

NC STATE UNIVERSITY

School of Social Work

BSW Student Handbook

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CHAPTER 1: GENERAL INFORMATION

Introduction

The NC State School of Social Work has compiled this handbook to provide students with information about the Bachelor of Social Work (BSW) program and to answer the most common questions students have about our BSW program. The handbook is designed to complement advising, not to replace it, nor does it replace NC State's undergraduate Policies, Regulations, and Rules, <https://policies.ncsu.edu/>.

The School of Social Work is located on the second floor of the 1911 Building. The administrative office is in Room 205. Classes are held throughout the NC State campus.

We encourage you to take advantage of the social work faculty's willingness to consult with you regarding academic and professional matters. An ongoing relationship with a social work faculty advisor will prove invaluable as you work to complete your degree requirements.

School of Social Work Mission Statement

The mission of the School of Social Work at NC State University is to prepare students for practice that addresses social, economic, cultural, demographic, and political changes affecting individuals, families, groups, communities and organizations. Through teaching, advising, research, and scholarship, the School emphasizes:

- professional ethics,
- social justice,
- diversity, and
- community engagement.

North Carolina State University Commitment to Nondiscrimination

NC State is a diverse community committed to being welcoming, inclusive and supportive for all people. The School of Social Work follows and affirms the University's Equal Opportunity, Non-Discrimination and Affirmative Action Policy, contained in [POL 04.25.05](#).

Diversity and Inclusion

Our students, faculty, and staff are diverse in backgrounds and experiences. The School of Social Work is committed to incorporating diversity in teaching, research, and service learning. We welcome applications from students from diverse backgrounds. Diversity enriches our educational programs and promotes social responsibility. We uphold the rights of students from diverse cultures and with a range of abilities to participate in our programs. We adhere to the National Association of Social Workers' (NASW) Code of Ethics that states:

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 ability.

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 ability.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

The Profession of Social Work

A bachelor's degree in social work (BSW) is the most common minimum requirement to qualify for a job as a social worker. BSW graduates are prepared to work effectively with individuals, families, small groups, communities, and organizations. Both public and private agencies employ BSW graduates to provide services to individuals, families, and groups. Some BSW social workers are involved in organizational research, planning, advocacy, or management. Although a bachelor's degree is sufficient for entry into the field, an advanced degree has become the standard for many positions. A master's degree in social work (MSW) is required for clinical work and is often required for positions in health settings. Supervisory, administrative, and staff training positions usually require a master's degree. College and university teaching positions, and most research appointments, normally require a doctorate (DSW, Ph.D. or Ed.D.).

Examples of Settings That Employ BSW Graduates

- Addiction recovery programs
- Adult protective and aging services
- Child and adult day care centers
- Children and youth services
- Disability services agencies
- Domestic violence/sexual assault programs
- Home care agencies
- Hospices and clinics
- Income maintenance programs
- Legal Aid
- Nursing homes and assisted living facilities
- Policy and advocacy work

- Public health
- Refugee resettlement
- Residential treatment programs
- Training/vocational centers
- Vocational rehabilitation agencies

The Child Welfare Collaborative

The Child Welfare Collaborative prepares students to work in the child welfare system. The pre-service training it provides equips students with the skills needed to work with children and families experiencing abuse and neglect. For more information about the Child Welfare Collaborative, go to <https://socialwork.news.chass.ncsu.edu/2015/04/03/departement-of-social-works-child-welfare-collaborative/>.

School Social Work Licensure

A School Social Work License allows BSW students to maintain employment as a school social worker in the state of North Carolina. For more information about the process go to <https://socialwork.chass.ncsu.edu/licensure/>

Social Work Certification and Licensure

The NC Social Work Certification and Licensure Board is a governor-appointed board of five practicing social workers and two public (non-social work) members. The board protects the public by setting standards for qualifications, training, and experience for those who seek to represent themselves to the public as certified/licensed social workers. It also investigates and renders decisions regarding allegations of professional misconduct against social workers. Most states administer the same examinations, thus certification in North Carolina may enable you to transfer credentials to another state. There are four levels of certification, each of which requires examination, references, formal application, and a degree from a CSWE-accredited Department. The four levels are:

- Level A: CSW, Certified Social Worker
- Level B: CMSW, Certified Master Social Worker
- Level C: LCSW, Licensed Clinical Social Worker
- Level D: CSWM, Certified Social Work Manager

BSW graduates are eligible for Level A Certification. For additional information, see <http://www.ncswboard.org/>.

National Association of Social Workers (NASW)

The School of Social Work encourages all social work students to join the National Association of Social Workers (NASW). NASW offers students enrolled in accredited social work programs reduced membership rates. BSW students who maintain continuous membership after they graduate can receive a transitional reduced membership rate for up to two years. The NASW-NC Career Center Job Bank lists open positions and allows you to do a customized job search. You must be a member of NASW-NC to use the job bank. For additional information, see <http://www.naswnc.org/>.

CHAPTER 2: BSW PROGRAM BASICS

The Bachelor of Social Work (BSW) Program at NC State University is fully accredited by the Council on Social Work Education (CSWE), the official accrediting agency for social work education programs in the United States. Accreditation certifies that the BSW program meets or exceeds national standards for number and credentials of faculty, curriculum content and learning goals, quality of field experience, library holdings, etc. The curriculum incorporates a professional foundation that includes:

- social work practice
- human behavior and diversity
- community social services
- social welfare history and social policy
- research methods
- social work practicum

BSW Program Mission Statement

The mission of the Baccalaureate Social Work (BSW) program at North Carolina State University (NC State) is to prepare students for entry-level professional generalist practice with diverse populations. BSW students acquire knowledge, social work professional values, and skills necessary to respond competently to (a) the service needs of diverse populations and (b) the social and political environments that influence the needs of individuals, families, groups, communities, and organizations. The program emphasizes human and social well-being, human rights, social and economic justice and empowerment of individuals, families, groups, and communities that experience oppression and discrimination.

Admission to the Major as Freshmen or Transfers from Another Department

Students can declare the social work major as freshmen, or when they transfer to NC State from another college or university. To apply to NC State as a new or transfer student, go to <https://admissions.ncsu.edu/>.

Change of Degree Application

NC State students who wish to change to social work from another major or declare a second major must complete a Change of Degree Application (CODA). Requirements for completing CODA are:

- Completion of 12 or more graded credit hours at NC State;
- Completion of SW 201 or SW 290 with a grade of B- or better, and
- A cumulative GPA of 2.0 or higher

For additional information on how to apply to change from another major to social work or declare social work as a second major, or go to <https://studentservices.ncsu.edu/your-degree/coda/>.

Transferring Social Work Credits

The School of Social Work reviews requests for transfer credits from CSWE-accredited programs. Students should consult the School of Social Work's BSW Academic Advising Coordinator about the process for requesting transfer credits. Council on Social Work Education (CSWE) standards do not allow students to receive academic credit for life or work experience. To receive a degree from NC State, you must complete at least 25 percent of the credit hours required for graduation at NC State. You must earn at least 30 of your last 45 credit hours at NC State. For specific questions about admission to the BSW program, contact the Schools's BSW Academic Advising Coordinator at (919) 513-7955.

Social Work as a Minor

The social work minor is designed to familiarize students with the social service system, major social welfare programs, and elements of the profession of social work. It requires 16 hours of coursework. For details and requirements for a social work minor, see <https://oucc.dasa.ncsu.edu/social-work-16swm/>.

Academic and Professional Advising

The School of Social Work prioritizes student academic success and timely graduation. We believe that good working relationships between students and their advisors help assure both of these goals. The first contact for incoming social work majors is the BSW Academic Advising Coordinator. The Academic Advising Coordinator is available to meet with majors, prospective majors, or students who are considering a minor in social work, to review curriculum requirements and course scheduling, and to develop a preliminary semester-by-semester

graduation plan that includes all course requirements needed to graduate. Students can contact the BSW Academic Advising Coordinator at (919) 513-7955.

Every student is assigned an academic advisor. It is the student's responsibility to be familiar with information about academic requirements and procedures. Academic advisors will assist you in planning your academic program utilizing the Pack Planner tool in MyPack Portal. Take advantage of the support your advisor can provide. Go to see your advisor early and get to know them. Be aware that if you have a problem or a question that you want your advisor to help with, it will usually be up to you to approach the advisor. They will not know you need help unless you ask for it.

Remember, your advisor is a resource to assist you in achieving your academic and professional goals. As such, please treat your advising appointments as professional meetings and maintain proper language and tone when communicating via email, phone and/or Zoom or Skype. This professional relationship will help you prepare for your field placements and your career.

Incoming students receive their advisor's name or can look them up on the personal Student Center page in the MyPack Portal website. You can find your advisor's name on the degree audit page of your MyPack Portal site:

<https://portal.acs.ncsu.edu/psp/EPPRD/?cmd=login&languageCd=ENG&>.

You will meet with your advisor each semester to review your progress toward the BSW degree and to adjust your Pack Planner as needed. Your advisor will release the registration hold after you meet. If you make changes to your Pack Planner, be sure to notify your Social Work Academic Advisor. Advising sessions are also a good time to discuss your career goals, graduation, and how to get involved with student organizations or network with professionals in the community.

You have the primary responsibility for planning your individual program and for meeting academic requirements and deadlines. You must stay informed about satisfactory academic progress by consulting MyPack Portal periodically to track your progress toward graduation. Contact your academic advisor if you find problems. Seek assistance as soon as a problem arises.

In addition to your advisor, the College of Humanities and Social Sciences Academic Support Center offers walk-in advising during the academic year from 9:00 a.m. and 4:00 p.m. Monday through Friday in Caldwell Lounge. These advisors can help with navigating MyPack Portal, registration procedures, GEP requirements, college and university policies, degree requirements, and university resources. The center is not a replacement for your advisor.

<https://chass.ncsu.edu/students/current/academic-support-center/>.

If requirements for the BSW degree change while you are enrolled as a social work major, you can choose to fulfill the requirements that were in place when you declared the major or you can move to the new requirements. Talk with your advisor about the best option for you. For current information on the degree requirements for the BSW, go to

<https://socialwork.chass.ncsu.edu/bsw/>.

School of Social Work Communications

NC State Gmail. The primary electronic communication method among faculty, staff, and students is NC State Gmail. Please check your NC State Gmail account daily to keep up with important news and communications.

Social Media Channels

LinkedIn. LinkedIn provides a professional, convenient platform for students to interact with our school. Specifically, LinkedIn houses our “NC State Social Work Network” that provides our students and alumni a space to communicate and search for job opportunities. To join our networking group, please follow this [link](#). For general questions or to submit a job opening on our network, please contact our Recruitment and Retention Specialist, Alex Parsons, at asparso2@ncsu.edu.

Twitter, Facebook, Instagram. These social media channels are the best platforms to stay up-to-date with all of the latest social work news and announcements. All students are highly encouraged to like/follow all of our social media accounts and interact with us! For general questions, please contact Alex Parsons, at asparso2@ncsu.edu.

BSW Listserv. The School of Social Work sponsors a listserv specifically for BSW students. Students are automatically subscribed to the BSW listserv when they become social work majors. It provides information about community and departmental events, jobs, and volunteer opportunities. Students cannot post directly to the BSW listserv; they must contact a faculty or staff member to post for them. When you graduate, you can remain on the listservs or ask to be removed.

CHAPTER 3: BSW PROGRAM REQUIREMENTS

Students need a minimum of 120 credit hours to graduate with a BSW degree. Students must complete a minimum of 30 credit hours in NC State’s BSW program, including three advanced practice courses (SW 320, SW 405, and SW 408) and field preparation (SW 480); excluding field practicum and seminar (SW 490 and SW 491). In order to graduate, students must earn a grade of C- or better in all social work courses and an S in SW 480. For more information on social work courses and graduation requirements, see <http://socialwork.chass.ncsu.edu/bsw/curriculum.php>.

General Education and College Requirements

For information on the courses required to meet the college and university graduation requirements, see: <https://oucc.dasa.ncsu.edu/general-education-program-gep/gep-category-requirements/>.

Foreign Language Requirement

The BSW degree requires at least one semester of foreign language at the 201 level. Students with high school credit, college credit, or other knowledge of French, German, Latin, Spanish, or Chinese must take a placement test to determine the appropriate course in which to enroll. Students with knowledge in other foreign languages should contact the specific department to arrange a test. For information on taking the foreign language placement test see <http://fll.chass.ncsu.edu/undergraduate/placement.php>.

Required Social Work Courses

Foundation courses are open to students other than social work majors. Upper-level courses are restricted to social work majors. Foundation courses are:

- SW 201 Introduction to Social Work*
- SW 290 The History of Social Welfare and Social Work in the U.S.
- SW 300 Social Work Research Methods
- SW 307 Social Welfare Policy Analysis & Advocacy
- SW 310 Human Behavior for Social Work
- SW 312 Multicultural Social Work
- Social Work Elective. See the course catalog for a list of electives:
<http://catalog.ncsu.edu/undergraduate/humanities-social-sciences/social-work/social-work-bachelor/#sw-electives>

Upper Level courses are:

- SW 320 Social Work Practice I (Individuals)*
- SW 405 Social Work Practice II (Families and Groups) *
- SW 408 Social Work Practice III (Organizations and Communities)
- SW 480 Preparation for Field Work
- SW 490 Field Seminar
- SW 491 Community-Based Field Practicum

Social Work Elective courses include:

- SW 260 Introduction to Gerontology
- SW 412 Social Work in Departments
- SW 413 African American Families: History, Tradition, and Community

- SW 415 Child Welfare
- SW 416 Addiction Recovery and Social Work Practice
- SW 417 Direct Practice with Older Adults
- SW 418 Child Welfare Seminar
- SW 420 The Legal Aspects of Social Work
- SW 425 Hunger and Homelessness
- SW 440 International Learning Experience in Social Work
- SW 495 Special Topics in Social Work
- SW 498 Independent Studies in Social Work

* Requires 40 hours of volunteer/professional development activities outside the classroom.

Course Sequencing

The BSW program is designed to develop professional social workers, and in accordance with our accrediting body CSWE follows a sequence of courses that work towards this goal. BSW majors should complete the following required social work courses prior to entering the upper level practice sequence:

SW 201 Introduction to Social Work

SW 290 The History of Social Welfare and Social Work in the U.S.

SW 300 Social Work Research Methods

SW 307 Social Welfare Policy Analysis & Advocacy

SW 310 Human Behavior for Social Work

SW 312 Multicultural Social Work

The upper level practice sequence includes:

SW 320 Social Work Practice I (Individuals)

SW 405 Social Work Practice II (Families and Groups)

SW 408 Social Work Practice III (Organizations and Communities)

SW 480 Preparation for Field Work

Social Work Elective

Towards this end, BSW majors are enrolled by the Academic Advising Coordinator into SW 480 once they have completed those required social work courses and do not have any more than 3 hours of other required courses (GEP, FL, etc.) remaining.

Once SW 480 is completed, BSW majors are then enrolled by the Academic Advising Coordinator into their field courses:

SW 490 Field Seminar

SW 491 Community-Based Field Practicum

BSW students should not have any other remaining courses when enrolled into their Field courses. An exception to this policy (due to Financial Aid or other reasons) should be discussed with the Academic Advising Coordinator as far in advance as possible and must first receive approval from the BSW Program Director. It is important that BSW majors complete required courses in a timely manner in order to complete their BSW courses and graduate.

Grades

Students must earn a C- or better in all social work classes, and also in ENG 101 and FL 201. Students entering the BSW Program must be in good academic standing with the university. The School of Social Work uses NC State's grading system, which is the following:

A+	97-100
A	93-96.999
A-	90-92.999
B+	87-89.999
B	83-86.999
B-	80-82.999
C+	77-79.999
C	73-76.999
C-	70-72.999
D+	67-69.999
D	63-66.999
D-	60-62.999
F	0-59.999

Applying for Graduation

In order to graduate from North Carolina State University, candidates must submit an Application for Degree during the semester prior to the semester in which they intend to graduate. Here is the [LINK](#) to learn more about the application process.

CHAPTER 4: THE BSW INTERNSHIP (FIELD PRACTICUM)

The Council on Social Work Education (CSWE) calls the field practicum the “signature pedagogy” of social work education. To students it is the highlight of their BSW program, finally getting hands-on experience to amplify classroom learning. Students complete a field agency internship, which the university calls a “practicum,” in a community agency during their last semester in the BSW program. To be eligible for the field practicum, students must be in good academic standing and have all required coursework completed. Any Incomplete grades must be removed/resolved before beginning field placement. Awarding of the BSW degree is contingent upon successful completion of all aspects of the curriculum, including the field internship.

The one-semester BSW field placement consists of two courses, taken concurrently:

- SW 491 (Community-Based Field Practicum). This is the agency-based internship.
- SW 490 (Field Work in Social Services). This is the weekly field seminar class.

SW 491 is a 9-credit course in which students spend at least 420 hours at an agency over the semester. Concurrently, interns meet together in a weekly field seminar (SW 490, a 3- credit course) to discuss and integrate what they are learning in the field with classroom concepts. The assigned coursework in the field seminar is designed to help students examine the theoretical and ethical aspects of their field experiences. Both SW 490 and SW 491 are graded courses.

The Placement Process

During the final academic semester before their field practicum, students take SW 480, Prep for Field. The main purpose of this one-credit, online/hybrid course is to match each student with an appropriate field placement. Students meet with the BSW Field Coordinator to choose three agency options that fit their professional interests and areas for growth. After the Coordinator interviews all students in the cohort, one agency is identified for each student. Students interview with the agency before the placement is confirmed. Students in SW 480 must complete a set of tasks to receive a Satisfactory or passing grade.

Roles of the BSW Field Coordinator and Additional Field Faculty

There are generally two or three field seminar sections, depending on enrollment; these are on Wednesday evening and Friday morning. The BSW Field Coordinator facilitates one section, and

other field faculty members lead other sections. The BSW field faculty are the links between the student, the agency, and the School of Social Work. They are responsible for:

- Facilitating field orientations for students and agency supervisors (field instructors)
- Facilitating the weekly field seminars
- Evaluating students' progress in placement through visits to the field agency
- Providing problem-solving assistance for students and field instructors for placement-related issues, if needed
- Assigning the final grades for SW 490 and SW 491

CHAPTER 5: POLICIES AND PROCEDURES

Accommodations for Students with Disabilities

The School of Social Work provides reasonable accommodations for students with verifiable disabilities. To obtain available accommodations, students must register with the Disability Resource Office (DRO), at 2751 Cates Avenue, 515-7653. For more information on NC State's resources and policies for students with disabilities, see the Disability Resource Office website: <https://dro.dasa.ncsu.edu/>.

Academic Integrity

The School of Social Work enforces the academic integrity guidelines in the university's Code of Student Conduct. You will find the Code of Student Conduct at <https://policies.ncsu.edu/policy/pol-11-35-01>. Students may be asked to write and sign the NC State honor pledge on examinations and/or assignments: "I have neither given nor received unauthorized aid on this exam or assignment."

Problem Solving Process for BSW Students

As problem solving is one of the key skills of social workers, our program encourages students to utilize any challenges or concerns in their classes as a learning and practice opportunity. Therefore, we strongly recommend our students to follow the following step-by-step problem solving procedure.

1. Meet with the faculty or staff directly and communicate concerns, then if not satisfied
2. Meet with one of the advising staff, then if not satisfied
3. Meet with the BSW Program Director, then if not satisfied

4. Meet with the Head of the School of Social Work

Most problems undergraduate students encounter can be resolved through communication between the student and the faculty member and/or the student's advisor. If a matter arises that cannot be resolved to the student's satisfaction within the School, the student may then follow the Written Student Complaint process.

Written Student Complaint Procedure

North Carolina State University is committed to excellence in teaching, promoting high levels of student achievement, and providing appropriate academic support services. In line with this commitment, NC State addresses all written student complaints in a fair, professional, and timely manner and in accordance with established procedures. These procedures provide a mechanism for any NC State student to submit a formal Written Student Complaint to the University. For more information go to <https://policies.ncsu.edu/regulation/reg-11-35-04/>

Sanctions for Reasons of Academic Performance

The university requires undergraduate students to maintain a minimum GPA of 2.0 to be in good academic standing. For specific information about academic status, see <https://studentservices.ncsu.edu/your-degree/academic-progress/academic-standing/>. You must earn a C- or better in all Social Work courses. Students who do not earn a C- or higher must repeat the course(s). To be eligible for field placement, students must (1) be in good academic standing, (2) have completed all required classes, and (3) have no Incomplete (INC) grades on their transcript. For information about field placement, see the BSW Field Manual.

Academic Warning, Satisfactory Academic Progress (SAP), Suspension, and Probation

The university may suspend or place students on probation. Students on academic warning are not considered to be in good academic standing. For more detailed information on academic warning, academic probation, and academic suspension see <https://policies.ncsu.edu/regulation/reg-02-05-01/>.

Termination

Students can be terminated from the BSW Program at any point during their enrollment for reasons of student misconduct and/or poor academic or unsatisfactory professional performance.

Student Misconduct

The university has the responsibility "to provide a safe environment for all members of the campus community, to educate students about appropriate conduct, and to provide a fair hearing process." See Student Discipline Procedures at <https://policies.ncsu.edu/regulation/reg-11-35-02/>. The School of Social Work is committed to making reasonable efforts to foster the personal and social development of students who are held accountable for violating university regulations. For specific definitions of academic and non-academic misconduct and disciplinary policies and procedures, see the NC State Code of Student Conduct at

<https://studentconduct.dasa.ncsu.edu/code/>. You can also find this information in the NC State Undergraduate Student Handbook: https://2014.accreditation.ncsu.edu/pages/3.13/3.13.1.3/undergraduate_handbook.pdf.

Technical Standards for Professional and Ethical Behavior

The School of Social Work is preparing students for careers as professional social workers and professional social workers are ethically obligated to protect the clients and communities we serve, based on the *National Association of Social Workers (NASW) Code of Ethics* (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>). Thus the School of Social Work has established student standards that emphasize the necessary skills, attributes, and competencies of a successful graduate of the program grounded in the code. The School of Social Work will hold students accountable for complying with these standards within the traditional classroom setting and in field placements.

Becoming a professional is a gradual process. The Technical Standards for Professional and Ethical Behavior articulate minimum expectations for students.

The Technical Standards outlined below address the following areas:

1. *General Requirements*
2. *Communication*
3. *General Standards of Professionalism*
4. *Self-awareness and Reflective Listening*
5. *Respect for Diversity and Social Justice*
6. *Ethical Conduct*
7. *Interpersonal Skills*
8. *Academic and Professional Standards*

Technical Standards

1. General Requirements

Students must meet the following requirements:

- attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Core Competencies of Social Work Practice;
- navigate transportation to complete field and classroom requirements;

- use technology as required to engage in effective practice including, but not limited to, the use of computers, telephones, and agency databases;
- demonstrate the ability to acquire knowledge and process experiences to inform practice; and
- demonstrate the capacity to think critically and to apply effective problem-solving skills.

2. Communication

Students must meet the following requirements:

- express ideas and feelings clearly;
- demonstrate effective verbal and nonverbal communication skills, including the ability to listen objectively and to interpret nonverbal communication;
- communicate responsibly and respectfully in all interactions with colleagues, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others with whom they might come into contact in their student role;
- advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution, as outlined in the student handbooks.

3. General Standards of Professionalism

In accordance with the *NASW Code of Ethics* (§ 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. Social work students must exhibit and execute sound judgment and performance in the program to support the practice of social work. Students must meet the following standards:

- maintain respectful and professional relationships with colleagues, faculty, field instructors, task supervisors, staff, clients, and other professionals;
- seek appropriate help when personal issues interfere with professional and scholastic performance;
- manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and
- integrate into practice constructive criticism received in both didactic and field settings.

4. Self-Awareness and Reflective Thinking

Students must meet the following requirements:

- demonstrate continual reflection on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and the effects of these factors on their thinking, behavior, interactions, and relationships;
- demonstrate the capacity to continually reassess their own strengths, limitations, and suitability for professional practice;
- take responsibility for their own actions and consider the impact of these actions on others; and
- seek supervision and accept constructive feedback in a positive manner.

5. Respect for Diversity and Social Justice

Social work practice requires understanding, affirming, and respecting another individual's way of life and values. Per the *NASW Code of Ethics* (§ 1.05 and § 4.02), social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, poverty, marginalization, and alienation as well as privilege and power. Students must meet the following requirements:

- demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;
- strive to relate to, and to work nonjudgmentally with, others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system;
- demonstrate knowledge of, and sensitivity to, diversity, oppression, and privilege;
- approach differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences;
- demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities.

6. Ethical Conduct

Students are required to adhere to ethical conduct and decision-making consistent with the values, ethics, and standards formally established for the social work profession in the *NASW Code of Ethics*, and must abide by all applicable university policies, including the university's Code of Student Conduct. Students must meet the following requirements:

- demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity;

- maintain appropriate professional boundaries with colleagues, faculty, field instructors, task supervisors, staff, clients, and other professionals;
- understand their role in practice as learners and social work students, including correctly judging the limits of their own competence and seeking help from an appropriate source when necessary;
- follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visual materials for academic coursework.

7. Interpersonal Skills

Students must meet the following requirements:

- demonstrate the ability to build rapport and work effectively with colleagues, faculty, field instructors, task supervisors, staff, clients, and other professionals;
- demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship; and
- exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

8. Academic and Professional Standards

Students must meet the following requirements:

- follow the policies, procedures, and operating standards of the NC State University School of Social Work and the field placement agency;
- show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
- maintain appearance, dress, and general demeanor appropriate to the context; and
- be punctual and dependable, prioritize responsibilities and manage time well, follow relevant attendance policies in class and field, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments.

Student Affairs Committee

The Student Affairs Committee guides the School of Social Work's BSW and MSW faculty in response to student behavior in class or field that violates the *NASW Code of Ethics* or the School

of Social Work Technical Standards for Professional and Ethical Behavior. In the event that a faculty member observes such behavior, the faculty member should follow and document electronically the following steps:

First step. Arrange an in-person meeting with the student, explaining what makes the observed behavior problematic and citing any standards that apply. The student will also be able to respond to the concerns and provide perspective on their behavior.

Second step. Work with the student to develop goals and a student action plan that will teach professionalism reflecting the standards listed above. The action plan should be written and signed by the student. The student and the faculty member keep a copy of the plan.

Third step. Inform faculty colleagues of this plan during the next BSW Program meeting or provide details of the situation to the BSW Program Director to share at the meeting. Apprise the BSW Academic Advising Coordinator of the situation.

Fourth step. Check in with the student periodically to assess progress with the plan. Gather information from other faculty and staff members as needed. If the student's behavior now meets the standards, the process ends here.

Fifth step. If the student does not achieve satisfactory progress, refer the student to the BSW Academic Advising Coordinator for a required meeting to discuss what additional campus support the student may need. The Advising Coordinator may refer the student to the Student Ombuds, Student Health Center, Counseling Center, or other appropriate resources on campus.

Sixth step. If the student continues not meeting the standards, the faculty member should refer the student to the Student Affairs Committee, which will determine whether temporary or permanent withdrawal from the Social Work program is advised. The Student Affairs Committee will involve the student, pertinent faculty, advisor, and program director in the conversation. The Committee will decide on the student's status and inform the School Head of the decision.

Referrals to the Student Affairs Committee

For violations of the standards, a faculty member may refer a student to the Student Affairs Committee chair. The chair will appoint a panel to review the matter. If a faculty member refers a student to the Student Affairs Committee for such a concern, the faculty member will meet with the student to explain the reason for the referral.

Review Procedure

1. The Student Affairs Committee chair will appoint a Student Affairs panel of no fewer than three faculty members, including the student's advisor, to meet with the student and review the concern. The chair shall notify the student and panel members of the meeting date and time. Notification of the meeting must be provided to the student at least seven business days prior to the date of meeting. The notification must include a copy of the faculty concern and a copy of the review procedure.

2. The student may submit a written response to the panel. If the student chooses to submit a written response, the response must be submitted no later than three business days prior to the meeting.
3. At least five business days before the meeting, the student must inform the Student Affairs Committee chair whether an observer will accompany the student to the meeting. The name of any observer must be provided to the Student Affairs Committee chair at least five business days before the meeting, and the student must sign a FERPA form allowing disclosure of information about the student to the observer during the hearing. An observer may attend the meeting to provide support, but does not have speaking privileges.
4. The Student Affairs panel will meet with the student to review and hear the concerns. The meeting procedure will include a statement of the concern and the student's response. After this meeting the panel will meet privately to provide a recommendation on the matter. The Student Affairs Committee chair will document the concerns, the student's response to the concerns, a summary of the meeting, and the panel's recommendation(s). A copy of this document will be given to the School of Social Work Head and to the student, and will be placed in the student's file.
5. The Student Affairs Committee chair will keep the Head informed of the status of the situation.
6. The Student Affairs Committee chair will inform the student of the panel's recommended actions, including, for example:
 - Continue the student in the program with no conditions. In these situations, the concern has been addressed and no further action is required.
 - Continue the student in the program with one or more of the following:
 - o Oral or written warning or reprimand filed in the student's record
 - o Documentation of violation of the technical standards in student's record
 - o Other School actions tailored to prevent and/or avoid additional violations of the technical standards
 - Continue the student in the program with formal conditions. In these situations, specific conditions must be met in order for the student to remain in the program. Such action may include:
 - o establishing goals, a plan, a timeline, and appropriate monitoring
 - o providing mentoring and support
 - o placing the student on probation and monitoring the student during the probationary period

- o referring the student to counseling and/or advising services
- o allowing the student to maintain a reduced course load or delay entry to the field practicum
- o requiring the student to withdraw from the program with the option of reapplying
- o completing a one-year suspension from the program.
- o Discontinue the student from the program.

Appeals Procedure

Students who wish to appeal the panel decision must contact the Head in writing within 30 business days of receipt of the panel’s decision, state the grounds for appealing the panel’s decision and/or action(s), and provide any additional relevant information for consideration. Grounds for appeal are limited to whether the panel violated any departmental or university rules and the breach of rules materially impacted the decision. The School Head will review the materials and may deny the appeal if the panel did not violate departmental or university rules, or may request that the panel review the matter further if additional information is presented. If the panel, after a second review, comes to the same decision, the initial panel decision will stand. The student has the right to appeal in accordance with NC State Written Student Complaint Procedures that can be found at: <https://provost.ncsu.edu/institutional-quality/accreditation/written-student-complaints/>

CHAPTER 6: RESOURCES

Adverse Weather Policy

NC State does not usually close during adverse weather and only makes public announcements about delays and cancellations. These announcements are made through the university’s webpage, news media, the Wolf Alert System, email, etc. The closing of state government offices does not apply to the university. The university’s adverse weather policy is available at <https://policies.ncsu.edu/regulation/reg-04-20-07/>.

APA Style for Social Work Papers

The School of Social Work’s preferred style for formatting papers is one outlined by the American Psychological Association (APA). The best reference is the *Publication Manual of the American Psychological Association* (7th ed., 2019). You can also find information on using APA style at the Purdue Online Writing Lab (OWL): <https://owl.english.purdue.edu/owl/>.

Assistance with Writing

The Writing and Speaking Tutorial Services provide free one-on-one consultations with experienced tutors. They can help with all types, levels, and stages of writing. For more information, or to schedule an appointment, go to <https://tutorial.dasa.ncsu.edu/>.

Pack Recovery

Pack Recovery provides educational opportunities and recovery support to students recovering from addictive disorders and their allies. It offers peer support and connects students to resources in the community. For more information see <https://prevention.dasa.ncsu.edu/packrecovery/>.

Counseling Center

The NC State Counseling Center offers individual counseling, a variety of counseling and support groups, and educational workshops and programs, all of which are free to students. For information about services, resources, and appointments, go to <https://counseling.dasa.ncsu.edu/about-us/gettingstarted/>.

Faculty and Staff

For a complete list of School of Social Work administrators, faculty, and staff and their contact information, go to <https://chass.ncsu.edu/group/socialwork/>.

Financial Aid

NC State offers several types of financial aid including scholarships, grants, loans, and work study opportunities. For specific information about types of financial aid, eligibility criteria, timelines, application procedures, and financial planning, go to the Office of Scholarships and Financial Aid website: <https://studentservices.ncsu.edu/your-money/financial-aid/>. The following websites provide general information about financial aid for college students:

- www.finaid.com
- www.fastweb.com
- www.collegenet.com
- www.ed.gov

Food and Housing Resources

Students needing financial assistance to include issues of food and housing insecurity should consult the following resource:

<https://dasa.ncsu.edu/support-and-advocacy/pack-essentials/food-and-housing-resources/>

ID Cards

The Wolfpack One Card program provides an NC State ID card that allows access to services and facilities such as the gym and library and enables students to make on-campus purchases and eat meals at university dining locations. NC State's partnership with Wells Fargo Bank allows

students to add banking services to the Wolfpack One Card if they choose. For additional information, go to <http://onecard.ncsu.edu>.

Library Services

NC State University has a major research library system with over three million books. The collection includes social work-related books, social work journals, and social work reference materials. The library's resources for locating materials include an online catalog and databases. You can request journal articles, books, and other reference materials not in our library through the TripSaver service. The library offers rooms that can be reserved for meetings and lends out a variety of electronic devices. The library's Assistive Technologies Center provides accessible materials to people with vision, hearing, and/or mobility-related disabilities. For additional information, see the library web page: <http://www.lib.ncsu.edu/>.

NAMI on Campus

NAMI on Campus is a student-run, student-led organization that provides mental health support, education, and advocacy on campus. Its mission is to improve the lives of students who are directly or indirectly affected by mental illness, increase the awareness of mental health services on campus, and eliminate the stigma students with mental illness face. For more information see: <https://getinvolved.ncsu.edu/organization/NAMINCSU>.

Online at NC State

All NC State students automatically receive a Unity computing account. This account provides access to online courses and other information technology resources, including personal NC State online file space and web publishing privileges, access to computer labs, email services, and more. New students receive a Unity ID during the university's new student orientation. Students can also find login IDs by calling the NC State Help Desk at (919) 515-HELP (4357) or emailing help@ncsu.edu. For information about university account resources see <http://www.eos.ncsu.edu/e115/text.php?ch=1&p=accounts>.

Computer Labs

The School of Social Work is part of the College of Humanities and Social Sciences. The college's computing labs are open to students and include Room 110 of the 1911 Building. For details go to: <http://chasslabs.chass.ncsu.edu/http://chasslabs.chass.ncsu.edu/>.

Parking on Campus

Parking permits are required for campus parking between the hours of 7:00 a.m. and 5:00 p.m. Permits are available for sale beginning in early July. Parking permits are sold based on the number of credits a student is taking, and the availability of parking spaces. For more information on campus parking, go to <https://transportation.ncsu.edu/student-parking/>.

Tutoring

The University Tutorial Center provides tutoring for many undergraduate courses including Spanish, math, and statistics. For a complete list of courses and links to information about tutoring sessions, see <http://catalog.ncsu.edu/about/student-services/university-tutorial-center/>.

Wolf Alert Emergency Notifications

The Wolf Alert system will notify you by text message of any campus emergency or university closing. To sign up to receive Wolf Alert text messages go to <https://www.ncsu.edu/emergency-information/textsignup/>.

Additional Resources

For additional resources, please visit our Resources for Students page on our School of Social Work Website: <https://socialwork.chass.ncsu.edu/students/resources/>.

CHAPTER 7: OPPORTUNITIES FOR BSW STUDENT PARTICIPATION

Students have the right and responsibility to participate in formulating and modifying policies affecting academic and student affairs. Students can exercise those rights and responsibilities by:

- Serving as student representatives on the School of Social Work Advisory Board
- Serving on faculty/student committees
- Serving on the Field Advisory Council
- Becoming an officer in a student organization
- Volunteering for School events, such as graduation and symposia

School of Social Work Advisory Board

The School of Social Work's Advisory Board connects the School and the social work practice community. It meets several times each academic year depending on need and projects. The Board is composed of 15 to 25 members and student representatives, including:

- BSW and MSW social workers who have worked or who currently work with students as field instructors
- Graduates of the program practicing in the community
- Representatives from a variety of social agencies in the community
- BSW and MSW students currently enrolled in the program.

School of Social Work Committees

Students can volunteer to serve on the following school committees:

Curriculum Committee. The Curriculum Committee reviews and updates the BSW and MSW curricula, including issues of course content, syllabi development, and textbook selection.

Field Advisory Council. The Field Advisory Council meets twice a year to discuss the fit between the school and community field agencies. The council is comprised of field instructors who supervise BSW and MSW students' field placements. Members include a culturally diverse range of social workers employed in private, religious, and governmental agencies. The council is also open to BSW and MSW students who wish to participate. The School of Social Work uses the council's input to update curricula to meet agencies' needs and to develop, implement, and amend field policies.

Student Affairs Committee. The Student Affairs Committee addresses the policies and procedures for admission, grievances, consultations, advising, and graduation. Student members cannot be present for discussions or reviews of student concerns referred to the committee.

Student Organizations

There are several student organizations that provide opportunities for networking and engagement with the School. For more information and current contacts, go to:

<https://socialwork.chass.ncsu.edu/students/organizations.php>

- **Baccalaureate Student Social Work Association (BSSWA).** BSSWA is open to all BSW students. It is run by and for the students to complement the academic requirements of the program, enhance professional development, and promote human dignity. BSSWA gives students opportunities to share concerns and ideas with other social work majors, interact with community practitioners, and undertake fund-raising and service projects to benefit the community.
- **Phi Alpha Honor Society.** Phi Alpha recognizes and promotes scholastic achievement. The organization invites students to join if they are declared social work majors who have (1) reached sophomore status or above, (2) completed at least 9 semester hours of required social work courses, and (3) achieved a 3.25 grade point average in required social work courses (based on a 4.0 scale).
- **Men in Social Work.** Men in Social Work provides a network and resource for men in the School of Social Work and male alumni. It creates a rapport among students and alumni to support males interested in social work careers. Those of all genders are welcome to participate.

APPENDIX A
COUNCIL ON SOCIAL WORK EDUCATION
2015 EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)

The Council on Social Work Education (CSWE) <http://www.cswe.org/About-CSWE/Governance/Commissions-and-Councils/Commission-on-Accreditation.aspx> develops accreditation standards for BSW and MSW programs in the United States. These standards define competent preparation and ensure that social work programs meet them. CSWE's educational standards use a competency-based framework that identifies and assesses what students demonstrate in practice. You can find the CSWE Educational Policy and Accreditation Standards (EPAS) at <http://www.cswe.org/Accreditation/Standards-and-Policies/EPAS-Handbook.aspx>. Listed below are the 2015 EPAS competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. use technology ethically and appropriately to facilitate practice outcomes; and
5. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
2. engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

1. use practice experience and theory to inform scientific inquiry and research;
2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. assess how social welfare and economic policies impact the delivery of and access to social services;
3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value

principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of

identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
5. facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

1. select and use appropriate methods for evaluation of outcomes;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
3. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.