tbody>
<tr>
<td>SW 2100 Human Behavior and the Social Environment I*</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• Maintain an overall and major GPA of 2.5 or higher.</td>
</tr>
<tr>
<td>SW 2200 Issues in Diversity</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• SS general education requirements will be met by SW Program prerequisites (ANTH 1000, PSY 1010, SOC 1010, SW 1010).</td>
</tr>
<tr>
<td>ANTH SS/DV 1000 Introduction to Anthropology*</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• ANTH SS/DV 1000 is a prerequisite to formal admission to the Social Work Program AND meets the university diversity (DV) requirement.</td>
</tr>
<tr>
<td>Minor**</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td></td>
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</table>

**Total Semester Credits** 15
Program AND meets the university diversity (DV) requirement.

- Apply for formal admission to the Social Work Program this semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Semester Offered</th>
<th>Milestones &amp; Notes</th>
</tr>
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<tbody>
<tr>
<td>Junior (Semester 5)</td>
<td></td>
<td></td>
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<tr>
<td>SW 3100 Human Behavior and the Social Environment</td>
<td>2</td>
<td>Fall, Spring, Summer</td>
<td>Maintain an overall and major GPA of 2.5 or higher.</td>
</tr>
<tr>
<td>II***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 3200 Child and Family Welfare</td>
<td>2</td>
<td>Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>SW 3500 Social Welfare and Gerontological Policy</td>
<td>3</td>
<td>Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>Development and Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 3600 Social Statistics</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>Minor**</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
<td>Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior (Semester 6)</td>
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</tr>
<tr>
<td>SW 3700 Social Work Research</td>
<td>3</td>
<td>Fall, Spring</td>
<td>Maintain an overall and major GPA of 2.5 or higher.</td>
</tr>
<tr>
<td>SW 3900 Social Work Practice Methods and Ethics***</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>Apply for admission to the social service field experience. Meet with the field director.</td>
</tr>
<tr>
<td>SW 3910 Social Work Practice I***</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>SW 4150 DSM 5</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
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**Notes:**
A grade of “C” or better is required in all courses toward and included in this major (a grade of “C-” is not acceptable.
*Prerequisites to formal admission to the Social Work Program.
**The Social Work Major requires either: (a) the completion of a minor; or (b) a the Social Work alternative to a traditional minor (courses must be approved by your faculty advisor). “Minor” in this map is based on 21 credits.
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**Gen Ed Breadth Requirements (do not duplicate departments)**

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<th>DV (Double dip with breadth course)</th>
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Social Work BA (Option 1) - Graduation MAP
This is a suggested plan. Meet with an academic advisor to create a specific plan that best fits your academic needs. Remember, taking an average of 15 credit hours per semester facilitates timely graduation.

NAME:______________________________ Catalog Year: 2015-2016
Revised: 04-06-2015

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<tr>
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<td>• HU/CA requires at least 1 HU course and 1 CA course (9 credits total).</td>
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<td><strong>TBE TE 1700 Intro to Microcomputer Applications</strong></td>
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<td>• Prerequisite (*) and all SW courses must be completed with a grade of “C” or better</td>
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<td><strong>Physical Science (PS) or Life Science (LS)</strong></td>
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<td>• HU/CA requires at least 1 HU course and 1 CA course (9 credits total).</td>
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<td><strong>Humanities (HU) or Creative Arts (CA)</strong></td>
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<td>Sophomore (Semester 3)</td>
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<td><strong>SOC SS/DV 1010 Introduction to Sociology</strong></td>
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<td>• SOC SS/DV 1010 is a prerequisite to formal admission to the Social Work Program AND meets the university diversity (DV) requirement.</td>
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<td><strong>ANTH SS/DV 1000 Introduction to Anthropology</strong></td>
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Program AND meets the university diversity (DV) requirement.
- Apply for formal admission to the Social Work Program this semester.

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<td>SW 3200 Child and Family Welfare</td>
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<td>SW 3500 Social Welfare and Gerontological Policy Development and Service</td>
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<td>SW 3600 Social Statistics</td>
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Junior (Semester 6)

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<td>SW 3700 Social Work Research</td>
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<td>SW 3900 Social Work Practice Methods and Ethics***</td>
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<td>Apply for admission to the social service field experience. Meet with the field director.</td>
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Senior (Semester 7)

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Senior (Semester 8)

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<td>SW 4861 Social Service Field Experience II***</td>
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<td>Apply for graduation for BA in Social work through your portal.</td>
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<td>SW 4990 Social Work Senior Seminar</td>
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<td>Total Bachelor Credits</td>
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Notes:
BA Option 1 requires 12 foreign language credits.
A grade of “C” or better is required in all courses toward and included in this major (a grade of “C-” is not acceptable.
*Prerequisites to formal admission to the Social Work Program.
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Social Work BA (Option 1) - Graduation MAP

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NAME:____________________________________________ Catalog Year: 2015-2016
Revised: 04-06-2015

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<td>Math 1010 Intermediate Algebra</td>
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<td>SW SS 1010 Introduction to Generalist Social Work*</td>
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<td>PSY SS 1010 Introductory Psychology*</td>
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<td>SW 2200 Issues in Diversity</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• SS general education requirements will be met by SW Program prerequisites (ANTH 1000, PSY 1010, SOC 1010, SW 1010).</td>
</tr>
<tr>
<td>ANTH SS/DV 1000 Introduction to Anthropology*</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• ANTH SS/DV 1000 is a prerequisite to formal admission to the Social Work Program AND meets a general education LS requirement.</td>
</tr>
<tr>
<td>Minor**</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td>• Prerequisite (*) and all SW courses must be completed with a grade of &quot;C&quot; or better.</td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>Total Semester Credits</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program AND meets the university diversity (DV) requirement.

- Apply for formal admission to the Social Work Program this semester.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Semester Offered</th>
<th>Milestones &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 3100 Human Behavior and the Social Environment II***</td>
<td>2</td>
<td>Fall, Spring, Summer</td>
<td>Maintain an overall and major GPA of 2.5 or higher.</td>
</tr>
<tr>
<td>SW 3200 Child and Family Welfare</td>
<td>2</td>
<td>Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>SW 3500 Social Welfare and Gerontological Policy Development and Service</td>
<td>3</td>
<td>Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>SW 3600 Social Statistics</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>Minor**</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
<td></td>
</tr>
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</table>

**Junior (Semester 6)**

- SW 3700 Social Work Research | 3 | Fall, Spring | |
- SW 3900 Social Work Practice Methods and Ethics*** | 3 | Fall, Spring, Summer | Maintain an overall and major GPA of 2.5 or higher. |
- SW 3910 Social Work Practice I*** | 3 | Fall, Spring, Summer | Apply for admission to the social service field experience. Meet with the field director. |
- Minor** | 3 | Fall, Spring, Summer | |
- Language | 3 | Fall, Spring, Summer | |
| **Total Semester Credits** | **15** | | |

**Senior (Semester 7)**

- SW 3920 Social Work Practice II*** | 3 | Fall, Spring, Summer | Maintain an overall and major GPA of 2.5 or higher. |
- SW 3930 Social Work Practice III*** | 3 | Fall, Spring, Summer | |
- SW 4860 Social Service Field Experience I*** | 4 | Fall, Spring, Summer | |
- Minor** | 3 | Fall, Spring, Summer | |
- Minor** | 3 | Fall, Spring, Summer | |
| **Total Semester Credits** | **16** | | |

**Senior (Semester 8)**

- SW 4500 Interventions for Populations at Risk | 3 | Fall, Spring, Summer | Maintain an overall and major GPA of 2.5 or higher. |
- SW 4861 Social Service Field Experience II*** | 4 | Fall, Spring, Summer | Apply for graduation for BA in Social work through your portal. |
- SW 4990 Social Work Senior Seminar | 2 | Fall, Spring, Summer | |
- Minor** | 3 | Fall, Spring, Summer | |
- Minor** | 3 | Fall, Spring, Summer | |
| **Total Semester Credits** | **15** | | |
| **Total Bachelor Credits** | **126** | | |

**Notes:**

BA Option 1 requires 12 foreign language credits.

A grade of “C” or better is required in all courses toward and included in this major (a grade of “C-“ is not acceptable.

*Prerequisites to formal admission to the Social Work Program.

**The Social Work Major requires either: (a) the completion of a minor; or (b) a the Social Work alternative to a traditional minor (courses must be approved by your faculty advisor). “Minor” in this map is based on 21 credits.

***A student must be formally admitted to the Social Work Program to take these courses.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HU</td>
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<tr>
<td>SS</td>
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</tr>
<tr>
<td>PS</td>
<td>LS</td>
<td>PS or LS</td>
</tr>
<tr>
<td>DV (Double dip with breadth course)</td>
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</tbody>
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APPENDIX H

Social Worker Licensing Act
Utah State Code, Sections 58-60-201 to 58-60-207

http://le.utah.gov/xcode/Title58/Chapter60/C58-60_1800010118000101.pdf
58-60-201. Title.

This part is known as the "Social Worker Licensing Act."

Enacted by Chapter 32, 1994 General Session


In addition to the definitions in Sections 58-1-102 and 58-60-102, as used in this part:

(1) "Board" means the Social Worker Licensing Board created in Section 58-60-203.

(2) (a) "Practice as a social service worker" means performance of general entry level services under general supervision of a mental health therapist through the application of social work theory, methods, and ethics in order to enhance the social or psychosocial functioning of an individual, a couple, a family, a group, or a community, including:

   (i) conducting:

      (A) a non-clinical psychosocial assessment; or

      (B) a home study;

   (ii) collaborative planning and goal setting;

   (iii) ongoing case management;

   (iv) progress monitoring;

   (v) supportive counseling;

   (vi) information gathering;

   (vii) making referrals; and

   (viii) engaging in advocacy.

(b) "Practice as a social service worker" does not include:

   (i) diagnosing or treating mental illness; or
(ii) providing psychotherapeutic services to an individual, couple, family, group, or community.

(3) "Practice of clinical social work" includes:

(a) the practice of mental health therapy by observation, description, evaluation, interpretation, intervention, and treatment to effect modification of behavior by the application of generally recognized professional social work principles, methods, and procedures for the purpose of preventing, treating, or eliminating mental or emotional illness or dysfunction, the symptoms of any of these, or maladaptive behavior;

(b) the application of generally recognized psychotherapeutic and social work principles and practices requiring the education, training, and clinical experience of a clinical social worker; and

(c) supervision of the practice of a certified social worker or social service worker as the supervision is required under this chapter and as further defined by division rule.

(4) "Practice of certified social work" includes:

(a) the supervised practice of mental health therapy by a clinical social worker by observation, description, evaluation, interpretation, intervention, and treatment to effect modification of behavior by the application of generally recognized professional social work principles, methods, and procedures for the purpose of preventing, treating, or eliminating mental or emotional illness or dysfunctions, the symptoms of any of these, or maladaptive behavior;

(b) the supervised or independent and unsupervised application of generally recognized professional social work principles and practices requiring the education, training, and experience of a certified social worker; and

(c) supervision of the practice of a social service worker as the supervision is required under this chapter and as further defined by division rule.

(5) "Program accredited by the Council on Social Work Education" means a program that:

(a) was accredited by the Council on Social Work Education on the day on which the applicant for licensure satisfactorily completed the program; or

(b) was in candidacy for accreditation by the Council on Social Work Education on the day on which the applicant for licensure satisfactorily completed the program.
(6) "Supervision of a social service worker" means supervision conducted by an individual licensed as a mental health therapist under this title in accordance with division rules made in collaboration with the board.

Amended by Chapter 78, 2010 General Session

Amended by Chapter 214, 2010 General Session

58-60-203. Board.

(1) There is created the Social Worker Licensing Board consisting of one certified social worker, three clinical social workers, two social service workers, and one member from the general public.

(2) The board shall be appointed, serve terms, and be compensated in accordance with Section 58-1-201.

(3) The duties and responsibilities of the board are under Sections 58-1-202 and 58-1-203. In addition, the board shall:

   (a) designate one of its members on a permanent or rotating basis to assist the division in review of complaints concerning unlawful or unprofessional practice by a licensee in any profession regulated by the board and to advise the division regarding the conduct of investigations of the complaints; and

   (b) disqualify any member from acting as presiding officer in any administrative procedure in which that member has previously reviewed the complaint or advised the division.

Amended by Chapter 214, 2010 General Session

58-60-204. License classifications.

The division shall issue licenses and certifications to individuals qualified under this part in the classifications:

(1) clinical social worker;

(2) certified social worker;

(3) certified social worker intern; and

(4) social service worker.
58-60-205. Qualifications for licensure or certification as a clinical social worker, certified social worker, and social service worker.

(1) An applicant for licensure as a clinical social worker shall:

   (a) submit an application on a form provided by the division;

   (b) pay a fee determined by the department under Section 63J-1-504;

   (c) be of good moral character;

   (d) produce certified transcripts from an accredited institution of higher education recognized by the division in collaboration with the board verifying satisfactory completion of an education and earned degree as follows:

      (i) a master's degree in a social work program accredited by the Council on Social Work Education or the Canadian Association of Schools of Social Work; or

      (ii) a doctoral degree that contains a clinical social work concentration and practicum approved by the division, by rule, in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, that is consistent with Section 58-1-203;

   (e) have completed a minimum of 4,000 hours of clinical social work training as defined by division rule under Section 58-1-203;

      (i) in not less than two years;

      (ii) under the supervision of a clinical social worker supervisor approved by the division in collaboration with the board; and

      (iii) including a minimum of two hours of training is suicide prevention via a course that the division designates as approved;

   (f) document successful completion of not less than 1,000 hours of supervised training in mental health therapy obtained after completion of the education requirement in Subsection (1)(d), which training may be included as part of the 4,000 hours of training in Subsection (1)(e), and of which documented evidence demonstrates not less than 100 of the hours were obtained under the direct supervision of a clinical social worker, as defined by rule;
(g) have completed a case work, group work, or family treatment course sequence with a clinical practicum in content as defined by rule under Section 58-1-203; and

(h) pass the examination requirement established by rule under Section 58-1-203.

(2) An applicant for licensure as a certified social worker shall:

(a) submit an application on a form provided by the division;

(b) pay a fee determined by the department under Section 63J-1-504;

(c) be of good moral character;

(d) produce certified transcripts from an accredited institution of higher education recognized by the division in collaboration with the board verifying satisfactory completion of an education and an earned degree as follows:

   (i) a master’s degree in a social work program accredited by the Council on Social Work Education or by the Canadian Association of Schools of Social; or

   (ii) a doctoral degree that contains a clinical social work concentration and practicum approved by the division, by rule, in accordance with Title 63G, Chapter, Utah Administrative Rulemaking Act, that is consistent with Section 58-1-203 and an earned doctorate resulting from completion of that program; and

(e) pass the examination requirement established by rule under Section 58-1-203.

(3) (a) An applicant for certification as a certified social worker intern shall meet the requirements of Subsections (2)(a), (b), (c), and (d).

   (b) Certification under Subsection (3)(a) is limited to the time necessary to pass the examination required under Subsection (2)(e) or six months, whichever occurs first.

   (c) A certified social worker intern may provide mental health therapy under the general supervision of a clinical social worker.

(4) An applicant for licensure as a social service worker shall:

   (a) submit an application on a form provided by the division;

   (b) pay a fee determined by the department under Section 63J-1-504;

   (c) be of good moral character;
(d) produce certified transcripts from an accredited institution of higher education recognized by the division in collaboration with the board verifying satisfactory completion of an earned degree as follows:

    (i) a bachelor’s degree in a social work program accredited by the Council on Social Work Education or by the Canadian Association of Schools of Social Work;

    (ii) a master’s degree in a field approved by the division in collaboration with the board;

    (iii) a bachelor’s degree in any field if the applicant:

        (A) has completed at least three semester hours, or the equivalent, in each of the following areas:

            (I) social welfare policy;

            (II) human growth and development; and

            (III) social work practice methods, as defined by rule; and

        (B) provides documentation that the applicant has completed at least 2,000 hours of qualifying experience under the supervision of a mental health therapist, which experience is approved by the division in collaboration with the board, and which is performed after completion of the requirements to obtain the bachelor's degree required under this Subsection (4); or

    (iv) successful completion of the first academic year of a Council on Social Work Education approved master’s of social work curriculum and practicum; and

    (e) pass the examination requirement established by rule under Section 58-1-203.

(5) The division shall ensure that the rules for an examination described under Subsections (1)(h), (2)(e), and (4)(e) allow additional time to complete the examination if requested by an applicant who is:

    (a) a foreign born legal resident of the United States for whom English is a second language; or

    (b) an enrolled member of a federally recognized Native American tribe.
58-60-205.5. Continuing education.

As a condition for renewal of a license under this part, a social service worker licensee shall, during each two-year licensure cycle, complete qualified continuing professional education, as defined by rule made in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act.

Enacted by Chapter 214, 2010 General Session

58-60-206. Qualifications for admission to examination.

All applicants for admission to an examination qualifying an individual for licensure under this part shall, before taking the examination:

(1) submit an application for examination on a form provided by the division;

(2) pay the fee established for the examination; and

(3) certify under penalty of perjury as evidenced by notarized signature on the application for examination that the applicant:

   (a) has completed the education requirement and been awarded the earned degree required for licensure; or

   (b) has only one semester, or the equivalent, remaining before the applicant completes the education requirement for earning the degree that is required for licensure.

Amended by Chapter 262, 2013 General Session

58-60-207. Scope of practice -- Limitations.

(1) A clinical social worker may engage in all acts and practices defined as the practice of clinical social work without supervision, in private and independent practice, or as an employee of another person, limited only by the licensee's education, training, and competence.

(2) To the extent an individual is professionally prepared by the education and training track completed while earning a master's or doctor of social work degree, a licensed certified social worker may engage in all acts and practices defined as the practice of
certified social work consistent with the licensee’s education, clinical training, experience, and competence:

(a) under supervision of a clinical social worker and as an employee of another person when engaged in the practice of mental health therapy;

(b) without supervision and in private and independent practice or as an employee of another person, if not engaged in the practice of mental health therapy;

(c) including engaging in the private, independent, unsupervised practice of social work as a self-employed individual, in partnership with other licensed clinical or certified social workers, as a professional corporation, or in any other capacity or business entity, so long as he does not practice unsupervised psychotherapy; and

(d) supervising social service workers as provided by division rule.

Enacted by Chapter 32, 1994 General Session
APPENDIX I

Social Work Program Semester Academic Plan for Major Students
Weber State University  
Social Work Program Semester Academic Plan for Major Students

Student Name:_____________________________________ Date:______________ GPA__________

Total Graduation Hours to Date:______________/120 Upper Division To Date___________/40

Associate Degree: Yes____ Date Completed_______ Where____________________ No:____

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>Year and Term For Completion</th>
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<tbody>
<tr>
<td><strong>Prerequisite Courses</strong></td>
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<tr>
<td>Quantitative Literacy*</td>
<td>MATH 1030 (3) or 1040 (3) or 1050 (3) or 1080 (3)</td>
</tr>
<tr>
<td>Composition</td>
<td>ENGL 1010 (3) &amp; ENGL 2010 (3)</td>
</tr>
<tr>
<td>ZOOL</td>
<td>1020 (3) Human Biology</td>
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<tr>
<td>SOC</td>
<td>1010 (3) Intro to Soc</td>
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<td>PSY</td>
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<tr>
<td>ANTH</td>
<td>1000 (3) Intro to Anthro.</td>
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<tr>
<td>SW</td>
<td>1010 (3) Intro to SW</td>
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<td>SW</td>
<td>2100 (3) HBSE</td>
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<tr>
<td>SW</td>
<td>2200 (3) Issues in Diversity</td>
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<td><strong>Major Courses</strong></td>
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<tr>
<td>SW</td>
<td>3100 (2) HBSE 11</td>
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<td>3500 (3) Social Policy</td>
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<td>SW</td>
<td>3800 (3) Writing in Social Work*</td>
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<tr>
<td>SW</td>
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<tr>
<td>SW</td>
<td>4990 (3) SW Senior Seminar</td>
</tr>
</tbody>
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*SW 3800 is required for a bachelor of arts (BA) degree.
*SW 4150 is required for a bachelor of science (BS) degree.

Advisor: ___________________________  Student: ________________________________