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PROGRAM INTRODUCTION

HISTORY OF THE SOCIAL WORK PROGRAM

The Social Work Program at Defiance College was started in 1967 as a result of receiving the Schauffler Endowment. The original Schauffler College, was located in Cleveland, Ohio and prepared students for lives of service in Christian Education and Social Work as early as 1886. Our Social Work Program, through our Schauffler College linkage, dates back to the very beginnings of social work education. The relationship between the Schauffler Endowment and Defiance College emphasizes the college's commitment to the social work program and to all its underlying values.

The original Schauffler Chair in Social Work was Ellen Moose who taught the first social work classes. She was succeeded by Elisa DeVos, whose developmental work resulted in the "approved status" designation by the Council on Social Work Education (CSWE) being bestowed in 1970. In 1974, Charles "Hobs" Hobgood was hired as the Schauffler Chair to further improve the program and lead it toward national accreditation. He was joined in 1977 by Professor Jeffrey Weaner. Together, they attained initial CSWE accredited status, which continues through to the present. From 1980 to 2008, Frank Sanders was an integral part of the Social Work faculty. Other full time faculty who have taught in the program over the years include Howard Miller, Lynette Lowry, and Elizabeth Collarday. In 2001, Lori Robison and Alesia Yakos-Brown became Program Director and Field Coordinator respectively. Professor Weaner assumed Program Director and Schauffler Chair in 2009.

DEFINITION OF SOCIAL WORK

The Defiance College Social Work Program embraces the new International definition of social work, adopted by the International Federation of Social Workers (IFSW) and endorsed by the National Association of Social Workers (NASW) (DuBois & Miley, 2011, p.2):

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the point where people interact with their environments. Principles of human rights and social justice are fundamental to social work. (IFSW, 2004, Definition section, ¶ 1)

Social work activities empower client systems to enhance their competence and enable social structures to relieve human suffering and remedy social problems.

Major goals of Social Work (DuBois & Miley, 2011, p. 9):

1. Enhancing people's capacities to resolve problems, cope, and function effectively.
2. Linking clients with needed resources.
3. Improving the social service delivery network.
4. Promoting social justice through the development of social policy.

GENERALIST SOCIAL WORK PRACTICE

The Defiance College Social Work Program develops generalist practitioners through a curriculum that integrates: the strengths perspective, systems theory, ecological perspective, values and ethics, understanding and working effectively with diversity, populations-at-risk, social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research, field education, and client empowerment. (Kirst-Ashman & Hull, Jr., 2009, p. 32).

Practitioners at this level will be called upon to perform a variety of roles with individuals as well as small groups and communities in an inclusive range of practice settings. This fits well with our geographic area and rural composition. The nature of most of the area's agencies places a wide variety of demands upon professional staff. A problem-solving approach which emphasizes both a logical sequence of steps as well as creativity and flexibility represents the basic orientation to client outcomes. This approach is built upon a framework that emphasizes system theory, understanding of diversity and social justice, strength and empowerment perspective and an ecological view of the client and his/her environment.

The foundational value system upon which this practice methodology is built is that contained in the N.A.S.W. Code of Ethics.

A major emphasis of our program is the development of the student through activities and projects that enhance the classroom experience including: two levels of field placement, urban experiences, a highly active student organization, an honor society, service, and numerous professionalization and socialization activities.

MISSION STATEMENT

Mission Statement: The Defiance College Social Work Program strives to be a learning and nurturing community where the facets of students are developed through self-reflection, academics, experiential learning, and openness. Our aim is to develop professional generalist social workers who embody the values of our profession, while striving to understand the complexity of people and their circumstances, and are dedicated to strengthening the communities, groups, and individuals that comprise our diverse world. The program also strives to develop servant leaders who seek to enrich opportunities for the oppressed and are advocates for social justice.

PROGRAM GOALS

Program Goals:

1. To prepare students for immediate entry into employment through the development of the Council on Social Work Education defined competencies for Baccalaureate practice.
2. To prepare the student for licensure as a baccalaureate social worker (L.S.W) in the State of Ohio.
3. To prepare the student for graduate school education in social work by giving them a solid foundation in the five component parts of generalist social work practice: social research, social welfare policy and delivery, human behavior and social environment, social work practice skills, and field practicum in addition to curriculum content in values, ethics, diversity, social and economic justice and populations-at-risk.
4. To promote life-long learning and professional growth for students and area social work practitioners.

OVERVIEW OF THE CURRICULUM

The Council on Social Work Education provides guidance to all graduate and undergraduate social work programs through the development of professional standards of practice for baccalaureate and masters level education and the accreditation process which certifies a program's ability to educate professionals who are competent practitioners. In the most current educational policy and accreditation standards, the council has defined ten competencies and forty-one practice behaviors for professional social work practice that must be addressed and mastery must be evidenced by students.

The Defiance College Social Work Program addresses each of these core competencies and practice behaviors by further elaborating them into the underlying knowledge, attitudes and values, and skills which then forms the basis of our extrinsic curriculum. This section of the handbook contains:

- The list of CSWE Core Competencies, the practice behaviors designed to evidence these competencies and the respective knowledge, attitudes and values, and skills which underpin them.
- The course requirements for the major.
- The catalog description for the social work courses and required pre-professional courses.
- The college requirements for a baccalaureate degree
- The degree audit form for charting student progress toward a degree in Social Work at Defiance College. And...
- A sample plan of study for a four year student majoring in Social Work. Additional plans of study for students double majoring in Psychology or Criminal Justice are available on the social work page on the Defiance College website or from the Social Work faculty.

The complete Council on Social Work Education Educational Policy and Accreditation Standards document is found in the appendix.

COUNCIL AND SOCIAL WORK EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

EPA2.1.1

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 professions history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

2.1.1.1 advocate for client access to the services of social work;

Knowledge:

Students learn the rights of clients, avenues of appeal, and resources to be mobilized.

Attitudes/Values:

Students value advocacy as a natural part of the historical evolution of professional social work roles.

Skill:

Students gain skills in assessing power, problem situations, clients and adversaries as well as advocacy strategies and tactics.

2.1.1.2 practice personal reflection and self- correction to assure continual professional development;

Knowledge:

Students learn about the necessity for personal reflection and self-correction as they support competency in generalist practice and lifelong professional development.

Attitudes/Values:

Students honor their self-awareness for how it informs their lifelong professional development. Students make an informed commitment to NASW's value of competency.

Skill:

Students gain skills of self-reflection, self-evaluation, and self-correction that support competency in generalist

2.1.1.3 attend to professional roles and boundaries;

Knowledge:

Students learn the wide range of professional roles in generalist practice (Ch1) and NASW's ethical principles that address competence (1.04), conflicts of interest (1.06), and the dilemmas of dual relationships.

Attitudes/Values:

Students become committed to NASW's professional values and ethical standards of practice.

Skill:

Students analyze ethical dilemmas commonly observed in practice and employ a model of ethical-decision making.

2.1.1.4 demonstrate professional demeanor in behavior, appearance and communication;

Knowledge:

Students learn professional conduct appropriate to the profession within the classroom and practice settings.

Attitudes/Values:

Students value professional conduct as demonstrated through one's behavior, appearance, and communication within the classroom and practice settings.

Skill:

Students demonstrate an integration of the code of ethics and appropriate professional conduct in interactions within the classroom and practice settings.

2.1.1.5 engage in career-long learning; and;

Knowledge:

Students learn that lifelong growth and development is integral to the professional identity of a social worker.

Attitudes/Values:

Students exhibit an ongoing attitude of responsibility for developing professional knowledge toward enhancement of services to clients, agencies, and communities.

Skill:

Students participate in professional development activities, organizations, or/and service learning toward enhancement of services to clients, agencies, and communities.

2.1.1.6 use supervision and consultation

Knowledge:

Students learn the purposes and processes of supervision in the profession of social work.

Attitudes/Values:

Students value establishing and maintaining professional relationships with field instructors, colleagues, and agencies.

Skill: Students demonstrate appropriate professional relationships with field instructors and colleagues within practice settings, including the appropriate use of supervision and consultation.

EPA2.1.2

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.

2.1.2.1 recognize and manage personal values in a way that allows professional values to guide practice;

Knowledge:

Students articulate their personal values and how they stand apart from professional values.

Attitudes/Values:

Students demonstrate a commitment to ongoing evaluation of personal values and how these might affect their ability to intervene effectively.

Skill:

Students assess competing obligations of the client, employee, profession, and third parties against the requirements of their own conscience.

2.1.2.2 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;

Knowledge:

Students learn and examine NASW's Code of Ethics and the Ohio Code of Conduct as specified by Ohio's CSWMFT licensing board.

Attitudes/Values:

Students demonstrate a commitment to NASW's professional values and ethical standards of practice.

Skill:

Students analyze a range of practice situations and demonstrate ethical-decision making in generalist practice.

2.1.2.3 tolerate ambiguity in resolving ethical conflicts; and,

Knowledge:

Students learn how to identify ethical conflicts in practice as well as learn about strategies for resolving ethical conflicts.

Attitudes/Values:

Students gain a *tolerance* for addressing practice situations where there is no single correct answer to an ethical dilemma and/or where all solutions to an ethical conflict are less than ideal.

Skill:

Students demonstrate tolerance with ambiguity in ethical-decision making in generalist practice.

2.1.2.4 apply strategies of ethical reasoning to arrive at principled decisions

Knowledge:

Students learn and examine NASW's Code of Ethics and a decision-making model for conceptualizing and addressing ethical dilemmas.

Attitudes/Values:

Students demonstrate a commitment to NASW's professional values and ethical standards of practice.

Skill:

Students analyze ethical dilemmas commonly observed in generalist practice and apply a decision-making model for conceptualizing and addressing ethical dilemmas.

EPA2.1.3

Apply critical thinking to inform & 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.

2.1.3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research- based knowledge and practice wisdom;

Knowledge:

Students learn how to distinguish, appraise, and integrate multiple sources of knowledge, including research -based knowledge and practice wisdom. Their curiosity and creativity are harnessed as applied to their development as a social work professional.

Attitudes/Values:

Students value the principles of logic, scientific inquiry, and reasoned discovery that fuels and advances social work practice wisdom and knowledge.

Skill:

Students demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. They also apply their curiosity and creativity to their development as a social work professional.

2.1.3.2 analyze models of assessment, prevention, intervention, and evaluation; and,

Knowledge:

Students learn how to analyze models of assessment, prevention, intervention and evaluation in generalist social work practice.

Attitudes/Values:

Students value the importance and role of critical thinking as it informs and in the communication of professional judgments.

Skill:

Students demonstrate the skill of analysis of assessment, prevention, intervention, and evaluation models in generalist social work practice.

2.1.3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations and communities.

Knowledge:

Students learn standards of oral and written communication in social work practice.

Attitudes/Values:

Students develop a commitment to effective oral and written communication in social work practice.

Skill:

Students demonstrate effective oral and written communication skills in working with individuals, families, groups, organizations, and communities.

EPA2.1.4

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, disAttitudes/Values, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion 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.

2.1.4.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

Knowledge:

Students learn the various dimensions and intersectionality of diversity, including how societal structures may enhance or impede privilege and power.

Attitudes/Values:

Students value choice and opportunity for all people with special regard to the vulnerable, disadvantaged, oppressed, and exploited toward the realization of social justice.

Skill: Students will demonstrate an understanding of cultural differences and how such differences oppress or privilege client systems within practice settings.

2.1.4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

Knowledge:

Students deepen awareness of their own cultural identity including values and beliefs that may impact professional practice;

Attitudes/Values:

Students value the importance of personal reflection and self correction toward cultural competency;

Skill: Students demonstrate sufficient self-awareness to eliminate the influence of personal biases in working with diverse client systems;

2.1.4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences;

Knowledge:

Students learn how diversity characterizes and shapes the human experience

Attitudes/Values:

Students develop an appreciation for how diversity shapes the human experience;

Skill:

Students identify and articulate the importance of human diversity in practice settings;

2.1.4.4 view themselves as learners and engage those with whom they work as informants.

Knowledge:

Students learn how to view themselves as active learners toward cultural competency.

Attitudes/Values:

Students appreciate client cultural differences.

Skill:

Students treat diverse clients with dignity and respect and actively engage with clients and colleagues toward cultural competency.

EPA2.1.5

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 interconnectedness of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

2.1.5.1 understand (sic:” can identify and articulate”) the forms and mechanisms of oppression and discrimination;

Knowledge:

Students learn the forms and mechanisms of oppression and discrimination.

Attitudes/Values:

Students value the professional role of dismantling the forms and mechanisms of oppression and discrimination.

Skill:

Demonstrate the ability to identify and articulate the forms and mechanisms of oppression and discrimination

2.1.5.2 advocate for human rights and social and economic justice; and

Knowledge:

Students learn types and strategies of advocacy, rights of clients, avenues of appeal, finding resources for pursuing change, and use of power

Attitudes/Values:

Students gain appreciation for how advocacy is important for addressing human rights and social and economic justice in generalist practice.

Skill:

Students gain skills of using government documents, using political process, public speaking, and tolerating conflict to advocate at multiple levels for advancing human rights and social and economic justice.

2.1.5.3 engage in practices that advance social and economic justice.

Knowledge:

Students learn about practice strategies that advance social and economic justice for client systems at all levels of generalist practice.

Attitudes/Values:

Students value the array of strategies implemented for advancing social and economic justice for client systems at all levels of generalist practice.

Skill:

Students demonstrate the ability to identify, select, and implement practice strategies that advance social and economic justice for client systems at all levels of generalist practice.

EPA2.1.6

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.

2.1.6.1 use practice experience to inform scientific inquiry; and

Knowledge:

Students learn to develop research questions originating from practice settings and practice experience which lead to quantitative and qualitative research

Attitudes/Values:

Students value the adherence to the NASW Code of Ethics regarding ethical treatment of research participants.

Skill:

Students conduct ethically responsible research to evaluate their own practice.

2.1.6.2 use research evidence to inform practice.

Knowledge:

Students can identify and critically comprehend social research as it relates to Social Work practice

Attitudes/Values:

Students value how research evidence informs practice.

Skill:

Students utilize research evidence to inform their practice interventions.

EPA2.1.7

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.

2.1.7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

Knowledge:

Students are knowledgeable about theories and conceptual frameworks that guide the processes of practice.

Attitudes/Values:

Students can articulate the importance of using the knowledge of human behavior and the environment to guide professional practice.

Skill:

Students demonstrate the ability to integrate conceptual frameworks into the processes of Social Work practice.

2.1.7.2 critique and apply knowledge to understand person and environment.

Knowledge:

Students understand the knowledge and theories central to professional Social Work.

Attitudes/Values:

Students value how the knowledge and theories of the biological, psychological, spiritual, social and cultural domains guide professional practice.

Skill:

Students demonstrate the ability to apply the knowledge and theories for the biological, psychological, spiritual, social and cultural domains in guiding their practice.

EPA2.1.8

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.

2.1.8.1 analyze, formulate, and advocate for policies that advance social well-being; and

Knowledge:

Students examine models of policy research, analysis, formulation, and advocacy within a historical and structural context of U.S. social policy evolution.

Attitudes/Values:

Students recognize and appreciate the inherent and inextricable relationships between social work practice, social policies, and service delivery.

Skill:

Students analyze, formulate, and advocate for policies that advance social well-being.

2.1.8.2 collaborate with colleagues and clients for effective policy action.

Knowledge:

Students learn diverse perspectives of policy advocates, strategies of building agendas, using power, and strategies for effective policy action.

Attitudes/Values:

Students value the importance of collaboration with multiple stakeholders in policy advocacy.

Skill:

Students demonstrate collaboration with colleagues and clients for effective policy action.

EPA2.1.9

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.

2.1.9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

Knowledge:

Students learn the skills, strategies, and processes of ongoing needs assessment that inform proactive and responsive practice.

Attitudes/Values:

Students value how ongoing needs assessments are necessary for proactive and responsive practice.

Skill:

Students demonstrate the skills, strategies, and processes of ongoing needs assessment that inform proactive and responsive practice.

2.1.9.2 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Knowledge:

Students learn from community partners about evolving changes and needs in service delivery networks.

Attitudes/Values:

Students value the professional leadership role in promoting sustainable changes in service delivery and practice.

Skill:

Students demonstrate leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

EPA2.1.10

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.

2.1.10(a)—Engagement

2.1.10.1 substantively and affectively prepare for individuals, families, groups, organizations, and communities;

Knowledge:

Students learn about the necessity for substantively and affectively preparing for client service at all levels. Students also learn about the various techniques for engaging with client systems.

Attitudes/Values:

Students appreciate how preparing for client service in substantive and affective ways is critical for effective generalist practice.

Skill:

Students demonstrate skills of comprehensive preparation for work and engagement with client systems.

2.1.10.2 use empathy and other interpersonal skills; and

Knowledge:

Students learn what empathy is as a critical and foundational skill in generalist practice. Students learn about key interpersonal skills necessary for practice at all levels.

Attitudes/Values:

Students understand and value the necessity of strong interpersonal skills for effective generalist practice at all stages.

Skill:

Students develop and strengthen key interpersonal skills.

2.1.10.3 develop a mutually agreed-on focus of work and desired outcomes.

Knowledge:

Students learn about initially identifying and developing a mutually agreed-upon focus of work and desired outcomes with client systems in the early work phases of generalist practice.

Attitudes/Values:

Students value client empowerment as they join with client systems in the early work phases of generalist practice.

Skill:

Students demonstrate the skills of developing a mutually agreed-on focus of work and desired outcomes with client systems in the early work phases of generalist practice.

2.1.10(b)—Assessment

2.1.10.4 collect, organize, and interpret client data;

Knowledge:

Students learn about the different sources of client data; different methods and techniques for gathering client data; different approaches of interpreting client data; and different models for comprehensive assessment of client systems at all levels.

Attitudes/Values:

Students value ongoing assessment as an integral part of generalist practice at all levels.

Skill:

Students develop skills specific to gathering client data from multiple sources and organizing and interpreting client data in a comprehensive assessment.

2.1.10.5 assess client strengths and limitations;

Knowledge:

Students learn about the strengths perspective and how it is woven throughout all phases of generalist practice and at all levels. Particularly for assessment, students learn how to incorporate strengths as well as identifying client systems' needs and limitations.

Attitudes/Values:

Students value a strengths-based practice framework that enhances client system empowerment for addressing client system needs as well as helping client systems overcome limitations.

Skill:

Students demonstrate the strengths perspective in all phases of generalist practice. Specific to client assessment, students learn how to elicit strengths from client systems as well as identifying client limitations as points for intervention.

2.1.10.6 develop mutually agreed-on intervention goals and objectives; and

Knowledge:

Students learn about the strategies for developing mutually agreed-on intervention goals and objectives with client systems.

Attitudes/Values:

Students gain appreciation for developing mutually agreed-on intervention goals and objectives with client systems.

Skill:

Students demonstrate the ability to develop mutually agreed-on intervention goals and objectives with client systems

2.1.10.7 select appropriate intervention strategies.

Knowledge:

Students learn how to identify and critically analyze appropriate intervention strategies as well as how to fully engage client systems in the selection process.

Attitudes/Values:

Students value the ability to critically analyze as well as the ability to join with client systems in selecting appropriate intervention strategies.

Skill:

Students demonstrate the ability to identify and critically analyze appropriate intervention strategies as well as the ability to fully engage client systems in the selection process.

2.1.10(c)—Intervention

2.1.10.8 initiate actions to achieve organizational goals;

Knowledge:

Students learn organizational theories and processes instrumental toward achieving organizational goals and effective social work practice.

Attitudes/Values:

Students value working environments in compliance with the NASW Code of Ethics toward achieving organizational goals and effective social work practice.

Skill:

Students demonstrate the ability to initiate appropriate actions toward organizational goals.

2.1.10.9 implement prevention interventions that enhance client capacities;

Knowledge:

Students learn intervention strategies to accentuate and develop client system strengths and resources that serve as protective and resiliency factors against future client system risk.

Attitudes/Values:

Students value prevention interventions that enhance client system capacities.

Skill:

Students demonstrate intervention strategies to accentuate and develop client system strengths and resources that serve as protective and resiliency factors against future client system risk.

2.1.10.10 help clients resolve problems;

Knowledge:

Students learn multiple techniques and strategies for joining with client systems in the planned change process that helps client systems resolve problems.

Attitudes/Values:

Students appreciate the usefulness and value of frameworks that help client systems resolve problems.

Skill:

Students adequately demonstrate techniques and strategies for joining with clients in the planned change process that helps client systems resolve problems.

2.1.10.11 negotiate, mediate, and advocate for clients; and

Knowledge:

Students **learn** how to explore the connections client systems have with their environments, how to manage resources on behalf of client systems, and how to link client systems with necessary resources.

Attitudes/Values:

Students value the roles of brokers, advocates, mediators, activists, and catalysts as integral responsibilities in serving client systems.

Skill:

Students adequately **demonstrate** how to explore the connections client systems have with their environments, how to manage resources on behalf of client systems, and how to link client systems with necessary resources.

2.1.10.12 facilitate transitions and endings.

Knowledge:

Students learn multiple methods and techniques for facilitating endings and transitions with client systems at all levels of generalist practice.

Attitudes/Values:

Students gain the appreciation for the importance of the role of endings and transitions with client systems at all levels in generalist practice.

Skill:

Students adequately demonstrate methods and techniques for facilitating endings and transitions with client systems at all levels of generalist practice.

2.1.10(d)—Evaluation

2.1.10.13 critically analyze, monitor, and evaluate interventions.

Knowledge:

Students **learn** multiple methods for analyzing, monitoring, and evaluating their practice interventions with client systems of all levels.

Attitudes/Values:

Students **gain appreciation for** the role of evaluation in generalist practice.

Skill:

Students **apply** various methods of analyzing, monitoring, and evaluating practice interventions with client systems of all levels.

DEGREE REQUIREMENTS

SOCIAL WORK MAJOR REQUIREMENTS

Successful completion of the program requires both the coursework in the Social Work major and the pre-professional sequence. The Defiance College Social Work Program is accredited by the Council of Social Work Education.

The program has five sequences in addition to its liberal arts foundation: the practice sequence, human behavior and social environment, social welfare and policy, social research, and the field practicum.

The Social Work major (42 credits) includes 30 credits in social work courses and 12 credits in field placement:

- SW 121 Introduction to Social Work (3)
- SW 235 Social Problems (3)
- SW 265 Cultural Diversity (3)
- SW 278 Interviewing and Interpersonal Communication (3)
- SW 301 Research Methods (3)
- SW 355 Practice I: Generalist Practice (3)
- SW 356 Practice II: Groups and Family Generalist Practice (3)
- SW 379 Applied Behavioral Science (3)
- SW 397 Field Experience (3)
- SW 457 Practice III: Macro Systems Generalist Practice (3)
- SW 476 Social Welfare and Policy Development (3)
- SW 488 Senior Seminar (3)
- SW 486 Field Instruction (9)

The pre-professional sequence courses are prerequisites for upper division social work courses and must be completed prior to admission into the program..

These courses are:

- PY 110 Introduction to Psychology (3)
- PY 290 Abnormal Psychology (3)
- PY 225 Infancy and Childhood (3)
- PY 227 Adolescence and Adulthood (3)
- SW 230 Behavioral Statistics (3)
- SW 120 Life in Society (3)
- SW 239 Marriage and Family Life (3)

SOCIAL WORK (SW)

SW120 Life in Society (3)

Designed as an introductory course in the social sciences for the general student, as well as, preparing social science majors for advanced work in their respective majors, this course content will examine the diversity of human societies by understanding the nature of culture and its impact on social life. Variation in the structure and dynamics of organizations, communities, and societies will also be addressed in the course. Additionally, major theoretical perspectives from the social science disciplines will be introduced, as well as, substantial attention given to issues of globalization and cross-cultural comparisons.

SW 121 Introduction to Social Work (3)

An introduction to the understanding of the concept of the social work profession, its significance in society, its history, and its place among the helping professions. The study of the goals, values, knowledge base, methods, and settings of social work. The beginning of the professionalization process.

SW 230 Behavioral Statistics (3)

Quantitative analysis of behavioral measures including descriptive, correlational, and inferential methods. Report writing in the behavioral sciences is additionally emphasized. Knowledge of basic algebra is recommended.

SW 235 Social Problems (3)

The purpose of this course is to facilitate increased awareness and understanding of social problems in the United States and throughout the world. Sociological theories, research and movements will be addressed in recognizing social problems and generating possible strategies for action. Problems of well being, human diversity, inequality and modernization will be examined. The course will encourage value clarification and critical thinking in resolving current social problems. *Prerequisite: SW 120 and PY 110.*

SW 239 Marriage and Family Life (3)

An exploration of American family life from its historical structure and functions to variations in contemporary society. Issues of gender roles, parenting, communication, sexuality and economics as impacting family functioning are discussed along with the effects of domestic violence, divorce and separation, re-marriage and blended families.

SW 265 Cultural Diversity (3)

The goal of the course is to expand one's knowledge and understanding of living, working and relating in a culturally diverse society. Diversity will be examined on local, national and global fronts including the forms and mechanisms of oppression and discrimination as well as strategies for change that advance social and economic justice. Issues such as ethnicity, race, religion, gender, sexual orientation, age, mental/physic ability, and social class will be explored.

SW 278 Interviewing and Interpersonal Communication (3)

This course examines the basic principles of oral communication and their application to social work practice. The principal techniques of interviewing individuals, couples, and families are explored. This is a laboratory based course with many opportunities for skill development. *Prerequisite: SW 121, SW 120, and PY 110.*

SW 301 Research Methods (3)

An introduction to the principles and methods of organizing, conducting and interpreting behavioral, and social research. Examination of survey, experimental, single case design, evaluation, and observational techniques as well as issues of measurement are addressed. *Prerequisite: PY/SW 230 is recommended.*

SW 340 Health Care Issues (3)

An exploration of the roles and interactions of health care professionals with an emphasis on medical social work. The course will also focus upon holistic health and alternative treatments.

SW 345 Addictive-Compulsive Behavior (3)

This course will examine a wide variety of addictions such as: drugs, work, food, gambling, and video gaming. It will investigate the addictive processes upon the brain, personality, mood, and motivation. A strong focus will be on addiction's disruption of family interactions, occupational life, and other social complications. *Prerequisite: PY110*

SW 355 Practice I: Generalist Practice (3)

An introduction to the generalist model of social work and its application. The course presents the generalist Intervention Model and the planned change process as a framework for addressing client issues and problems. Emphasis will be on micro skills as a foundation for mezzo and macro skill development. *Prerequisite: Social Work Major, SW 121, SW 278, and the professional sequence courses.*

SW 356 Practice II: Groups and Family Generalist Practice (3)

An introduction to the understanding of group and family dynamics, group process and group treatment, and their relationship to the planned change process. Emphasis will be the development, management and utilization of groups by generalist social workers. *Prerequisite: Social Work Major and SW 355.*

SW 379 Applied Behavioral Science (3)

The purpose of this course is to integrate the required courses in the human behavior and social environment sequence. The emphasis will be on enabling the student to see the impact of the client's growth, development, and present environment on social functioning. This course will add understanding of life cycles, social systems, what constitutes healthy functioning, planned change, and theories of treatment. *Prerequisite: professional sequence courses or permission of instructor.*

SW 457 Social Work Practice III - Macro Systems Generalist Practice (3)

The course is to provide a generalist perspective to working within the macro context of Social Work. Frameworks for planning and implementing change in organizations and communities will be discussed. Coursework will offer an emphasis on macro-level skills, with integration of micro and mezzo practice. *Prerequisite: SW 355 and SW 356, admission to Social Work Major.*

SW 476 Social Welfare and Policy Development (3)

An examination of the programs and policies of the social welfare system in the United States. It will explore the historical roots and developments of present -day programs and policy, as well as methods and models of policy formation and analysis. *Prerequisites: SW 121, 235, 301 or permission of instructor.*

SW 488 Senior Seminar (3)

Senior Capstone Experience. Emphasis is given to integration of all previous course content in social work with concurrent field instruction. Requires regular reporting of field activities and assists students in achieving learning objectives of the field practicum. Consideration is given to the application of social work theory, policy, research and values to the field. *Prerequisite: SW 355, SW 356, SW 379 and SW 397 or permission of the instructor.* To be taken concurrently with SW 486.

SW 199, 299, 399, 499

Independent Research may be taken in social work. See descriptions of these courses under the Criminal Justice section.

SW 397 Junior Field Experience (3)

The course serves as the first required level of field placement. The student is placed for 10 hours per week, or a total of 140 hours within a social work setting. The student begins to utilize social work knowledge, values, and skills through observation and participation in supervised activities of the assigned agency. To be taken concurrently with SW 355. *Prerequisite: admission to Social Work Major.*

SW 486 Senior Field Instruction (9)

Senior Capstone Experience. An experiential learning opportunity geared toward integration of academic content with practice skills. The student is placed for 30 hours per week or a total of 450 hours. The student begins to work independently as a generalist social worker under supervision within an agency setting. *Prerequisite: SW 397 and Senior Social Work Major status.* To be taken concurrently with SW 488. (Graded Pass/Fail)

PSYCHOLOGY

PY 110 Introduction to Psychology (3)

The application of psychological principles to the understanding of human behavior (not open to conditionally accepted first semester freshmen).

PY 225 Infancy and Childhood (3)

An introduction to normative physiological, social, cognitive, and emotional development as a continuous process from conception through late childhood. Prerequisite: PY 110.

PY 227 Adolescence and Adulthood (3)

The course covers bio-psycho-social issues of development of the human being from puberty through advanced age. Key transitions in the family, interpersonal, educational and occupational realms of life are highlighted. Prerequisite: PY 110.

PY 290 Abnormal Psychology (3)

An examination of the signs and symptoms of behavioral pathology and the interplay of social, learning, and physiological factors in the etiology of mental disorders. Prerequisite: PY 110.

BACCALAUREATE DEGREE REQUIREMENTS

Each student must work with an academic advisor to develop a program which meets the following requirements:

- Enrollment in the First Year Seminar (FSIOI) during the first semester by all full-time freshman students below \ the age of 21 who have not had a successful college \ experience elsewhere.
- Satisfactory completion of 120 semester credits.
- A 2.0 cumulative grade point average (equivalent to a "C" in all work undertaken) as well as in the major field (unless otherwise specified).
- Completion of the general education requirements listed in this publication.
- Students must complete a residency requirement which includes 30 hours, 15 hours in the major and 24 hours of upper level course credit at Defiance College or other approved four-year college ([see transfer student section for additional information](#))
- Completion of 24 credits in courses numbered 300 or above.
- Completion of a major field of study.

The Social Work Major requirements are listed in the section entitled "Social Work Major."

Students may wish to seek a minor in an academic discipline. A minor is a consists of courses in one discipline consisting of a minimum of 18 credits as prescribed by the academic area.

BACCALAUREATE GENERAL EDUCATION REQUIREMENTS

The following courses are required of all students in the Bachelor of Science degree programs.

I. Arts and Humanities (21hours)

Seven courses are required:

1. AH 110 Writing the Self in Culture (3)
2. AH 120 Writing the World (3)
3. AH 220 Global Civilization (3)P
4. CA III Fundamentals of Oral Communication (3)
5. Any 200-level Religion course, except RL 250 (3)
6. Any art course or MU 110 Music Appreciation (3)
7. Literature (3)

Students must select one from the following. (Students should select a 300-level course only if they have a strong background in English.)

- EN 220 Topics in Literature (3)
- EN 325 Postcolonial Literature (3)
- EN 335 Shakespeare (3)
- EN 345 American Literature (3)
- EN 355 British Literature (3)

II. Natural Science (8 hours)

Students are required to complete one physical science and one biological science course, both with labs.

The physical science requirement may be fulfilled by completing one of the following: (CH) Chemistry, (PH) Physics, Physical Science, Geology or NS 200 Earth in the Cosmos.

The biological Science requirement may be fulfilled by completing NS 201 Development of Life on Earth or any (BI) Biology course.

Science requirements for selected majors:

- Weekend College students may take BI 195 Biological Science and PH 195 Physical Science
- Early Childhood majors must take NS 200 Earth in Cosmos and NS 201 Development of Life on Earth.
- Social Work majors may complete any physical science and must complete a human biology course. A human biology course may be fulfilled with one of the following: NS 201 Development of Life on Earth, BI 229 Essentials of Anatomy and Physiology or BI 235 Human Anatomy and Physiology I.

III. Social Science (6 hours)

Two courses are required. Students must take:

1. SO 120 Life in Society (3)
2. one course from the following list of options:
 - PY 110 Introduction to Psychology (3)
 - EC 201 Microeconomics (3)
 - EC 205 Macroeconomics (3)
 - SO 265 Cultural Diversity (3)

IV. Exercise Science (1-7 hours)

Students are required to complete one of the following options:

- 1) ES 130 Fitness for Life (2) OR
- 2) One Personal Wellness Course and one Physical Activity Course from the lists below:

A. Personal Wellness Courses

- ES 125 Personal & Community Health (3)
- ES 129 Recreation Theory & Leadership (3)
- ES 234 Community First Aid & CPR (1)
- ES 295 Special Topics in Exercise Science (1-2)
- ES 340 Nutrition (2)
- NR 475 Community Health Nursing (6)
- RL 210 Spirituality & Wholeness (3)
- SW 340 Health Care Issues (3)
- WE 237 Recreation for Special Populations (3)

B. Physical Activity Courses

- ES 131 Individual Fitness and Conditioning (1) ES 132 Racket Sport Activities (1)
- ES 133 Lifetime Fitness Activities (0) *
- ES 135 Group Recreational Activities (1)
- ES 137 Intercollegiate Athletics - completion of one traditional season (0)
- ES 138 Strength and Conditioning (1)

*ES 133 Lifetime Fitness is designed to allow students to complete an approved fitness activity course or program, offered outside of Defiance College. It must be approved by the Exercise Science Coordinator prior to registration and documentation of course or program completion must be provided to fulfill the physical activity requirement.

V. Computer Proficiency (0-3)

- IT 102 Document Production (1) and; IT 103 Spreadsheet Skills (1) and;
IT 104 Presentation Skills (1)

OR Demonstrate proficiency

Students who want to demonstrate proficiency must do so prior to their third semester of enrollment and may only take a test once for each course. If a test is not passed, the course must be taken. A student who passes a test will receive a statement of proficiency on the transcript. No credit is awarded.

VI. Mathematics (3)

Students must select one of the following:

1. College-level math course (MA designation)
2. PY or SW 230 Behavioral Statistics
3. BA 212 Business Statistics

Health, Physical Education, and Wellness & Corporate Fitness majors may take PE 256 Evaluation and Measurement, Early Childhood majors may take ED 217 Principles of Math and Middle Childhood majors may take ED 220 Principles of Middle Childhood Math to meet this requirement.

VII. First-Year Seminar (3 hours)

FS 101 First-Year Seminar (3)

This course is required during the first semester of enrollment of all full-time students below the age of 21 who have not had a successful college experience elsewhere.

VIII. Senior Assessment in the Major Field (0-3 credits) Students are required to complete a senior capstone \ experience in which they demonstrate they have attained a satisfactory level of proficiency in the major field and are able effectively to integrate and interpret their specialized knowledge.

SOCIAL WORK MAJOR

Name: _____ Degree: Bachelor of Science Advisor: _____

GENERAL EDUCATION REQUIREMENTS

COMMUNICATION SKILLS (6 HOURS)

Required:

- 1. AH 110 Writing the Self in Culture _____
- 2. CA111 Fundamentals of Oral Communication _____

ARTS AND HUMANITIES (15 HOURS)

Five Courses Required:

- 1. AH120 Writing the World _____
- 2. AH220 Global Civilization _____
- 3. 200-level Religion Course, except RL250 _____
- 4. Any Art Course _____
- 5. Literature - Select one from these five: _____
 (Strong English background required to take 300-level)
 A. EN220 Topics in Literature
 B. EN325 Postcolonial Literature
 C. EN335 Shakespeare
 D. EN345 American Literature
 E. EN355 British Literature

NATURAL SCIENCE (8 HOURS)

Required:

- NS200 Earth in the Cosmos OR Physical Sci _____
- NS201 Development of Life on Earth OR Bio Sci _____

SOCIAL SCIENCE

- 1. SO120 Life in Society – see major
- 2. PY110 Intro to Psychology – see major

SPORT SCIENCE (2 HOURS)

Required: PE130 Fitness for Life _____

COMPUTER PROFICENCY (0-3 HOURS)

- 1. IT102 Document Production (1) _____
 - 2. IT103 Spreadsheet Skills (1) _____
 - 3. IT104 Presentation Skills (1) _____
- OR

Demonstrate Proficiency

MATHEMATICS – see major

_____ hrs needed in general education

MAJOR REQUIREMENTS (66 HOURS)

SOCIAL WORK

120 Life in Society	3	_____
121 Intro to Social Work	3	_____
235 Social Problems	3	_____
230 Behavioral Statistics	3	_____
239 Marriage and Family	3	_____
265 Cultural Diversity	3	_____
278 Interviewing/Interp Comm	3	_____

Must be accepted into Social Work Program to take 300/400 level SW courses

301 Research Methods	3	_____
355 Practice I	3	_____
356 Groups & Families	3	_____
379 Applied Behav Science	3	_____
397 Field Experience	3	_____
457 Practice III	3	_____
476 Social Welfare-Pol Dev	3	_____
486 Field Instruction	9	_____
488 Senior Seminar	3	_____

PSYCHOLOGY

110 Intro to Psychology	3	_____
225 Infancy and Childhood	3	_____
227 Adolescence & Adulthood	3	_____
290 Abnormal Psychology	3	_____

_____ hours needed in major

Semester hrs completed:	_____
Semester hrs in progress:	_____
Semester hrs needed:	_____
Cumulative average:	_____
300/400 level courses needed:	_____
Open electives needed:	_____

Evaluated by: _____
 Date: _____ Catalog: _____

(Fall 2008) revised Nov. 2010

Notes: (P) = course in progress
 √ = requirement completed
 ___ = course needed

SAMPLE PLAN FOR: SOCIAL WORK

FRESHMAN YEAR

AH110 Writing the Self in Culture	3	ES130 Fitness for Life	2
CA111 Fund of Oral Communication	3	OR	
FS101 First Year Seminar	3	Personal Wellness & Physical Activity	
SW120 Life in Society		IT102,103,104 Document Production	3
SW121 Intro to Social Work (S)	<u>3</u>	PY110 Intro to Psychology	3
	15	Any Art course	
		OR	
		MU110 Intro Music	3
		AH120 Writing the World	<u>3</u>
			14

SOPHOMORE YEAR

AH220 Global Civilization	3	NS201 Development of Life on Earth	4
PY225 Infancy & Childhood	3	PY227 Adolescence & Adulthood	3
PY290 Abnormal Psychology (F)	3	SW235 Social Problems (S)	3
Physical Science	4	SW239 Marriage & Family (S)	3
200-level Religion, except RL250	<u>3</u>	SW278 Interview/Interpersonal Comm (S)	<u>3</u>
	16		16

JUNIOR YEAR

SW230 Behavioral Statistics	3	SW301 Research Methods I	3
SW265 Cultural Diversity (F)	3	SW356 Groups & Families (S)	3
SW355 Practice I (F)	3	SW379 App Behavioral Science (S)	3
SW397 Field Experience (F)	3	Open Electives *	<u>7</u>
Literature (EN220, 325, 335, 345 or 355)	<u>3</u>		16
	15		

SENIOR YEAR

SW457 Practice III (F)	3	SW486 SW Field Instruction (S)	9
SW476 Social Welfare/Policy Dev (F)	3	SW488 Senior Seminar (S)	<u>3</u>
Open Electives*	<u>10</u>		12
	16		

Total Hours: 120

*Recommended Electives are:

1 Economics course chosen from: EC201 Microeconomics or EC205 Macroeconomics
 1 Political Science course chosen from: PS123 Intro to Political Science, PS325 Public Opinion and Propaganda, PS336 History of the Constitution, or PS371 Constitutional Law.

Note: (F) means the course is usually offered only in the fall semester. (S) means the course is usually offered only in the spring semester. When neither (F) or (S) is indicated the course is usually offered in both fall and spring semesters or once per year in either semester. (a) means the course is offered in alternate years.

Note: See college catalog for Personal Wellness courses and Physical Activity courses.

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ACADEMIC ADVISING

The advising role is extremely important to our program. The advising of students truly begins almost at the point of recruitment to attend The Defiance College. All prospective students meet with social work faculty and are given information on course requirements and sequencing at that time.

The freshmen at The Defiance College are all advised through a freshman seminar course and their primary advisor is the instructor for that course. However, the freshmen who have an interest in social work are placed into the Introduction to Social Work course their second semester and have substantial contact with the instructor in that class as well as access to the activities of the student organization. The freshman advisors recognize the importance of social work students' contact with social work faculty and support its development.

Beginning in the sophomore year, when students formally declare Social Work, the primary advisor is a social work faculty member. The advising process involves two different, but not exclusive, processes. First, the class scheduling process requires that at least once a semester students discuss class selections with their faculty advisor. This is reinforced by requiring signatures before registration. The primary advisor is given access to an electronic file that charts the student's progress as well as final grades and transcripts.

The second advising process is professional or career advising. The students are encouraged to give careful consideration to all aspects of their career decisions. They are also educated as to the particular personal aptitudes, values, and characteristics that are desired for a career in social work. The early field placement experience is available to students who are looking for more concrete ways of viewing or evaluating the social work practitioner's roles and tasks.

Students who are uncertain regarding their own potential for involvement in a social work career are encouraged to consult with the social work faculty to aid in reaching a decision. An early career decision may always be reversed, and students are encouraged to bring any personal concerns about this career choice to the faculty at any point in the curriculum. The faculty also have responsibility for bringing what they identify as the student's vulnerabilities in a social work career to their attention.

Social work students are encouraged to interact with each other and to participate in the events sponsored by the social work program.

PROGRAM POLICIES AND PROCEDURES

Standards for Social Work Education

1.0

Introduction

This document sets out Standards for Social Work Education that apply to students enrolled at Defiance College, beginning Summer 2006. These Standards were adapted, with permission from *the Standards for Social Work Education* established by the School of Social Work, University of Texas at Austin in 1997, revised 1998, 1999, 2005.

Because of the nature of professional social work practice, the Social Work Program at Defiance College has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the Program.

Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students will be provided with and expected to read the Standards for Social Work Education, the National Association of Social Workers (NASW) Code of Ethics and the Ohio Counselor, Social Worker, & Marriage and Family Therapist Board Code of Ethical Practice and Professional Conduct. Students will then be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by the documents. The form will be kept in students' files.

2.0

Criteria for Evaluating Academic Performance

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the Social Work Program evaluates the academic performance of its students in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills, and Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1

Basic Abilities Necessary to Acquire Professional Skills

2.1.1 Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

a) *Written*: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

b) *Oral*: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

2.1.2 Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively and appropriately to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

2.1.3 Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.1.4 Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on *Accommodations for Disabilities* for clarification.)

2.2

Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management

Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms and/or available resources. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- compromise scholastic and other performance,
- interfere with professional judgment and behavior, or
- jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers and the Ohio Counselor, Social worker, & Marriage and family Therapist Board).

2.3

Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethical Practice and Professional Conduct in Ohio. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

2.3.2 Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.

Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

2.3.3 Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations

Current behavior, classroom and field performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethical Practice and Professional Conduct in Ohio. Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Code of Ethical Practice and Professional Conduct of the Ohio Counselor, Social worker, & Marriage and Family Therapist Board.
- No history of charges and/or convictions of an offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist

2.4

Scholastic Performance

2.4.1 Undergraduate Students

Students are considered to be in academic difficulty if their overall GPA drops below 2.25. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.0 in major. Failure to maintain a passing grade in field placement will result in dismissal. A review will be called if a student earns a D or F in any required social work courses. An overall GPA of 2.0 is required for graduation.

Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog. Students may not have grades of incomplete (I) in any prerequisites if they are to continue course work.

2.5

Sources of Information for Academic Performance Criteria

Information about students' meeting academic performance criteria in the Social Work Program may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university personnel (Defiance College or other colleges and universities), helping professionals, or community members
- Feedback from faculty in other social work programs that student may have attended
- Signed confidentiality statements, academic honesty statements, contract to adhere to NASW Code of Ethics or the Standards, other contracts between the School and the student

ADMISSION TO THE SOCIAL WORK PROGRAM

Students who choose to major in social work must make formal application to the Social Work Program. Applications should be submitted to the Social Work Program Director during the Spring semester of the Sophomore year (by fall of the Junior year for transfer students) to ensure the sequencing of required practice courses and field placement. Application packets are available from the Social Work Program secretary located in Schauffler Hall.

ADMISSION CRITERIA

Students must meet the following criteria in order to be accepted for admission to the Defiance College Social Work Program.

1. Sophomore standing and completion of minimum 21 credits in Social Work Pre-Professional Sequence Courses.
2. Have a cumulative grade point average of 2.25 or above.
3. Have a cumulative grade point average of 2.5 or above in Social Work courses completed in the pre-professional sequence or permission of the Social Work Program Director.
4. Complete a written application.
5. Submit a written autobiographical paper.
6. Submit three completed professional reference forms.
7. Transfer students must submit references from a prior agency supervisor and from a faculty based supervisor.
8. Complete the personal disclosure form
9. Participate in an interview with Social Work faculty.
10. Read the Defiance College Social Work Program Student Handbook and agree to abide by its contents including the NASW Code of Ethics, the Ohio Code of Ethical Practice and Professional Conduct, and the Policy for Dismissal from the program.
11. Submit an example of a formal written assignment which includes citations. This paper should Be one which was an assignment in a class that you have already completed.



**APPLICATION FOR ADMISSION TO THE
SOCIAL WORK PROGRAM**

PERSONAL DATA

Name _____ Today's Date _____

Other Name(s) Used _____ Student ID Number _____

Local Address _____

Permanent Address _____

Cell Phone _____ Home Phone _____ Email _____

ACADEMIC DATA

Academic Advisor _____

Cumulative GPA at Defiance _____ Anticipated Graduation Date _____

Were you enrolled in a social work program at another college or university? _____ If so, please attach a copy of your transcript.

Check the professional sequence courses you have completed and record the grade you received. Place an "E" next to courses for which you are currently enrolled:

- | | |
|-------------------------------------|--|
| ___ ___ Life in Society | ___ ___ Marriage and family |
| ___ ___ Introduction to Psychology | ___ ___ Cultural Diversity |
| ___ ___ Introduction to Social Work | ___ ___ Behavioral Statistics |
| ___ ___ Infancy and Childhood | ___ ___ Social Problems |
| ___ ___ Adolescence and Adulthood | ___ ___ Interviewing/Interpersonal Com |
| ___ ___ Abnormal Psychology | |

What is your GPA for the social work courses you have already taken? _____

EXPERIENCE

Please describe any social work related experience, such as volunteer work or employment in agencies, schools, churches, or clubs.

Name of the agency or institution, Supervisor's name, address and phone number	Description of Experience	Dates/Hours	May We Contact?
	Volunteer or paid (circle one)		

	Volunteer or paid (circle one)		
	Volunteer or paid (circle one)		

AUTOBIOGRAPHY

Please attach a brief autobiography, typed and double spaced, highlighting events and experiences which enhanced your motivation to choose social work as a major. Include the following:

- A. Describe experiences in family life and the family relationships that have significantly affected your personal growth and development?
- B. Summarize your values, i.e., what is important to you. What influence might your values have in your development as a professional social worker?
- C. What are your personal life goals? How does your interest in social work as a career option fit these goals? What supports do you have for achieving these goals? What barriers?
- D. What interests, hobbies or leisure activities do you enjoy? To what extent have you participated in campus or civic organizations?
- E. What do you believe to be your strengths? What attributes will contribute to your effectiveness as a social worker?
- F. Identify areas in your life you want to target for additional personal and professional growth and development.

REFERENCES

Please submit the names of three persons, other than family members, who know you well. Consider an employer, teacher, supervisor, clergy member, or academic advisor. Complete the top portion of the reference forms provided and send the form to your reference with a stamped, return envelope addressed to: Social Work Program Director, Defiance College, 701 N. Clinton St., Defiance, OH 43512.

- 1. _____
- 2. _____
- 3. _____

SIGNATURE

In signing this form, I verify that the information provided in this application is truthful and correct.

I verify that I have read the Ohio Code of Ethical Practice and Professional Conduct for Counselors and Social Workers and agree to abide by it. I understand the eligibility requirements for licensure in the State of Ohio.

I further understand that any prior record involving moral turpitude may, at the Board's discretion, render me ineligible for licensure.

I have read the Social Work Program Student Handbook and understand the Program policies and procedures including: Levels of Acceptance, Termination Policy, Grievance Policy, Field Placement requirements, and agree to abide by the NASW Code of Ethics.

Signed _____ Date _____



**REFERENCE FOR ADMISSION
TO THE SOCIAL WORK PROGRAM**

APPLICANTS: Complete this section of the form before asking someone to complete the reference below. Please enclose a self-addressed, stamped, return envelope for those who must mail in their reference for you.

Applicant's Name (Printed) _____ Date _____

The Family Educational Rights and Privacy Act of 1974 provides the student with a right of access to this reference form. This right may be waived, but no school or person can require the student to waive this right. Check and sign one of the following statements.

I waive my right to review of this recommendation. I do *not* waive my right to review of this recommendation

Applicant's signature _____ Date _____

INSTRUCTIONS:

The student who provided you with this recommendation form is applying to be a social work major. In addition to a minimum GPA, qualified candidates must demonstrate strong potential as a professional social worker. Please assist them with this process by providing the necessary information.

Please review the applicant's strengths and weaknesses in the following areas:

Personal Character/ Integrity	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> Not Known
Emotional Maturity/Stability	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> Not Known
Willingness to serve others	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> Not Known
Past service involvement	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> Not Known
Interpersonal skills	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> Not Known
Sensitivity to cultural differences	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	<input type="checkbox"/> Not Known

To what capacity have you known the applicant?

How long have you known the applicant? _____

To what extent do you feel that you know the applicant?

_____ Very Well _____ Moderately Well _____ Not Very Well

Please comment generally regarding your estimate of this candidate's probability of success in the field of social work.

Based on my knowledge of the applicant, I would:

_____ Recommend this student for admission to the social work program
_____ Not recommend this student for admission to the social work program
_____ Recommend additional screening (please explain below)

Explanation of recommendation or additional comments: _____

Signed: _____ Date: _____

Name Printed: _____ Title: _____

Organization: _____

Address: _____ Phone _____

Thank you for your time.

Please mail this form to: Social Work Program Director
Defiance College
701 N. Clinton St.
Defiance, OH 43512

Defiance College Social Work Program

PERSONAL DISCLOSURE

Disclosure of personal information is necessary to determine suitability of students for agency field placement settings. This includes questioning about the following: (a) conviction of any felony or misdemeanor that involved bodily harm to another or involved a threat to the well-being of another; or (b) violations of a profession's ethical standards or code of conduct. **Many field agencies require a criminal background check.** Conviction of a felony or misdemeanor may also affect one's ability to be licensed by state boards. It is believed such decisions are made on an individual basis, based upon such factors as types and severity, frequency and patterns, and successful treatment and rehabilitation.

Criminal History:

Have you ever been convicted of a violation of any local, state, federal, Canadian or international law (not including traffic violations or juvenile offenses)?

_____ No

_____ Yes

If Yes, please explain:

Applicants with a criminal history **must** submit documentation surrounding the incidents and court rulings. **Failure to report a criminal history will lead to automatic denial for admission or removal from the social work program.**

Professional License:

Have you ever had a professional license suspended or revoked?

_____ No

_____ Yes

If Yes, please explain:

Applicants with a history of having a professional license suspended or revoked **must** submit documentation surrounding the incidents and judgments. **Failure to report a past history of license suspension or revocation will lead to automatic denial for admission or removal from the social work program.**

ACKNOWLEDGEMENTS:

I have read and do hereby certify that the information contained above is correct. I understand that a release for information and additional documentation, as specified by the faculty, will be required regarding a criminal history and/or an ethical violation of professional standards.

I understand that failure to report a criminal history or license suspension/revocation will result in denial for admission or immediate removal from the social work program.

I realize a criminal history and/or an ethical violation of professional standards may render me ineligible for future licensure, and accept that neither the Defiance College, the Social Work Program, nor the program faculty will be held responsible.

I understand the *Personal Disclosure* form will be secured within my student file within the Social Work Program. I am to notify the Program of any future incidents or changes to the current disclosure while enrolled. The form will not be disclosed to persons outside the Program without my written consent.

Furthermore I acknowledge that I have read and agree to adhere to all *Policy Statements* within the Defiance College Student Handbook, the Social Work Program Student Handbook and Field Manual as well as the NASW Code of Ethics .

Signature: _____

Date: _____

Read and reviewed with student:

Faculty Signature: _____

Date: _____

LEVELS OF ACCEPTANCE

Based on the student's materials and admissions interview, the Committee may take one of three actions, including:

1. Unconditional acceptance: the student has an overall GPA of 2.25, and a Social Work GPA of 2.5 along with letters of reference which commend their character and academic potential, and have demonstrated an understanding and acceptance of social work knowledge and values.
2. Conditional acceptance: the student has an overall GPA of 2.25, a Social Work GPA of less than 2.5 but greater than 2.25 and the student's performance in the classroom or in a social setting has indicated some areas of concern; or the student has less than an overall GPA of 2.25 but has other outstanding attributes which indicate the potential for a successful career. A plan will be made to address the designated areas and time-line for review and final acceptance.
3. Non-acceptance ("Selecting Out") A Decision of non-acceptance will be based upon situations when one or more of the following criteria are met:
 1. Inadequate academic performance (below 2.25) and does not demonstrate compensating attributes or improvement in a corrective direction.
 2. Evidence of academic dishonesty (i.e. cheating, intentional plagiarism)
 3. Demonstrate consistent and on-going lack of accountability and responsibility in general, or in areas designated as student responsibility.
 4. Demonstration of impaired relationships and/or inappropriate behaviors attributed to emotional instability or unresolved personal issues which hinder professional practice.
 5. Demonstrate excessive bias, prejudice and judgmental attitudes such as to affect interpersonal communication and interfere with the client's self determination.
 6. Evidence of a violation of the profession's ethical standards including but not limited to: inappropriate sexual behaviors, severe problems with confidentiality and not recognizing and adhering to limits of professional competence.
 7. Refusal of recommended plan for resolution of areas seen as necessary for acceptance such as refusal to obtain recommended assessment or treatment of unresolved issues or addictions.

Students who are not accepted into the program will be advised as to an alternate field of study.

TRANSFER CREDIT POLICY

TRANSFER INTO THE SOCIAL WORK MAJOR

1. The Registrar will initially review all previous courses in accord with General and Social Work Transfer policies.
2. Registrar will consult with Social Work Program Director before granting approval.
3. In accord with C.S.W.E. standards, no credit is given for life or work experience. In addition, Field placement and practice courses are not transferable from non-accredited social work programs. Other courses transferred for non-accredited programs must have syllabi approved by the Social Work Program Director before transfer credit is granted.
4. Course work from other CSWE accredited Social Work programs will be accepted for Defiance College equivalent courses.
5. Students transferring after the sophomore year must complete an admission process which includes the application form, completion of three references, and faculty interview.

TERMINATION POLICY

The Social Work Program Admissions Committee reserves the right to request that a student withdraw from the Social Work Program if academic performance, ethical or professional behavior, or emotional or physical health indicates that the student may not successfully complete the program or may jeopardize the well-being of clients served.

A decision for terminating a student from the Social Work Program will be based upon situations when one or more of the following criteria are met:

1. Inadequate academic performance (below 2.0 and does not demonstrate compensating attributes or improvement in a corrective direction.
2. Evidence of academic dishonesty (i.e. cheating, intentional plagiarism)
3. Demonstrate consistent and on-going lack of accountability and responsibility in general, or in areas designated as student responsibility.
4. Demonstration of impaired relationships and/or inappropriate behaviors attributed to emotional instability or unresolved personal issues which hinder professional practice.
5. Demonstrate excessive bias, prejudice and judgmental attitudes such as to affect interpersonal communication and interfere with the client's self determination.
6. Evidence of a violation of the profession's ethical standards including but not limited to: inappropriate sexual behaviors, severe problems with confidentiality and not recognizing and adhering to limits of professional competence.
7. Refusal of recommended plan for resolution of the problem such as refusal to obtain recommended assessment or treatment of unresolved issues or addictions.

Students have a right to appeal their termination from the Social Work Program. Students should submit their appeal first to the Social Work Program Director and follow the process outlined in the Program's Grievance Procedure.

Readmission Procedure

Students who have been dismissed from the Social Work Program may apply to be readmitted upon meeting the following criteria:

- 1) Students must submit an application and three letters of recommendation.
- 2) Students must provide a written explanation of the concerns that resulted in their termination from the Program. Students should include an acknowledgement of the deficiency in their previous performance as well as evidence that the deficiency has been removed. Students should also include a plan for continuous improvement and for preventing a reoccurrence of events.
- 3) The student must submit their reasons for their wish to return to the Program and to complete their social work degree.
- 4) Students must be in good standing with the college academically and financially.

The application and accompanying documentation should be submitted to the Social Work Program Director. Upon receipt of required materials, an interview will be conducted with the student and the Social Work Program faculty.

Following the interview, the Social Work faculty will make a decision regarding readmission. If denied readmission, the student may follow the steps outlined in the Grievance Procedure.

GRIEVANCE PROCEDURE

All students have rights to grievance procedures if they feel they have been treated unfairly. Social Work majors are encouraged to speak directly with the faculty member or agency fieldwork instructor with whom she/he has a grievance as the first step towards the resolution of the difference. If the student still feels her/his rights have been violated, a meeting can be scheduled with the student, faculty member or field instructor, and the Program Director. Should a satisfactory solution not come forth from the meeting, an appeal may be made to the Chair of the Applied Behavioral Science Division and a subsequent meeting of relevant parties might be arranged. Every attempt is made to resolve the issue within the Department. However, if an academic grievance still remains unresolved to the parties' satisfaction, the student may submit an appeal in writing, to the Academic Dean. The Academic Dean may rule on the appeal, or alternatively, refer the concern to the Academic Affairs Committee. Students should refer to the Defiance College catalog and Student Handbook for a more detailed explanation of the Academic Affairs Committee and the Judicial System.

STUDENT RIGHTS AND RESPONSIBILITIES

Students who are in the Social Work Program have certain rights and responsibilities that are clearly defined and are included in the Student Handbook.

Rights

Social Work majors have the right:

1. To be treated with courtesy, respect and fairness by college faculty and administrators.
2. It is the policy of Defiance College that there be no discrimination against any individual in educational or employment opportunities because of race, ethnicity, religion, national origin, gender, sexual orientation, disability, or status as a disabled veteran or veteran of the Vietnam era.
3. To receive reasonably prompt feedback on assignments and tests and be informed in a timely fashion of serious problems in course work through warning slips. A student also has the right to be informed about what she needs to correct or improve performance.
4. To privacy, not to have personal or academic information released to the Field Instructor without the student's written consent.
5. To request a change in field placement when a conflict can not be resolved by the student, the Field Coordinator, or the Field Instructor when the conflict is not related to inappropriate student behavior.
6. To appeal and go before the appropriate committee concerning an academic grade.
7. To appeal and follow procedures concerning dismissal from the Program.
8. To request a change in advisor when there has been a poor fit between advisor and student and to be provided with a new advisor.
9. To have a voice and be heard in choosing client populations and agency settings for internships and field placements.
10. To choose not to participate in any research study conducted by the college, the Program or faculty member.
11. To not have student's written assignments copied or distributed without student's consent.
12. To receive information about important professional matters, such as licensing, graduate school application and NASW membership.
13. To be elected and participate in the Social Work Program's Community Advisory Board.
14. To participate and give feedback to the faculty regarding the hiring of full-time tenured-track Social Work faculty by meeting the candidates and hearing presentations by the candidates.
15. To participate in curriculum development and revision by providing feedback to the Social Work faculty by filling out evaluations and completing the Senior's Evaluation of the Social Work Program.
16. To participate in meetings with the Council on Social Work Education accreditation site team, either individually or as a group.
17. To be informed of changes in the Social Work curriculum in a timely manner that impacts a student's requirements for the major.
18. To form organizations and/or clubs with other social work majors and to plan activities with them

Responsibilities

Social Work majors have the responsibility:

1. To treat college administrators, Social Work faculty, Agency Field Instructor and fellow students with respect and courtesy.
2. To act according to the NASW Code of Ethics.
3. To read the Program's Student Handbook to be familiar with the requirements, curriculum and policies of the Social Work Program and the NASW Code of Ethics.
4. To be familiar with the Council of Social Work Education's Curriculum Policy Statement, which is in the Student Handbook and the Field Manual.
5. To read the Field Manual and be familiar with and follow the expectations and requirements for fieldwork placements.
6. To fill out course evaluations, service learning, internship and field placement evaluations and senior's evaluation of the Social Work Program.
7. To respect confidentiality both in the classroom and in the fieldwork placement.
8. To meet with their advisors regularly concerning their courses and schedules and graduation requirements.
9. To share important information that affects their academic and/or field placement performance with advisors.
10. To maintain good attendance, be punctual for class and field placements, turn in assignments on time and make appointments with faculty and Fieldwork Supervisors as necessary.
11. To notify their advisors of any decision to change majors and/or transfer to another college, preferably discussing these issues with the advisor prior to making the decision.
12. To work collaboratively with the Fieldwork Coordinator and social work faculty on finding service learning projects, internships and field placements by filling out the necessary forms, making calls and setting up appointments with potential supervisors.
13. To meet all deadlines and paper work required for course registration, dropping and adding courses, incomplete grades, academic courses and fieldwork.
14. To allow adequate time for requesting letters of reference from Social Work faculty and provide the faculty with the necessary information on student's academic performance.

NON-DISCRIMINATION STATEMENT

In its programs, activities, and policies, Defiance College does not engage in illegal discrimination as defined by applicable federal and state laws and regulations. Defiance College admits students regardless of race, color, creed, sex, national or ethnic origin, sexual orientation or disability. It does not discriminate against students, prospective students, employees or prospective employees because of race, color, creed, gender, national or ethnic origin, sexual orientation or disability. Any inquiries regarding the College's nondiscriminatory policies should be directed to the Affirmative Action Officer. Defiance College is authorized under federal law to enroll nonimmigrant alien students.

AFFIRMATIVE ACTION POLICY

It is the policy of Defiance College that there be no discrimination against any individual in educational or employment opportunities because of race, ethnicity, religion, national origin, gender, sexual orientation, disability, or status as a disabled veteran or veteran of the Vietnam era. Also, there shall be no discrimination because of age, except in compliance with requirements of retirement plans of state and federal laws and guidelines. Additionally, the college maintains a vigorous affirmative action policy in order to promote equal employment opportunities and to ensure non-discrimination in all educational programs and activities. All programs to implement this policy will be reviewed on an annual basis.

Defiance College accepts the important distinction between affirmative action and equal opportunity of non-discrimination. Equal opportunity assumes that the concept of merit based solely upon a person's ability to perform will govern all personnel and educational decisions. Defiance College is committed to attain equal opportunity via affirmative action which requires specific efforts to recruit, admit, employ, and promote members of groups previously excluded. The recognition of this distinction gives incentive to the institution's renewed search for approaches and programs designed to attain our goals and objectives. The college recognizes that benign neutrality in the recruitment of students and professional and nonprofessional staff, as well as in retention and promotional practices, will tend to perpetuate the status quo.

The realization of affirmative action objectives will reinforce the Mission Statement of Defiance College which states that "We provide experiences that develop awareness of and sensitivity to global interdependence and understanding of diverse cultures. We strive to provide students with tools to access and process information and communication with others in the global community..." We are committed to cultural pluralism in the belief that this is beneficial to all people and essential in strengthening the fabric of society. This commitment demands that we provide opportunities for people who have been denied equal opportunity and/or educational justice.

The responsibility of overseeing the college's compliance with affirmative action requirements has been delegated by the President of the college to the Affirmative Action Officer. Any student or employee who believes that they have been discriminated against on the basis of race, ethnicity, gender, creed, age, sexual orientation, national origin, disability, disabled veteran, of Vietnam-era veteran status should contact the Affirmative Action Officer. The Affirmative Action Officer will investigate the complaint and assist the student or employee in resolving their complaints through appropriate channels including the established grievance procedures of the college.

SEXUAL/GENDER HARASSMENT STATEMENT

The College seeks to create and maintain an academic environment in which all members of the community are free of harassment based on gender or sex. Defiance College espouses values which infuse the academic and residential life on its campus. An integral community life must be the awareness on the part of every member of the rights and human dignity of every member. Attitudes of condescension, hostility, role-stereotyping, and sexual innuendo weaken the health of the community. Furthermore, harassment based on sex or gender compromises the integrity of a liberal arts education because it makes the learning and working environment hostile, intimidating and offensive; it destroys opportunities for students to develop strong, positive self-concepts and the sense of self-confidence which is essential to living out the ideals of a liberal education. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no unlawful form of sexual or gender harassment can be tolerated.

Sexual Harassment is defined as unwelcome sexual advances, or as coercive behavior which threatens employment or academic reprisal, or promises rewards contingent upon obtainment of sexual favors, or as spreading false stories about a persons sexual harassment. Gender discrimination is defined as derogatory references to gender and/or unequal treatment based on gender.

Students who believe they have been the object of gender discrimination, or gender or sexual harassment, may inform the Student Life Office, their academic advisor, or appropriate counseling services. Investigation of a complaint will be conducted by the Affirmative Action Officer or a combination of the above named individuals and will be undertaken immediately and conducted in an expeditious manner, assuring maximum confidentiality consistent with principles of due process and fundamental fairness as follows:

1. The formal complaint must be in writing with sufficient specificity.
2. A person bringing a complaint founded in good faith will suffer no retaliation.
3. The person charged will be promptly notified and given an opportunity to respond.
4. If a formal complaint is found to be valid, appropriate counseling may be made available to the offender and/or disciplinary action or dismissal consistent with the degree of seriousness of the sexual harassment or gender discrimination may be instituted.

CIVIL RIGHTS COMPLAINTS OR HARASSMENT POLICY

Defiance College is committed to maintaining a humane atmosphere in which the race, color, creed, religion, sexual orientation, marital status, national or ethnic origin, physical or mental handicap or veteran status of an individual or group are respected and not disparaged. Defiance College will not tolerate any acts of harassment or discrimination. The College will promptly and thoroughly investigate all allegations of harassment and discrimination. The College will take any action necessary against an individual(s) found guilty of harassment or discrimination in order to maintain a harmonious campus environment.

Discrimination and harassment are defined as behavior or conduct that tends to demean or disparage an individual on the basis of race, color, creed, religion, sexual orientation, marital status, national or ethnic origin, physical or mental handicap, or veteran status.

Any student who is a witness to or victim of racial harassment or discrimination should immediately notify the Student Life Office. The following procedures will be utilized in cases of alleged harassment or discrimination between or among students:

1. The notification to the Dean of Students of harassment or discrimination can be either verbal or written.
2. The student bringing the complaint will suffer no retaliation from the College. The College will take every precaution available to protect the safety and well-being of the complainant during the interim investigation.
3. The student(s) accused of harassment or discrimination will be promptly contacted and given an opportunity to respond.
4. The accused student(s) will be formally charged through the campus judicial system if there is evidence of harassment or discrimination. Complete details of the campus judicial system can be found on pages 21 through 22.
5. The accused student(s) will be notified in writing of any charges and the judicial hearing options available.
6. A student found guilty of harassment or discrimination will be subject to appropriate disciplinary sanctions. These sanctions can range from a reprimand to suspension or dismissal depending on the severity of the incident.

RACIAL HARASSMENT INVOLVING FACULTY, STAFF OR ADMINISTRATION

The following procedures will be followed anytime a student alleges racial harassment or discrimination by faculty, staff or administration.

- a. The Affirmative Action Officer will be notified. The student can notify the Affirmative Action Officer or have the Dean of Students notify this office.
- b. The Affirmative Action Officer will conduct an investigation into the complaint.
- c. A review committee will be formed to hear the case if the Affirmative Action Officer finds evidence of racial harassment or discrimination. The committee will be comprised of faculty and administrators appointed by the President. The Affirmative Action Officer will preside over the process.
- d. Any faculty, staff or administrator found guilty of racial harassment or discrimination will be subject to appropriate disciplinary sanctions. These sanctions may range from a reprimand to dismissal depending on the nature and severity of the incident.

In situations when the Dean of Students or Affirmative Action Officer determine that there is not sufficient evidence of racial harassment or discrimination to warrant formal charges against the accused, the accuser(s) will be notified in writing of the specific reason(s) for this determination and of his/her right to pursue the matter with external enforcement agencies.

HARASSMENT OR DISCRIMINATION INVOLVING FIELD PLACEMENT

Issues involving field placements should be directed to the Social Work Program's Field Coordinator, who in turn if necessary will notify the Program Director to initiate appropriate action under college policy.

ACCESSIBILITY SERVICES

Defiance College is committed to providing educational opportunities for qualified students with documented disabilities through the provision of reasonable accommodations, in compliance with the provisions of the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973 (Section 504). The purpose of accommodations is to provide equal access to educational opportunities without altering essential elements of programs or courses. All requests for accommodations are evaluated on an individual basis after review and evaluation of documentation. It is the responsibility of the student to request necessary accommodations and the student should do so as early as possible, as some accommodations may require time to implement.

Students with a documented physical, psychological, or learning disability must submit appropriate documentation to Defiance College's Disability Accessibility Services Coordinator, Lisa Marsalek, Assistant Dean of Students/Director of Career Development.

FIELD PLACEMENT

PHILOSOPHY OF FIELD EDUCATION

Fieldwork has been a key component of the learning experience from the beginnings of social work education. The field experience is an opportunity for the student to apply classroom learning in a professional setting, to develop and use skills, and to test his/her commitment to social work and the values of the profession. In 2008 CSWE designated field education as the signature pedagogy of social work education. Educational Policy 2.3 states:

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 work of the practice settings. 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 (CSWE, 2008, p.8).

There are two field placements in the Social Work Program at Defiance College, with the first occurring during the junior year and the second during the senior year. Prior to entering the field students must be accepted into the program and approved by the Field Coordinator through the field placement application. A student signs a contract which includes acknowledgment that he/she has read the policies and procedures set forth in the Defiance College Field Manual.

In 2008 CSWE moved toward competency-based education, establishing ten core competencies of measurable practice behaviors (CSWE, 2008, p. 3). The goal of the outcome approach in field is to demonstrate the integration and application of the core competencies in professional practice (CSWE, 2008, p.3). The junior and senior field placements both provide generalist practice opportunities for students to demonstrate core competencies. SW 397 Junior Field Experience is designed to provide students with experiences within fifteen of the forty-one practice behaviors during a 140 hours placement. SW 486 Senior Field Instruction is structured for students to demonstrate competency with thirty-four of the forty-one practice behaviors within a 450 hours practicum. Both field placements offer demonstration of core competencies through field activities as mutually created between student, field coordinator and the agency.

ENDOWMENTS, SCHOLARSHIPS, AND AWARDS

THE SCHAUFFLER ENDOWMENT

The Schauffler Endowment in Christian Education and Social Work places special emphasis on the college's commitment to the Social Work Program and to all of its underlying values. The Schauffler Endowment came to Defiance College after the closing of Schauffler College in Cleveland, Ohio. The former Schauffler College was a college that prepared students for entrance into the fields of Christian education and social work. Our college and social work program, through the former Schauffler College, has a linkage of values and objectives that date back to 1886. The linkages of values and programs were further strengthened in 1970 when The Defiance College's Social Work Program received the "approved status." This was further built upon in 1978 by gaining accreditation status and again in 1981 and 1988 with the program's reaccreditation.

The endowment has provided us with an exceptionally fine facility, but more so with a historical legacy of our profession. Schauffler Hall is one of twenty-three buildings located on the Defiance College Campus and is home to the Social Work, Criminal Justice, Psychology, Religious Education Programs and the David Ford Chapel.

GEORGE MICHAELIDES SCHOLARSHIP

The George Michaelides Scholarship is awarded to a student preparing for a career in Social Work or Christian Education. The student must demonstrate financial need and be committed to compassionate, helpful service to others.

SCHAUFFLER ALUMNI SCHOLARSHIP

The Schauffler Alumni Scholarship is awarded to students preparing for careers in Social Work or Christian Education.

SOCIAL WORK HONORS

PHI ALPHA: National Social Work Honorary Society

Omicron Mu chapter of Phi Alpha National Social Work Honor Society.

Membership Requirements:

- A. Students must be formally accepted into the social work program at Defiance College.
- B. Juniors or Seniors with a 3.25 grade point average within the social work major and a 3.0 grade point average overall.
- C. Students must have completed the Junior Field experience.
- D. The final eligibility consideration for students will be spring semester of the senior year.
- E. Membership is open to all regardless of race, color, creed, national origin, ethnicity or demographic, religion, gender, sexual orientation, marital status, disability or veteran status.

TAU MU: Defiance College Social Work Honors Circle

Tau Mu social work honor society, named in honor of a deceased alumnus, Techle H. Mengastaub

Membership Requirements:

Graduating Seniors with a 3.25 overall GPA and 3.5 GPA within the major

The honorary association for Social Work students at Defiance College. Students must have a 3.5 grade point average in the Social Work major and a 3.25 grade point average overall.

Other Social Work Awards

The following awards also are awarded by the Social Work Program:

- ✓ The Senior Internship Award
- ✓ The Outstanding Academic Senior
- ✓ Contributor to the Program Award
- ✓ Social Work Embodiment Award - (The person whose contribution reflects the values of the profession and its orientation to Human Rights)

STUDENT ORGANIZATIONS AND ACTIVITIES

SOCIAL WORK STUDENT ORGANIZATION

The Social Work Student Organization was created for the benefit of Defiance College social work students and those with allied majors and an interest in exploring social work as a career. The Organization annually cosponsors a fund-raiser for the local homeless shelter, an urban trip to a major metropolitan city, various speakers and workshops on relevant social issues, as well as other social and professional activities.

URBAN EXPERIENCE

During the year the Student Social Work Organization joins with, the Introduction to Social Work class on an annual trip to Chicago or Cleveland. The purpose of the trip is to learn about a major urban area and their social problems and service delivery system. The students pay for transportation and two of the six meals. While the experience is intended for Introduction to Social Work students, many students go annually to observe social work in action as well as the variety of ethnic and cultural groups that comprise an urban setting.

BSW BULLETIN BOARD

The BSW Bulletin Board is a key source of information and exchange. The BSW Bulletin Board, which is located in the main lobby of Schauffler Hall, contains various sorts of information of importance to the BSW major (e.g., scholarships, jobs, seminars, meetings, announcements and events.) BSW majors are encouraged to read the BSW Bulletin Board on a routine basis.

SOCIAL WORK WEBSITE

Another source of information for Social Work students is the Social Work Webpage found at www.defiance.edu. Students can access the website by clicking the “Academics” icon, “Majors”, and scrolling down the majors offered page to “Social Work”, or by going directly to the site at www.defiance.edu/pages/social_work.html. This page includes a link to “Social Work Events”. The Social Work Events page lists all Social Work activities scheduled for the semester.

SOCIAL WORK ADVISORY BOARD

The Social Work Program has an Advisory Board composed of community professionals to give feedback and perspective from the larger community. This board has been in place for almost 20 years and takes an active interest in the program development. It meets at least four times annually and has student representatives but the meeting is open to any student interested.

SOCIAL WORK ADVISORY BOARD

BYLAWS - Amended May 2000

PURPOSE

The Social Work Advisory Board is a tool to provide for avenues of renewal for the program and program faculty to connect to the community. The board will be consultative and advisory in its relationship to the program, helping the program to maintain close, reciprocal, ongoing relationships with the practice community. The board will provide reevaluation of the program and curriculum by practitioners and representatives of the social agencies.

MEMBERSHIP

The membership shall consist of a blend of BSW and MSW practitioners; social work students; other professionals. There shall be a maximum of ten professionals and three students from the program with intentional efforts made to include a diverse membership.

MEMBERSHIP SELECTION

The professional members shall be appointed by consensus of the board, and either social work faculty or advisory board members may submit names for consideration.

The student members will be appointed or elected by their peers through the student social work organization. In a situation where necessary the faculty will ask for appointed volunteers.

TERM OF OFFICE

The student member shall be on a yearly basis with reappointment possible.

The professional membership shall be for an unlimited term as long as both the member and the social work faculty are in agreement. Dismissal from the board is seen as occurring due to lack of attendance or interest in the program and would be discussed with the board for consent.

FREQUENCY OF MEETINGS AND DATES

The board will meet four times per year at the middle and end of semesters.

CHAIRPERSON

The program director of the social work program will chair the advisory board meetings or appoint a delegate.

PROFESSIONAL DEVELOPMENT

OHIO REGISTRATION REQUIREMENT

SOCIAL WORK LICENSURE

Chapter 4757 of the Ohio Revised Code established licensure for social workers in October 1984. It also created a Counselor and Social Worker Board to issue these licenses and to regulate the practice of social work. The information contained in this fact sheet is summarized from that law and from the Board's rules, copies of which will be provided to all licensees and are available to others on request.

THE PRACTICE OF SOCIAL WORK: The law defines social work as “the application of specialized knowledge of human development and behaviors and social, economic, and cultural systems in directly assisting individuals, families and groups to improve or restore their capacity for social functioning including counseling and the use of psychosocial interventions and social psychotherapy for a fee, salary, or other consideration.”

WHO MUST BE LICENSED AND WHO IS EXEMPT: Persons using the title of “social worker” or persons performing social work “for a fee, salary, or other consideration” must be licensed by the Counselor and Social Worker Board, except for the following categories of people who are exempt from the licensure requirements: (1) persons certified by the State Board of Education who perform social work as a school employee or in a program for training developmentally disabled persons; (2) any other professionals licensed or certified by the State of Ohio while performing services within the recognized scope, standards and ethics of their professions; (3) clergy and other religious practitioners and persons participating with them in pastoral counseling as part of their ministerial duties and under the auspices of a federally recognized church or auxiliary, (4) persons employed in the civil service as defined in section 124.01 of the Ohio Revised Code; (5) students from accredited educational institutions who are performing supervised activities as part of their prescribed course of study; (6) certified alcoholism or drug abuse counselors; (7) American Red Cross employees providing services to military families, veterans, and disaster relief; (8) counselors from labor organizations who hold union counselor certificates while performing in that official capacity; (9) hospital or nursing home employees who perform social services other than counseling, psychosocial interventions or social psychotherapy.

REQUIREMENTS FOR LICENSURE AS:

REGISTERED SOCIAL WORK ASSISTANT (SWA)

Must have at least an associates degree in “social service technology” from an accredited educational institution. Or, until March 18, 1998 at least an associates degree in a counseling program from an accredited education institution or, have at least two (2) years of supervised counseling experience. No exam required.

SOCIAL WORKER (LSW)

Performs counseling, psychosocial interventions and social psychotherapy under supervision. Social Workers cannot be private practitioners. If they are employees of a private practitioner or group practice, their social work must be supervised by a Professional Clinical Counselor, a psychologist, an Independent Social Worker, a psychiatrist or an RN with a masters degree in psychiatric nursing.

Eligibility Requirements: A Social Worker must have at least a bachelors degree in social work or in a field related to social work from an accredited educational institution. **If the degree is in a related field, the degree must have been awarded on or before October 10, 1992.** All applicants must pass the “Basic” examination required for Social Worker and have an official transcript sent directly from the school to the Board office verifying your degree and all course work.

INDEPENDENT SOCIAL WORKER (LISW): Performs counseling, psychosocial interventions and social psychotherapy without supervision in an agency setting, as a private practitioner, or as an independent contractor.

Social workers with an LISW may obtain supervisory designation (LISW-S) one year post licensure as an LISW and following the completion of 9 hours of training in approved supervision programs obtained after licensure as an LISW.

LISW Supervision requirements: see paragraph (C) of rule 4757-23-01 at this link: <http://codes.ohio.gov/oac/4757-23>

Eligibility Requirements: To obtain this license you must have a masters or doctoral degree in social work from an accredited educational institution. In addition, you must have two years (3000 hours) of social work experience obtained after your graduate degree under the supervision of an Independent Social Worker. **Applicants for this license who receive their experience in Ohio will need to work as a Licensed Social Worker while they acquire the qualifying experience for independent licensure.** Applicants must pass the “advanced” or “clinical” examination required for Licensed Independent Social Worker. Also, an official transcript must be sent directly from the school to the Board office verifying your degree and all coursework.

FOR MORE INFORMATION OR TO REQUEST AN APPLICATION CONTACT:

CSWMFT Board
50 West Broad Street, Suite 1075
Columbus, Ohio 43215-5919
Phone: 614-466-0912
Facsimile: 614-728-7790
Board email: cswmft.info@cswb.state.oh.us

NATIONAL ASSOCIATION OF SOCIAL WORKERS

NASW is the largest membership organization of professional social workers in the world, with more than 155,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. The National Association of Social Workers is your connection to current ideas, information, resources and people.

NASW's membership benefits include: A subscription to the *NASW NEWS*, a subscription to the journal, *Social Work*, free chapter membership in your state, linking you to local people and programs, access to social work professional liability insurance, and more. Students pay only one-quarter of the full dues. (www.naswdc.org)

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS

The NABSW is designed to promote the welfare, survival, and liberation of communities of African ancestry. Members of the NABSW recognize the necessity of Black community control and accountability of self to the Black community. Membership is available to persons of African ancestry who, regardless of profession, share similar concerns regarding health and welfare issues in the Black community.

NABSW hosts an annual National and International Conference open to its membership and potential members. The organization also publishes bi-annually a scholarly journal entitled *The Black Caucus*.

NORTH AMERICAN ASSOCIATION OF CHRISTIANS IN SOCIAL WORK

NACSW is committed to assisting and challenging its members to grow in their ability, to actively integrate their Christian faith and social work practice toward the end of better serving those in need. NACSW provides a variety of ways for Christians in social work to connect and stay connected with one another. They offer their members opportunities for fellowship with other Christian social workers who share a similar identity and faith commitment.

Members receive a bimonthly newsletter, *Catalyst*, and a semi-annual journal, *Social Work and Christianity*. Discounts are available for training workshops conferences, books and magazines. Professional liability insurance is available as well as reduced membership dues for Students. (www.nacsw.org)

COUNCIL ON SOCIAL WORK EDUCATION

CSWE is a national association that preserves and enhances the quality of social work education for practice that promotes the goals of individual and community well-being and social justice. CSWE pursues this mission through setting and maintaining policy and program standards, accrediting bachelor's and master's degree programs in social work, promoting research and faculty development, and advocating for social work education.

Benefits of membership include subscriptions to the Journal of Social Work Education and Social Work Education Reporter, special prices to attend the Annual Program Meeting and discounts on CSWE's publications. (www.cswe.org)

GRADUATE PROGRAMS

Students graduating from the Social Work Program at Defiance College are encouraged to seek opportunities for continued professional growth and development, including graduate education. Graduate programs are discussed in Senior Seminar, and students are notified when graduate school representatives are visiting the campus.

Further information and guidance in selecting a program for graduate study can be obtained through the student's faculty advisor or the Career Services office. Students may continue to utilize the Career Services office for such purposes well after graduation.

WEBSITES

A few places you can visit

Council on Social Work Education

<http://www.cswe.org>

Association of Baccalaureate Social Work Programs

<http://www.bpdonline.org>

Journals

NASW- Published <http://www.naswpress.org>

J.B.S.W. <http://cavern.uark.edu/~social/jbsw/jbsw.html>

Comp.H.S. <http://www.uta.edu/cussn/chs.html>

J.Law & SW <http://www.nonline.com/marson/lawnsoc.htm>

J.S.S.R. <http://www.gwbssw.wustl.edu/~gwbprne/centers/jssr.html>

Social Work Student Magazine

<http://www.xmission.com/~gastown/newsocwk>

Social Work Access Network

<http://www.sc.edu/swan>

NASW

<http://www.naswdc.org>

NASW Ohio Chapter

www.naswoh.org

National Institute for Social Work (UK)

<http://www.nisw.org.uk>

New Social Worker Magazine

<http://www.socialworker.com/home/index.php>

Social Work Today Magazine

<http://www.socialworkertoday.com/>

International Federation of Social Workers

<http://www.ifsw.org>

National Federation of Societies for Clinical Social Work

<http://www.webcom.com/nfscsw>

Society for Social Work Administrators In Health Care

<http://www.sswahc.org>

American Association of State Social Work Boards

<http://www.aasswb.org>

Jobs In Social Work

<http://www.missouri.edu/~swtree>

<http://www.socialworker.com>

Computer Users In the Social Services Network

<http://www.uta.edu/cussn/cussn.html>

International Government/Issues

<http://www.eff.org/govt.html>

Federal and State Government

<http://thomas.loc.gov>

<http://www.visi.com/juan/congress>

<http://www.fedworld.gov>

<http://web.fie.com>

<http://www.yahoo.com/Government/States>

Handsnet Advocacy On-Line Service

<http://www.handsnet.org>

Alcoholism and Drug Abuse Information

<http://www.health.org>

Welfare and Families

<http://epn.org/idea/welfare.html>

<http://www.acf.dhbs.gov>

<http://child.cornell.edu/bookmarks.html>

Writing on the Web

<http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimer.html>

<http://www.ucalgary.ca/~darmstro/build.html>

Nonprofits and Volunteering

<http://www.contact.org>

<http://www.nonprofits.org>

Foundations, Grants, and Philanthropy

<http://www.philanthropy-journal.org>

<http://www.tpi.org>

<http://fdncenter.org>

Grief: A Complete Course

<http://www.helpernet.com/catalog.html>

An Exemplary Agency Webpage

<http://hadm.sph.sc.edu/Students/Kbelew/index.htm>

Disabilities

<http://www.rit.edu~easi>

<http://www.icdi.wvu.edu>

Social and Economic Development

<http://caster.ssw.upenn.edu/~restes/praxis.html>

<http://www.ssc.wisc.edu/irp>

<http://www.urban.org>

A Very Short Nonrepresentative Diversity Sampler

<http://www.mit.edu/activites/aar/aar.html>

<http://pitcairn.lib.uci.edu/sea/seahome.html>

<http://latino.sscnet.ucla.edu>

<http://www.latinolink-com>

<http://www.ubp.com>

<http://www.tawcnet.com/~awe/va.htm>

<http://www.halcyon.com/FWDP/fwdp.html>

<http://hanksvillie.phast.umass.edu/misc/NAresources.html>

<http://shamash.nysernet.org/tib/judaism.html>

<http://www.icofa.com>

<http://www.qrd.org>

Demographics, Including a Navigator!

<http://mailer.fsu.edu/~popctr/demnav.html>

Research and Statistical Computing Resources

<http://www.census.gov>

<http://cavern.urak.edu/comminfo/www/social.science.html>

http://asa.ugl.lib.urnich.edu/chdocs/statistical/stat_guide_home.html

Violence and Abuse

<http://www.umn.edu/mincava>

HIV/AIDS Links

<http://www.smartlink.net/~martinjh>

Women's Resources and a Searchable Database

<http://sunsite.unc.edu/cheryb/women>

<http://www.femina.com>

Adopting Technology in the Classroom

<http://www.algonquine.on.ca/edtech/index.html>

<http://faculty.creativeanalytics.org>

Social Work Joke Page

<http://dolphin.upenn.edu/~prentice/swjokcs.html>

Still more links and places to go...

<http://www.colostate.edu/Depts/SocWork/webstuff.html>

<http://www.accessone.com/~hammer/index.html>

<http://garnet.berkeley.edu:3333/EDINlist/EDINlist.html>

<http://www.siu.edu:80/departments/socwork/links.html>

<http://www.library.csustan.edu/boyer/contents.htm>

<http://www.socwk.bsu.edu/WEBRSC.HTM>

<http://www.geocities.com/Athens/5767/swcafe.html>

<http://www.andrews.edu/SOWK/grassroots.htm>

APPENDIX



COUNCIL ON SOCIAL WORK EDUCATION

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Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

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, competence,¹ 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 actors. 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.*

¹ These six value elements reflect the National Association of Social Workers *Code of Ethics*. National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

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 Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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.

² National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

³ International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

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 M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

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.⁴ 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.

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.*

⁴ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 *Identifies its concentration(s) (EP M2.2).*

M2.0.2 *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*

M2.0.3 *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*

M2.0.4 *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*

M2.0.5 *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

M2.0.6 *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, 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.*

M2.1.2 *Provides advanced practice opportunities for students to demonstrate the program's 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.⁵

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.*

⁵ Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

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.*

M3.2.1 *The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.*

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.*

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 postmaster'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.*

M3.4.5(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 50% assigned time is required for master's 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).*

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.*
- M3.3.3** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work 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.*
 - M3.4.4(a)** *The program describes the MSW 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. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*
 - M3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*
 - M3.4.4(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 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.*

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 its competencies. The plan specifies procedures, multiple measures, and benchmarks 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 evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*
- 4.0.3** *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*
- 4.0.4** *The program describes how it makes its constituencies aware of its assessment outcomes.*
- 4.0.5** *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

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

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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 well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised.

(Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

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 well-being of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods. .

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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.

**OHIO COUNSELOR, SOCIAL WORKER
& MARRIAGE AND FAMILY
THERAPIST BOARD
LAWS
&
RULES
As of September 1, 2010**

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4757.01. Definitions.

As used in this chapter:

(A) "Practice of professional counseling" means rendering or offering to render to individuals, groups, organizations, or the general public a counseling service involving the application of clinical counseling principles, methods, or procedures to assist individuals in achieving more effective personal, social, educational, or career development and adjustment, including the diagnosis and treatment of mental and emotional disorders.

(B) "Clinical counseling principles, methods, or procedures" means an approach to counseling that emphasizes the counselor's role in systematically assisting clients through all of the following: assessing and analyzing background and current information, diagnosing mental and emotional disorders, exploring possible solutions, and developing and providing a treatment plan for mental and emotional adjustment or development. "Clinical counseling principles, methods, or procedures" includes at least counseling, appraisal, consulting, and referral.

(C) "Practice of social work" means the application of specialized knowledge of human development and behavior and social, economic, and cultural systems in directly assisting individuals, families, and groups in a clinical setting to improve or restore their capacity for social functioning, including counseling, the use of psychosocial interventions, and the use of social psychotherapy, which includes the diagnosis and treatment of mental and emotional disorders.

(D) "Accredited educational institution" means an institution accredited by a national or regional accrediting agency accepted by the board of regents.

(E) "Scope of practice" means the services, methods, and techniques in which and the areas for which a person licensed or registered under this chapter is trained and qualified.

(F) "Mental and emotional disorders" means those disorders that are classified in accepted nosologies such as the international classification of diseases and the diagnostic and statistical manual of mental disorders and in future editions of those nosologies.

(G) "Marriage and family therapy" means the diagnosis, evaluation, assessment, counseling, management and treatment of mental and emotional disorders, whether cognitive, affective, or behavioral, within the context of marriage and family systems, through the professional application of marriage and family therapies and techniques.

(H) "Practice of marriage and family therapy" means the diagnosis, treatment, evaluation, assessment, counseling, and management, of mental and emotional disorders, whether cognitive, affective or behavioral, within the context of marriage and family systems, to individuals, couples, and families, singly or in groups, whether those services are offered directly to the general public or through public or private organizations, for a fee, salary or other consideration through the professional application of marriage and family theories, therapies, and techniques, including, but not limited to psychotherapeutic theories, therapies and techniques that marriage and family therapists are educated and trained to perform.

HISTORY: 140 v H 205 (Eff 10-10-84); 142 v S 155 (Eff 6-24-88); 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2003; 2008 HB427 04-07-2009

4757.02. Unauthorized practice as counselor, social worker, or marriage and family therapist.

(A) Except as provided in division (C) of this section and section 4757.41 of the Revised Code:

(1) No person shall engage in or claim to the public to be engaging in the practice of professional counseling for a fee, salary, or other consideration unless the person is currently licensed under this chapter as a professional clinical counselor or professional counselor.

(2) No person shall practice or claim to the public to be practicing social work for a fee, salary, or other consideration unless the person is currently licensed under this chapter as an independent social worker or a social worker.

(3) No person shall claim to the public to be a social work assistant unless the person is currently registered under this chapter as a social work assistant.

(4) No person shall engage in the practice of marriage and family therapy or claim to the public to be engaging in the practice of marriage and family therapy unless the person is currently licensed under this chapter as a marriage and family therapist.

(B) (1) No person shall use the title "professional clinical counselor," "professional counselor," or any other title or description incorporating the word "counselor" or any initials used to identify persons acting in those capacities unless currently authorized under this chapter by licensure to act in the capacity indicated by the title or initials.

(2) No person shall use the title "social worker," "independent social worker," "social work assistant," or any other title or description incorporating the words "social worker" or any initials used to identify persons acting in those capacities unless the person is currently authorized by licensure or registration under this chapter to act in the capacity indicated by the title or initials.

(3) No person shall use the title "marriage and family therapist" or any initials used to identify persons acting in that capacity unless the person is currently authorized by licensure under this chapter to act in the capacity indicated by the title or initials.

(C) (1) Divisions (A)(1) to (3) of this section do not apply to the practice of marriage and family therapy by a person holding a valid license or temporary license as a marriage and family therapist or independent marriage and family therapist under this chapter.

(2) Division (A)(4) of this section does not apply to the following persons licensed or registered under this chapter: professional clinical counselors, professional counselors, independent social workers, social workers, and social work assistants.

HISTORY: 140 v H 205 (Eff 10-10-84); 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2004.

4757.03. Counselor, social worker, and marriage and family therapist board.

There is hereby created the counselor, social worker, and marriage and family therapist board, consisting of fifteen members. The governor shall appoint the members with the advice and consent of the senate. Four of the members shall be individuals licensed under this chapter as professional clinical counselors or professional counselors. At all times, the counselor membership shall include at least two licensed professional clinical counselors, at least one individual who has received a doctoral degree in counseling from an accredited educational institution recognized by the board and holds a graduate level teaching position in a counselor education program, and at least two individuals who have received at least a master's degree in counseling from an accredited educational institution recognized by the board. Two of the members shall be individuals licensed under this chapter as independent marriage and family therapists and two shall be individuals licensed under this chapter as marriage and family therapists or, if the board has not yet licensed independent marriage and family therapists or marriage and family therapists, eligible for licensure as independent marriage and family therapists or marriage and family therapists. They shall have, during the five years preceding appointment, actively engaged in the practice of marriage and family therapy, in educating and training master's, doctoral, or postdoctoral students of marriage and family therapy, or in marriage and family therapy research and, during the two years immediately preceding appointment, shall have devoted the majority of their professional time to the activity while residing in this state.

Two members shall be individuals licensed under this chapter as independent social workers. Two members shall be individuals licensed under this chapter as social workers, at least one of whom must hold a bachelor's or master's degree in social work from an accredited educational institution recognized by the board. At all times, the social worker membership shall include one educator who holds a teaching position in a baccalaureate or master's degree social work program at an accredited educational institution recognized by the board. Three members shall be representatives of the general public who have not practiced professional counseling, marriage and family therapy, or social work and have not been involved in the delivery of professional counseling, marriage and family therapy, or social work services. At least one of the members representing the general public shall be at least sixty years of age. During their terms the public members shall not practice professional counseling, marriage and family therapy, or social work or be involved in the delivery of professional counseling, marriage and family therapy, or social work services.

Not more than eight members of the board may be members of the same political party or sex. At least one member of the board shall be of African, Native American, Hispanic, or Asian descent. Of the initial appointees, three shall be appointed for terms ending October 10, 1985, four shall be appointed for terms ending October 10, 1986, and four shall be appointed for terms ending October 10, 1987. Of the two initial independent marriage and family therapists appointed to the board, one shall be appointed for a term ending two years after the effective date of this amendment and one for a term ending three years after that date. Of the two initial marriage and family therapists appointed to the board, one shall be appointed for a term ending two years after the effective date of this amendment and one for a term ending three years after that date. After the initial appointments, terms of office shall be three years, each term ending on the same day of the same month of the year as did the term that it succeeds. A member shall hold office from the date of appointment until the end of the term for which the member was appointed. A member appointed to fill a vacancy occurring prior to the expiration of the term for which the member's predecessor was appointed shall hold office for the remainder of that term. A member shall continue in office after the expiration date of the member's term until a successor takes office or until a period of sixty days has elapsed, whichever occurs first. Members may be reappointed, except that if a person has held office for two consecutive full terms, the person shall not be reappointed to the board sooner than one year after the expiration of the second full term as a member of the board.

HISTORY: 140 v H 205 (Eff 10-10-84); 143 v H 623 (Eff 7-24-90); 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2003.

4757.07. Discrimination prohibited.

The counselor, social worker, and marriage and family therapist board and its professional standards committees shall not discriminate against any licensee, registrant, or applicant for a license or certificate of registration under this chapter because of the person's race, color, religion, sex, national origin, disability as defined in section 4112.01 of the Revised Code, or age. The board or committee, as appropriate, shall afford a hearing to any person who files with the board or committee a statement alleging discrimination based on any of those reasons.

HISTORY: 146 v S 223 (Eff 3-18-97); 148 v H 264 (Eff 3-17-2000); 149 v H 374. Eff 4-7-2003.

4757.12. Professional disclosure statement to be provided and displayed.

(A) A person who is licensed or registered under this chapter, and a person or agency that employs a person licensed or registered under this chapter, may charge a client or receive remuneration for professional counseling, social work, or marriage and family therapy services only if one of the following applies:

- (1) Prior to the performance of services, the client is furnished a copy of a professional disclosure statement containing the information described in division (B) of this section;
 - (2) A professional disclosure statement containing the information described in division (B) of this section is displayed in a conspicuous location at the place where the services are performed and a copy of the statement is provided to the client upon request.
- (B) The professional disclosure statement required by division (A) of this section shall contain the following:
- (1) The name, title, business address, and business telephone number of the professional clinical counselor, professional counselor, social work assistant, social worker, independent social worker, independent marriage and family therapist, or marriage and family therapist performing the services;
 - (2) The formal professional education of the person performing the services, including the institutions the person attended, the dates attended, and the degrees received from them;
 - (3) The areas of competence in the field in which the person is licensed or registered and the services the person provides;
 - (4) In the case of a person who is engaged in a private individual practice, partnership, or group practice, the person's fee schedule, listed by type of service or hourly rate;
 - (5) At the bottom of the first page of the disclosure statement, the words, "This information is required by the counselor, social worker, and marriage and family therapist board, which regulates the practices of professional counseling, social work, and marriage and family therapy in this state." and, immediately beneath those words, the name, address, and telephone number of the board.

HISTORY: 140 v H 205 (Eff 10-10-84); 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2003.

4757.26. Authorized activities of independent social worker, social worker or social work assistant.

(A) A person licensed under this chapter to practice as an independent social worker or a social worker may diagnose and treat mental and emotional disorders, except that a social worker may do so only under the supervision of a psychologist, psychiatrist, professional clinical counselor, independent marriage and family therapist, independent social worker, or registered nurse who holds a master's degree in psychiatric nursing.

(B) A person licensed under this chapter to practice as an independent social worker may engage in the private practice of social work as an individual practitioner or as a member of a partnership or group practice.

(C) A person licensed under this chapter to practice as a social worker shall not engage in the private practice of social work as an individual practitioner or as a member of a partnership or group practice. A social worker shall not engage in the practice of social work as an employee of a private individual, partnership, or group practitioner of social work unless the social worker is supervised by a psychologist, psychiatrist, professional clinical counselor, independent marriage and family therapist, independent social worker, or registered nurse who holds a master's degree in psychiatric nursing.

(D) A person who receives a certificate of registration to practice as a social work assistant is not authorized to engage in the practice of social work. A social work assistant, under the direct supervision of a psychologist, psychiatrist, professional clinical counselor, professional counselor, independent marriage and family therapist, independent social worker, social worker, or registered nurse who holds a master's degree in psychiatric nursing, may provide human, social, and community services that include intake assessment and referral, screening, crisis intervention and resolution, community support, case management and outreach, record keeping, social assessment, visual observation of an individual in the individual's environment, assistance in facilitation with groups and families, advocacy, and orientation, education, and prevention services.

HISTORY: 146 v S 223. Eff 3-18-97. 2008 HB427 04-07-2009

4757.27. Independent social worker license.

(A) The social workers professional standards committee of the counselor, social worker, and marriage and family therapist board shall issue a license as an independent social worker to each applicant who submits a properly completed application, pays the fee established under section 4757.31 of the Revised Code, and meets the requirements specified in division (B) of this section. An independent social worker license shall clearly indicate each academic degree earned by the person to whom it has been issued.

(B) To be eligible for a license as an independent social worker, an individual must meet the following requirements:

- (1) The individual must be of good moral character.
- (2) The individual must hold from an accredited educational institution a master's degree or a doctorate in social work.
- (3) The individual must complete at least two years of post-master's degree social work experience supervised by an independent social worker.
- (4) The individual must pass an examination administered by the board for the purpose of determining ability to practice as an independent social worker.

(C) The committee may issue a temporary license to an applicant who meets all of the requirements to be licensed under this section, pending the receipt of transcripts or action by the committee to issue a license as an independent social worker.

(D) The board shall adopt any rules necessary for the committee to implement this section, including criteria for the committee to use in determining whether an applicant's training should be accepted and supervised experience approved. Rules adopted under this division shall be adopted in accordance with Chapter 119. of the Revised Code.

HISTORY: 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2003.

4757.28. Social worker license.

(A) The social workers professional standards committee of the counselor, social worker, and marriage and family therapist board shall issue a license as a social worker to each applicant who submits a properly completed application, pays the fee established under section 4757.31 of the Revised Code, and meets the requirements specified in division (B) of this section. A social worker license shall clearly indicate each academic degree earned by the person to whom it is issued.

(B) To be eligible for a license as a social worker, an individual must meet the following requirements:

- (1) The individual must be of good moral character.
- (2) The individual must hold from an accredited educational institution one of the following:
 - (a) A baccalaureate degree in social work or, prior to October 10, 1992, a baccalaureate degree in a program closely related to social work and approved by the committee;
 - (b) A master's degree in social work;
 - (c) A doctorate in social work.
- (3) The individual must pass an examination administered by the board for the purpose of determining ability to practice as a social worker.

(C) The committee may issue a temporary license to an applicant who meets all of the requirements to be licensed under this section, pending the receipt of transcripts or action by the committee to issue a license as a social worker. However, the committee may issue a temporary license to an applicant who provides the board with a statement from the applicant's academic institution indicating that the applicant is in good standing with the institution, that the applicant has met the academic requirements for the applicant's degree, and the date the applicant will receive the applicant's degree.

(D) The board shall adopt any rules necessary for the committee to implement this section, including criteria for the committee to use in determining whether an applicant's training should be accepted and supervised experience approved. Rules adopted under this division shall be adopted in accordance with Chapter 119. of the Revised Code.

HISTORY: RC § 4757.09, 140 v H 205 (Eff 10-10-84); RC § 4757.28, 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2003.

4757.29. Certificate of registration as social work assistant.

(A) The social workers professional standards committee of the counselor, social worker, and marriage and family therapist board shall issue a certificate of registration as a social work assistant to each applicant who submits a properly completed application, pays the fee established under section 4757.31 of the Revised Code, is of good moral character, and holds from an accredited educational institution an associate degree in social service technology or a bachelor's degree that is equivalent to an associate degree in social service technology or a related bachelor's or higher degree that is approved by the committee.

(B) On and after March 18, 1997, a counselor assistant certificate of registration issued under former section 4757.08 of the Revised Code shall be considered a certificate of registration as a social work assistant. The holder of the certificate is subject to the supervision requirements specified in section 4757.26 of the Revised Code, the continuing education requirements specified in section 4757.33 of the Revised Code, and regulation by the social workers professional standards committee. On the first renewal occurring after March 18, 1997, the committee shall issue a certificate of registration as a social work assistant to each former counselor assistant who qualifies for renewal.

(C) The social workers professional standards committee shall issue a certificate of registration as a social work assistant to any person who, on or before March 18, 1998, meets the requirements for a certificate of registration as a counselor assistant pursuant to division (A)(3) of former section 4757.08 of the Revised Code, submits a properly completed application, pays the fee established under section 4757.31 of the Revised Code, and is of good moral character.

HISTORY: 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2003.

**OHIO COUNSELOR, SOCIAL WORKER & MARRIAGE AND FAMILY THERAPIST BOARD
LAWS AND RULES as of September 1, 2010**

4757-3-02 Abbreviations and titles.

(A) Counselors, social workers, and marriage and family therapists licensed or registered by the board shall use the following abbreviations to designate their titles as defined in paragraphs (Q)(1) to (Q)(7), (S), (T) and (AA) of rule 4757-3-01 of the Administrative Code:

- (1) "L.P.C.C." or "P.C.C." means a "Professional Clinical Counselor";
- (2) "L.P.C.C.-S." or "P.C.C.-S" means a "Supervising Professional Clinical Counselor";
- (3) "L.I.S.W." or "I.S.W." means an "Independent Social Worker";
- (4) "L.I.S.W.-S." means a "Supervising Independent Social Worker";
- (5) "L.P.C." or "P.C." means a "Professional Counselor";
- (6) "L.P.C.-S." or "P.C.-S." means a "Supervising Professional Counselor";
- (7) "L.S.W." or "S.W." means a "Social Worker";
- (8) "S.W.A." means a "Registered Social Work Assistant";
- (9) "R.C.T." means a "Registered Counselor Trainee";
- (10) "C.R." means a "Registered Clinical Resident";
- (11) "I.M.F.T." means an "Independent Marriage and Family Therapist";
- (12) "M.F.T." means "Marriage and Family Therapist";
- (13) "S.W.T." means a registered "Social Worker Trainee".
- (14) "P.C.-PROV" or "L.P.C.-PROV" means a "Professional Counselor" with a provisional license.
- (15) "L.S.W.-TEMP" or "S.W.-TEMP" means a "Social Worker" with a temporary license.
- (16) "M.F.T.-TEMP" means a "Marriage and Family Therapist" with a temporary license.

(B) Licensees shall indicate after their name on official documents the appropriate abbreviations of the current active license, or licenses, issued to them by this board.

(C) No person licensed by this board shall use after their name the title of abbreviation for any license, certification, or registration that they do not hold at the time of the use of said title or abbreviation.

(D) A person whose license has been suspended or revoked by the board or its professional standards committee shall not use with their name the abbreviation or title of that license while it is under suspension or revocation, nor shall any person whose license has expired use its abbreviation or title.

(E) The use of any abbreviation or title contained in this rule by persons unlicensed by this board shall be considered a violation of divisions (A) to (C) of section 4757.02 of the Revised Code.

HISTORY: Eff 12-19-85; 7-3-97; 9-20-02; 4-10-04; 11-4-06; 11-7-07; 3-4-10

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.10

Rule amplifies: RC 4757.02

RC 119.032 review dates: 9/20/2014

4757-5-01 Standards of ethical practice and professional conduct.

(A) The code of ethical practice and professional conduct constitutes the standards by which the professional conduct of counselors, social workers, and marriage and family therapists shall be measured. Each subject area is in a separate rule within Chapter 4757-5 of the Administrative Code.

(B) The rules of standards of ethical practice and conduct shall apply to the conduct of all counselor, social worker, and marriage and family therapist licensees and registrants.

(C) A violation of these rules of standards of ethical practice and professional conduct constitutes unprofessional conduct and is sufficient reason for a reprimand, suspension, revocation, other disciplinary action, or for restrictions placed upon a license or for the denial of the initial license or renewal, or reinstatement of a license.

(D) The board subscribes to codes of ethics and practice standards for counselors, social workers, and marriage and family therapists promulgated by the "American Counseling Association" and the "National Association of Social Workers" and the "American Association for Marriage and Family Therapy". These association standards shall be used as aids in resolving ambiguities which may arise in the interpretation of the rules of professional ethics and conduct, except that the board's rules of standards of ethical practice and professional conduct shall prevail whenever any conflict exists between these rules and the professional association standards.

HISTORY: Eff 9-19-85 (Emer.); 12-19-85; 5-22-86; 6-11-95 (Emer.); 7-3-97; 8-2-01; 9-20-02; 4-10-04; 1-1-06; 11-8-07;10/18/09

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.11

Rule amplifies: RC 4757.11

RC 119.032 review dates: 9/20/12

4757-5-02 Standards of ethical practice and professional conduct: clients/consumers of services.

(A) Responsibility to clients/consumers of services as to competency:

(1) Licensees and registrants shall be able to present reliable and substantial evidence of competency in the areas in which they practice. Licensees and registrants shall not misrepresent directly, indirectly or by implication their professional qualifications such as education, specialized training, experience, or area(s) of competence. Licensees or registrants shall not use a doctorate designation in their professional capacity unless it is related to the field of mental health and is from a recognized accredited educational institution.

(2) Licensees and registrants shall practice only within the competency areas for which they are qualified by education and training. Licensees and registrants shall maintain appropriate standards of care based on their individual professional license. Standards of care shall be defined as what an ordinary, reasonable professional with similar training would have done in a similar circumstance.

(3) While developing new skills in specialty areas, a counselor, social worker, or marriage and family therapist shall take steps to ensure the competence of their work and to protect the clients from possible harm. A counselor, social worker, or marriage and family therapist shall develop skills in specialty areas only after appropriate education, training, and while receiving approved supervision.

(4) Licensees and registrants do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies. Licensees and registrants shall make appropriate referrals when the client's needs exceed the counselor's, social worker's, or marriage and family therapist's competence level or scope of practice. The referrals shall be made in a timely manner.

(5) All counselors, social workers and marriage and family therapists shall use techniques/ procedures/ modalities in diagnosing and treating mental and emotional disorders that are grounded in theory and/or have an empirical or scientific foundation, otherwise, they shall define the techniques/ procedures as "unproven" or "developing" and explain to their clients the potential risks and ethical considerations of using such techniques/procedures and take steps to protect clients from possible harm. Individuals licensed at the level of professional counselor, social worker and marriage and family therapist shall diagnose and treat mental and emotional disorders only under proper supervision.

(B) Responsibility to clients/consumers of services as to informed consent:

(1) Counselors, social workers, or marriage and family therapists shall inform clients/consumers of services the extent and nature of services available to them, as well as the limits, rights, opportunities and obligations associated with the services to be provided which might effect the clients/consumers of services decisions to enter into or continue the relationship.

(2) Licensees and registrants shall provide services to clients only in the context of a professional relationship based on valid informed consent. Licensees and registrants shall use clear and understandable language to inform clients of the purposes of services, limit to the services due to legal requirements, relevant costs, reasonable alternatives, the clients' rights to refuse or withdraw consent, and the timeframe covered by the consent.

(3) In instances when clients are unable to read or understand the consent document or have trouble understanding the primary language contained in the informed consent document, licensees shall take steps to ensure the client's comprehension including providing a detailed verbal explanation or arranging for a qualified interpreter or translator as needed. If a client because of age or mental condition is not competent to provide informed consent the licensee shall obtain consent from the parent, guardian, or court appointed representative. Best professional practice dictates that a counselor, social worker, or marriage and family therapist shall adhere to the court documents. If a counselor, social worker, or marriage and family therapist does not understand the court document, they shall contact the court for clarification before proceeding with treatment.

(4) In situations when clients are receiving services involuntarily, counselors, social workers, and marriage and family therapists shall provide information about the nature and extent of the services and about the client's right to refuse services and the consequences of that refusal.

(5) Counselors, social workers, and marriage and family therapists who provide services via electronic means shall inform the clients and recipients of the limitations and risks associated with such services.

(6) When a counselor, social worker, or marriage and family therapist provides services to two or more clients who have a relationship with each other and who are aware of each other's participation in treatment (for example couples, family members), a counselor, social worker, or marriage and family therapist shall clarify with all parties the nature of the licensee's professional obligations to the various clients receiving services, including limits of confidentiality. A counselor, social worker, or marriage and family therapist who anticipates a conflict of interest among the clients receiving services or anticipates having to perform in potentially conflicting roles (for example a licensee who is asked or ordered to testify in a child custody dispute or divorce proceeding involving clients) shall clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(7) When a counselor, social worker, or marriage and family therapist sees clients for individual or group treatment, there may be reason for a third party to join the session for a limited purpose. The licensee shall ask the client or legal guardian to provide written authorization that describes the purpose and need for the third party to join the session and describes the circumstances and extent to which confidential information may be disclosed to the third party. The counselor, social worker, or marriage and family therapist shall make it clear that the third party is not a client and there is no confidentiality between the licensee and the third party. The counselor, social worker, and marriage and family therapist shall make it clear to the third party that he/she shall not have rights to access any part of the client's file including any session in which they participated unless the client signs a release. A counselor, social worker, or marriage or family therapist shall not make recommendations to courts, attorneys or other professional concerning non-clients.

(8) When a court or other judicial body orders an evaluation, assessment or other official report, the licensee shall inform the client of the parameters of the court order. The counselor, social worker, or marriage and family therapist shall not go beyond the parameters of the court order without obtaining written permission from the court or other judicial body.

(9) A counselor, social worker, or marriage and family therapist shall only make recommendations to a court, attorney or other professional concerning a client.

(10) Counselors, social workers, or marriage and family therapists shall communicate information in ways that are both developmentally and culturally appropriate. Counselors, social workers, or marriage and family therapists shall use clear and understandable language when discussing issues related to informed consent. When clients have difficulty understanding the language used by counselors, social workers, or marriage and family therapists, they shall provide necessary services (e.g., arranging for a qualified interpreter or translator) to ensure comprehension by clients. In collaboration with clients, counselors, social workers, or marriage and family therapists shall consider cultural implications of informed consent procedures and, where possible, counselors, social workers, or marriage and family therapists shall adjust their practices accordingly.

(C) Responsibility to clients/consumers of services as to delegation: Counselors, social workers, or marriage and family therapists shall delegate professional responsibilities to another person only when the licensee delegating the responsibilities knows that the task is within the person's scope of practice and the person qualifies by training, experience and/or licensure to perform them.

(D) Responsibility to clients/consumers of services as to confidentiality:

(1) Counselors, social workers, and marriage and family therapists shall have a primary obligation to protect the client's right to confidentiality as established by law and the professional standards of practice. Confidential information shall only be revealed to others when the clients or other persons legally authorized to give consent on behalf of the clients, have given their informed consent, except in those circumstances in which failure to do so would violate other laws or result in clear and present danger to the client or others. Unless specifically contraindicated by such situations, clients shall be informed and written consent shall be obtained before the confidential information is revealed.

(2) Counselors, social workers, and marriage and family therapists shall discuss with clients and the client's legally authorized representatives, the nature of confidentiality and the limitation of the client's right to confidentiality. Licensees shall review with clients circumstances where confidential information may be requested and where disclosure of confidential information is legally required. This discussion shall occur as soon as possible in the professional relationship and as needed throughout the course of the relationship.

(3) When counselors, social workers, and marriage and family therapists provide counseling services to families, couples, or groups, licensee's shall seek agreement among the parties involved concerning each individual's right to confidentiality and obligations to preserve the confidentiality of information shared by others. Licensees shall inform participants in family, group, or couples counseling that the licensee cannot guarantee that all participants shall honor such agreements.

(4) Counselors, social workers, and marriage and family therapists shall take reasonable and appropriate steps to protect the confidentiality of information transmitted to other parties when using computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology.

(E) Responsibility to clients/consumers of services as to termination:

(1) Counselors, social workers, and marriage and family therapists shall terminate services only after giving careful consideration to factors affecting the relationship and making effort to minimize possible adverse effects. If an interruption or termination of services is anticipated, reasonable notification and appropriate referral for continued services shall be provided to the client/consumer of services.

(2) Counselors, social workers, and marriage and family therapists employed by an agency or practice, may not solicit or refer a current client of the agency or practice, to the licensee's private practice. Licensees and registrants when leaving the employment of an agency or practice may offer referrals to the client. The referral shall include multiple options for the client to choose from, and the agency where the client is currently being seen shall be included as an option, the licensee's private practice may be one of the multiple options.

(3) In the event that a licensee or registrant is terminated for cause from a position as a volunteer or paid licensee, it is not the responsibility of the licensee or registrant to provide continuation of services or appropriate referrals. Licensees who are terminated for cause shall not contact their ex-clients.

(F) Responsibility to clients/consumers of services as to sexual harassment: Counselors, social workers, and marriage and family therapists shall not sexually harass clients/consumers of services family members of clients, ex-clients or other persons encountered in professional settings. Licensees shall not sexually harass supervisees, students, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature. A client of the agency is considered a client of each counselor, social worker, or marriage and family therapist employed or contracted by the agency for purposes of ethics under the sexual harassment section of this chapter. The duty of the licensee is based on that particular licensee's knowledge of a client's identity prior to starting a relationship.

(G) Responsibility to clients/consumers of services as to discrimination: Counselors, social workers, and marriage and family therapists shall not practice, condone, facilitate or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, veteran status, or mental or physical challenge.

(H) Responsibility to clients/consumers of services as to conduct with clients and other individuals:

(1) Counselors, social workers, and marriage and family therapists shall not physically or verbally abuse or threaten clients family members of clients, ex-clients or other persons encountered in professional settings. Licensees shall be aware that any physical touching between the professional and the client is subject to review for appropriate professional boundaries. The professional shall have the burden of proof to explain why physical touching was professionally necessary.

(2) Counselors, social workers, and marriage and family therapists shall not use derogatory language in their written or verbal communications to or about clients, ex-clients or family members of clients or ex-clients. Licensees shall use accurate and respectful language in all communications to and about clients and other persons in professional settings.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11/8/07, 10/18/09

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Replaced: 4757-5-01(B)

4757-5-03 Standards of ethical practice and professional conduct: multiple relationships.

(A) Counselors, social workers, or marriage and family therapists shall avoid multiple relationships and conflicts of interest with any client/consumer-of-services, ex-clients, family members of clients or ex-clients, or other persons encountered in professional or non-professional setting which are not in the best interest of the client and might impair professional judgment or which increases the risk of client/consumer-of-services exploitation.

(1) When a multiple relationship is first recognized or cannot be avoided, counselors, social workers, and marriage and family therapists shall take the following appropriate professional precautions:

(a) All potential multiple relationship and/or conflicts of interest shall be discussed with the client as soon as possible after being first recognized and shall only continue with both parties agreement;

(b) All multiple relationships and/or conflicts of interest shall be noted in the client record with reasoning as to why it is in the best interest of the client and/or not harmful;

(c) Such notation shall be continually reassessed and justified in the record;

(d) Issues such as informed consent, consultation, and supervision shall be considered to ensure that judgment is not impaired and that no exploitation occurs.

(2) A client of the agency is considered a client of each counselor, social worker, or marriage and family therapist employed or contracted by the agency for purposes of ethics under the multiple relationships rule of this chapter.

(3) The licensed professional shall not undertake or continue a professional relationship with a client/consumer-of-services when the objectivity or competency of the counselor, social worker, or marriage and family therapist is, or could reasonably be expected to be, impaired or where the relationship with the client/consumer-of-services is exploitative.

(4) Examples of multiple relationships that shall be avoided include but are not limited to those listed below.

(a) Familial relationships;

(b) Social relationships;

(c) Emotional relationships;

- (d) Financial relationships including bartering;
- (e) Supervisory relationships;
- (f) Political relationships;
- (g) Administrative relationships; and/or
- (h) Legal relationships.

(5) The list of relationships in paragraph (A)(4) of this rule as well as others require careful consideration to insure that impaired judgment or exploitation is not involved and that the best interest of the client is served at all times.

(B) Counselors, social workers, and marriage and family therapists shall avoid potentially harmful effects of non-client contacts on their practice that would reasonably impair the professional's objectivity or otherwise interfere with the professional's effectiveness as a counselor, social worker, or marriage and family therapist or would reasonably harm or exploit the other party. The standard to be used shall be what an ordinary, reasonable professional with similar education and training would have considered in similar circumstances.

(C) When counselors, social workers, and marriage and family therapists provide services to two or more people who have a relationship with each other (for example couples, family members), licensees shall clarify with all parties which individuals shall be considered clients and the nature of the licensee's professional obligations to the various individuals who are receiving services. Licensees who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, a licensee who is asked or ordered to testify in a child custody dispute or divorce proceeding involving clients) shall clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07, 10-18-09

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Rule amplifies: RC 4757.11

RC 119.032 review dates: 9/20/12

Replaced: 4757-5-01©

4757-5-04 Standards of ethical practice and professional conduct: sexual relationships.

(A) Counselors, social workers, and marriage and family therapists shall not engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced. A client of the agency is considered a client of each counselor, social worker, or marriage and family therapist employed or contracted at the agency for purposes of ethics under the sexual relationships section of this chapter. The duty of the licensee is based on that particular licensee's knowledge of a client's identity prior to starting a relationship.

(B) Counselors, social workers, and marriage and family therapists shall not have sexual intimacies with clients and shall not counsel persons with whom they have had a sexual relationship.

(C) Counselors, social workers, and marriage and family therapists shall not engage in sexual intimacies with former clients within five years after terminating the therapeutic relationship. Counselors, social workers, and marriage and family therapists who choose to engage in such a relationship after five years following termination have the responsibility to thoroughly examine and document in the clients record that such a relationship does not have an exploitative nature, based upon factors such as, duration of therapy, amount of time since therapy, termination circumstances, client's personal history and mental status, adverse impact on the client, power differentials, and actions by the professional suggesting a plan with the client after termination.

(D) A client of the agency is considered a client of each counselor, social worker, or marriage and family therapist employed or contracted by the agency for purposes of ethics under the sexual harassment, multiple relationships and sexual relationships sections of this rule. Counselors, social workers and marriage and family therapists shall 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 the client maintains a personal relationship has the potential to be harmful to the client and may make it difficult for the counselor, social worker or marriage and family therapist to maintain appropriate professional boundaries. Counselors, social workers and marriage and family therapists, 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. The duty of the licensee is based on that particular licensee's knowledge of a client's identity prior to starting a relationship.

(E) If the counselor, social worker or marriage and family therapist engages in conduct contrary to this prohibition or claims that an exception to this prohibition is warranted because of extraordinary circumstances, the counselor, social worker, or marriage and family therapist not his or her clients assumes the full burden of demonstrating that the client or former client has not been exploited, coerced, or manipulated, intentionally or unintentionally. The licensee shall document how this is so in the client's record.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07,10-18-09

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Replaced: 4757-5-01(D)

4757-5-05 Standards of ethical practice and professional conduct: impaired practice.

In impaired practice situations: counselors, social workers and marriage and family therapists shall not undertake or continue professional relationships with a client, supervisee, or student when the objectivity or competency of the counselor, social worker, or marriage and family therapist is or could reasonably be expected to be, impaired due to mental, emotional, physiological, pharmacological, or substance abuse conditions. If such a condition develops after a professional relationship has been initiated, the counselor, social worker, or marriage and family therapist shall terminate the professional relationship in an appropriate manner, shall notify the client of termination in writing, and shall assist the client in obtaining services from another professional.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07

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Replaced: 4757-5-01(E)

4757-5-06 Standards of ethical practice and professional conduct: assessment and testing instruments.

(A) General use of assessment and testing instruments:

(1) Appraisal techniques: the primary purpose of educational and psychological assessment is to provide measures that are objective and interpretable in either comparative or absolute terms. Counselors, social workers, and marriage and family therapists shall interpret the statements in this rule as applying to the whole range of appraisal techniques, including test and non-test data.

(2) Client welfare: counselors, social workers, and marriage and family therapists shall promote the welfare and best interests of the client in the development, publication, and utilization of educational and psychological assessment results and interpretations and take reasonable steps to prevent others from misusing the information these techniques provide. They shall respect the client's rights to know the results, of the interpretations made, and the bases for their conclusions and recommendations.

(B) Competence to use and interpret assessment and testing instruments:

(1) Limits of competence: Counselors, social workers, and marriage and family therapists shall recognize the limits of their competence and perform only those testing and assessment services for which they have training. They shall be familiar with reliability, validity, related standardization, error of measurement, and proper application of any technique utilized.

Counselors, social workers, and marriage and family therapists using computer-based test interpretations shall be trained in the construct being measured and the specific instrument being used prior to using this type of computer application.

Counselors, social workers, and marriage and family therapists shall take reasonable measures to ensure the proper use of psychological assessment techniques by persons under their supervision.

(2) Appropriate use: Counselors, social workers, and marriage and family therapists are responsible for the appropriate selection, application, scoring, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use computerized or other services.

(3) Decisions based on results: Counselors, social workers, and marriage and family therapists responsible for decisions involving individuals or policies that are based on assessment results shall have a thorough understanding of educational and psychological measurement, including validation criteria, test research, and guidelines for test development and use.

(4) Accurate information: Counselors, social workers, and marriage and family therapists shall provide accurate information and shall not make false claims when making statements about assessment instruments or techniques. Counselors, social workers, and marriage and family therapists shall seek to identify and correct client misconceptions about assessment instruments or techniques and about the meaning of scores, charts, or graphs given to them as assessment product. Special efforts shall be made to avoid unwarranted connotations of such terms as "IQ" and grade equivalent scores.

(C) Informed consent in the use of assessment and testing instruments:

(1) Explanation to clients: Prior to assessment, counselors, social workers, and marriage and family therapists shall explain the nature and purposes of assessment and the specific use of results in language the client (or other legally authorized person on behalf of the client) can understand, unless an explicit exception to this right has been agreed upon in advance. Regardless of whether scoring and interpretation are completed by counselors, social workers, marriage and family therapists, by assistants, or by computer or other outside services, counselors, social workers, and marriage and family therapists shall take reasonable steps to ensure that appropriate explanations are given to the client.

(2) Recipients of results: The examinee's welfare, explicit understanding, and prior agreement shall determine the recipients of test results. Counselors, social workers, and marriage and family therapists shall include accurate and appropriate interpretations with any release of individual or group test results.

(D) Release of information to competent professionals of assessment and testing instrument results:

(1) Misuse of results: Counselors, social workers, and marriage and family therapists shall not misuse assessment results, including test results, and interpretations, and take reasonable steps to prevent the misuse of such by others.

(2) Release of raw data: Counselors, social workers, and marriage and family therapists shall ordinarily release data (e.g. protocols, counseling or interview notes, or questionnaires) in which the client is identified only with the consent of the client or the client's legal representative. Such data shall usually be released only to persons recognized by counselors, social workers, and marriage and family therapists as competent to interpret the data.

(E) Proper diagnosis of mental disorders with the use of assessment and testing instruments:

(1) Proper diagnosis: Counselors and social workers shall take special care to provide accurate diagnosis of mental disorders. Assessment techniques (including personal interview) used to determine client care (e.g., locus of treatment, type of treatment or recommended follow-up) shall be carefully selected and appropriately used.

(2) Cultural sensitivity: Counselors and social workers shall recognize that culture affects the manner in which client's problems are defined. Clients' socioeconomic and cultural experience shall be considered when diagnosing mental disorders.

(F) Test selection in the use and interpretation of assessment and testing instruments:

(1) Appropriateness of instruments: Counselors, social workers, and marriage and family therapists shall carefully consider the validity, reliability, psychometric limitations and appropriateness of instruments when selecting tests for use in a given situation or with a particular client.

(2) Culturally diverse populations: Counselors, social workers, and marriage and family therapists recognize that the psychometric characteristics of a test (e.g., reliability, validity) are a function of the cultural composition of the population in which they were evaluated, validated, or normed. Licensees shall exercise due diligence in selecting tests to be used within a culturally diverse population in order to minimize the risk of inappropriate interpretation of test scores.

(G) Conditions of test administration when using assessment and testing instruments:

(1) Administration conditions: Counselors, social workers, and marriage and family therapists shall administer tests under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behavior or irregularities occur during the testing session, those conditions shall be noted in interpretation, and the results may be designated as invalid or of questionable validity.

(2) Computer administration: Counselors, social workers, and marriage and family therapists shall be responsible for ensuring that assessment administration programs function properly to provide clients with accurate results when a computer or other electronic methods are used for test administration.

(3) Unsupervised test-taking: Counselors, social workers, and marriage and family therapists shall not permit unsupervised or inadequately supervised use of tests or assessments unless the tests or assessments are designed, intended, and validated for self administration and/or scoring.

(4) Disclosure of favorable conditions: prior to test administration, conditions that produce most favorable test results shall be made known to the examinee.

(H) Diversity when using assessment and testing instruments: Counselors, social workers, and marriage and family therapists shall be cautious in using assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument was standardized. They shall recognize the effects of age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation and socioeconomic status on test administration and interpretation and place test interpretation results in proper perspective with other relevant factors.

(I) Test scoring and interpretation when using assessment and testing instruments:

(1) Reporting reservations: In reporting assessment results, counselors, social workers, and marriage and family therapists, shall indicate any reservations that exist regarding validity or reliability because of the circumstances of the assessment or the inappropriateness of the norms for the person tested.

(2) Research instruments: counselors, social workers, and marriage and family therapists shall exercise caution when interpreting the results of research instruments possessing insufficient technical data to support respondent results. The specific purposes for the use of such instruments shall be stated explicitly to the examinee.

(3) Testing services: counselors, social workers, and marriage and family therapists who provide test scoring and test interpretation services to support the assessment process shall confirm the validity of such interpretations. They shall accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. The public offering of an automated test interpretations service is considered a professional-to professional consultation. The formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client.

(J) Test security when using assessment and testing instruments: Counselors, social workers, and marriage and family therapists shall maintain the integrity and security of tests and other assessment techniques consistent with legal and contractual obligations. Counselors, social workers, and marriage and family therapists shall not appropriate, reproduce, or modify published tests or parts thereof without acknowledgment and permission from the publisher.

(K) Obsolete tests and outdated test results when using assessment and testing instruments: Counselors, social workers, and marriage and family therapists shall not use data or test results that are obsolete or outdated for the current purpose. Counselors, social workers, and marriage and family therapists shall make every effort to prevent the misuse of obsolete measures and test data by others.

(L) Test construction for assessment and testing instruments: Counselors, social workers, and marriage and family therapists shall use established scientific procedures, relevant standards, and current professional knowledge for test design in the development, publication, and utilization of educational and psychological assessment techniques.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07, 10/18/09

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Replaced: 4757-5-01(F)

4757-5-07 Standards of ethical practice and professional conduct: research and publication.

(A) Responsibilities in conducting research:

(1) Use of human subjects: Counselors, social workers, and marriage and family therapists shall plan, design, conduct, and report research in a manner consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human subjects. Counselors, social workers, and marriage and family therapists shall design and conduct research that reflects cultural sensitivity appropriateness.

(2) Deviation from standard practices: Counselors, social workers, and marriage and family therapists shall seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard acceptable practices.

(3) Precautions to avoid injury: Counselors, social workers, and marriage and family therapists who conduct research with human subjects are responsible for the subjects' welfare throughout the experiment and shall take reasonable precautions to avoid causing injurious psychological, physical, or social effects to their subjects. Counselors, social workers, and marriage and family therapists shall warn clients of any possible harm that might come from being involved in a research project.

(4) Principal researcher responsibility: The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and full responsibility for their own actions.

(5) Minimal interference: Counselors, social workers, and marriage and family therapists shall take reasonable precautions to avoid causing disruptions in subjects' lives due to participation in research.

(6) Diversity: Counselors, social workers, and marriage and family therapists shall be sensitive to diversity and research issues with special populations. They seek consultation when appropriate.

(B) Informed consent in conducting research and publishing:

(1) Topics disclosed: In obtaining informed consent for research, counselors, social workers, and marriage and family therapists shall use language that is understandable to research participants and that:

(a) Accurately explain the purpose and procedures to be followed;

(b) Identify any procedures that are experimental or relatively untried;

(c) Describe the attendant discomforts and risks;

(d) Describe the benefits or changes in individuals or organizations that might be reasonably expected;

(e) Disclose appropriate alternative procedures that would be advantageous for subject;

(f) Offer to answer any inquiries concerning the procedures;

(g) Ascribe any limitations on confidentiality, and;

(h) Instruct that subjects are free to withdraw their consent and discontinue participation in the project at any time.

(2) Deception: Counselors, social workers, and marriage and family therapists shall not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. When the methodological requirements of a study necessitate concealment or deception, the investigator shall explain clearly the reasons for this action as soon as possible.

(3) Voluntary participation: Participation in research shall typically be voluntary and without any penalty for refusal to participate. Involuntary participation shall be appropriate only when investigators can demonstrate that participation shall have no harmful effects on subjects and is essential to the investigation.

(4) Confidentiality of information: Information obtained about research participants during the course of an investigation shall be

confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, shall be explained to participants as a part of the procedure for obtaining informed consent.

(5) Persons incapable of giving informed consent: When a person is not capable of giving informed consent, counselors, social workers and marriage and family therapists shall provide an appropriate explanation, obtain agreement for participation and obtain appropriate consent from a legally authorized person.

(6) Commitments to participants: Counselors, social workers, and marriage and family therapists shall take reasonable measures to honor all commitments to research participants.

(7) Explanations after data collections: After data is collected, counselors, social workers, and marriage and family therapists shall provide participants with full clarifications of the nature of the study to remove any misconceptions. Where scientific or human values justify delaying or withholding information, counselors, social workers and marriage and family therapists shall take reasonable measures to avoid causing harm.

(8) Agreements to cooperate: Counselors, social workers, and marriage and family therapists who agree to cooperate with another individual in research or publication incur an obligation to cooperate as promised in terms of punctuality of performance and with regard to the completeness and accuracy of the information required.

(9) Informed consent for sponsors: In the pursuit of research, counselors, social workers, and marriage and family therapists shall give sponsors, institutions, and publication channels the same respect and opportunity for giving informed consent that they accord to individual research participants. Counselors, social workers, and marriage and family therapists shall be aware of their obligation to future research workers and ensure that host institutions are given feedback information and proper acknowledgment.

(C) Reporting results of research and publishing:

(1) Information affecting outcome: When reporting research results, counselors, social workers, and marriage and family therapists shall explicitly mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of this data.

(2) Accurate results: Counselors, social workers, and marriage and family therapists shall plan, conduct and report research accurately and in a manner that minimizes the possibility that results will be misleading. They shall provide thorough discussions of the limitations of their data and alternative hypotheses. Counselors, social workers, and marriage and family therapists shall not engage in fraudulent research, distort data, misrepresent data, or deliberately bias their results.

(3) Obligation to report unfavorable results: Counselors, social workers, and marriage and family therapists shall communicate to other counselors, social workers, and marriage and family therapists the results of any research judged to be of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests shall not be withheld.

(4) Identity of subjects: Counselors, social workers, and marriage and family therapists who supply data, aid in the research of another person, report research results, or make original data available shall take due care to disguise the identity of respective subjects in the absence of specific authorization from the subjects to do otherwise.

(5) Replication studies: Counselors, social workers, and marriage and family therapists shall make available sufficient original research data to qualified professionals who may wish to replicate the study.

(D) Publication of research results:

(1) Recognition of others: When conducting and reporting research, counselors, social workers, and marriage and family therapists shall be familiar with, and give recognition to, previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due.

(2) Contributors: Counselors, social workers, and marriage and family therapists shall give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor shall be listed first and minor technical or professional contributions shall be acknowledged in notes or introductory statements.

(3) Student research: For an article that is substantially based on a student's dissertation or thesis, the student shall be listed as the principal author.

(4) Duplicate submission: Counselors, social workers, and marriage and family therapists shall submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in another journal or published work shall not be submitted for publication without acknowledgment and permission from the previous publication.

(5) Professional review: Counselors, social workers, and marriage and family therapists who review material submitted for publication, research, or other scholarly purposes shall respect the confidentiality and proprietary rights of those who submitted it.

HISTORY: 9/19/85(Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.),7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 1-8-07,10-18-09

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Replaced: 4757-5-01(G)

4757-5-08 Standards of ethical practice and professional conduct: payment for services.

(A) Payment for services: When setting fees, counselors, social workers, and marriage and family therapists shall ensure that the fees are fair, reasonable, and commensurate with the services performed.

(B) Counselors, social workers, and marriage and family therapists shall not accept goods or services as payment for professional services unless those transactions comply with the multiple relationship rule 4757-5-03 of the Administrative Code. Bartering arrangements are a form of multiple relationship and shall be documented per rule 4757-5-03 of the Administrative Code. Counselors, social workers, and marriage and family therapists 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) Counselors, social workers, and marriage and family therapists shall not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the counselor's, social worker's, or marriage and family therapist's employer or agency.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07, 10-18-09

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Replaced: 4757-5-01(H)

4757-5-09 Standards of ethical practice and professional conduct: record keeping.

(A) Record keeping requirements: For each client/consumer of services, a licensee or registrant shall keep records of the dates of counseling, social work, or marriage and family therapy services, types of counseling, social work, or marriage and family therapy services, termination, and billing information. Records held by the licensee shall be kept for seven years. Records held or owned by government agencies or educational institutions are not subject to this requirement. Licensees shall keep all records in a secure location and shall allow only authorized persons access to records.

(B) Counselors, social workers, and marriage and family therapists shall take reasonable steps to ensure that documentation in records is accurate and reflects the services provided. Dates reflected in case notes shall be accurate with respect to dates of service and the dates the case notes were written. Clinical records shall include but not be limited to appropriate diagnosis, if any; individual service plans; in-take assessments; informed consent documents; and releases of information documents.

(C) Counselors, social workers, and marriage and family therapists shall 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.

(D) Counselors', social workers', and marriage and family therapists' documentation shall protect clients' privacy to the extent that it is possible and appropriate and shall include only information that is directly relevant to the delivery of services.

(E) Counselors, social workers, and marriage and family therapists shall store records following termination of services to ensure reasonable future access. Records should be maintained as required by this rule unless a longer retention period is required by statute or relevant contracts

(F) Counselors, social workers, and marriage and family therapists shall provide clients with reasonable access to records concerning the client. Counselors, social workers, and marriage and family therapists who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client shall provide assistance in interpreting the records and consultation with the client regarding the records. Licensees 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 the clients' requests and the rationale for withholding some or all of the records shall be documented in the clients' files. When providing clients with access to their records, licensees shall take steps to protect the confidentiality of other individuals identified or discussed in such records.

(G) A counselor, social worker, or marriage and family therapist shall not condone, partake, or assist in billing irregularities or fraud with respect to insurance companies or direct billing.

(H) Counselors, social workers and marriage and family therapists shall be aware of and adhere to divisions (H)(1) and (H)(2) of section 3109.051 of the Revised Code. That section in part states: "a parent of a child who is not the residential parent of the child is entitled to access, under the same terms and conditions under which access is provided to the residential parent, to any record that is related to the child and to which the residential parent of the child legally is provided access...unless the court determines that it would not be in the best interest of the child for the parent who is not the residential parent to have access to the records under those same terms and conditions...any keeper of a record who knowingly fails to comply with the order or division (H) of this section is in contempt of court." A complete reading and understanding of this section is mandatory for any counselor, social worker or marriage and family therapist providing services for children.

(I) When counselors, social workers, or marriage and family therapists leave a practice, they shall follow a prepared plan for transfer of clients and files. Counselors, social workers, or marriage and family therapists shall prepare and disseminate to an identified colleague or "records custodian" a plan for the transfer of clients and files in the case of their incapacitation, death, or termination of practice. Licensees at agencies that close can reference division (A)(14) of section 5122.31 of the Revised Code for proper transfer of records.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95(Emer.),7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07,11-2-08, 10-18-09

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Replaced: 4757-5-01(I)

4757-5-10 Standards of ethical practice and professional conduct: reporting unethical actions.

(A) Mandatory reporting: All licensees, registrants, supervisors and trainees have a responsibility to report any alleged violations of this act or rules adopted under it to the counselor, social worker, and marriage and family therapist board. Also, if they have knowledge or reason to suspect that a licensed colleague or other licensee is acting in an unethical way or is incompetent or impaired they shall report that practitioner to the board. All mandatory reporting shall be in writing and bear the name and license number or registration of the reporter. When client confidentiality limits the licensee's ability to provide details the licensee is still mandated to report the allegations against another licensee without breaching client confidentiality.

(B) Counselors, social workers, and marriage and family therapists are required to comply with all mandatory reporting requirements set forth in the Revised Code to include, but not limited to:

(1) Section 2305.51 of the Revised Code - Immunity of mental health professional for reporting violent behavior by a client or patient;

(2) Section 2151.421 of the Revised Code - Duty to report child abuse or neglect;

(3) Section 5101.61 of the Revised Code - Duty to report abuse, neglect or exploitation of an adult;

(4) Section 2317.02 of the Revised Code - Privileged communications; and

(5) Section 5123.61 of the Revised Code - Mandatory "duty to report abuse, neglect and other major incidents for a person with mental retardation or a developmental disability."

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07

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Replaced: 4757-5-01(J)

4757-5-11 Standards of ethical practice and professional conduct: change of name and/or address.

All licensees or registrants are required to notify the board of any changes of name or information to ensure that the board has their current name and mailing address within ninety days of those events. Failure to do so may result in disciplinary action by the board.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07

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4757-7-01 Renewal of license or certificate of registration.

Any license or certificate of registration issued by the board expires two years from the date it is issued or renewed. The provisions of section 4757.32 of the Revised Code shall apply to all applications for renewal of licenses and certificates of registration.

(A) The renewal applicant shall file the required renewal forms in a manner prescribed by the board and shall pay the appropriate renewal fee. For the purposes of renewing online, the board shall supply the applicant with an user identification and password. The use of the user identification and password provided by the board is solely the responsibility of the licensee to whom it is issued and shall be limited to filing a renewal application or updating the address. The user identification and password shall constitute the legally recognized signature for the purposes of this rule and may not be transferred, distributed or shared with any other person. Any person who knowingly makes a false statement on a renewal application or electronic application may be found guilty of falsification under section 2921.13 of the Revised Code, a misdemeanor of the first degree.

(B) The renewal applicant shall demonstrate in a manner prescribed by the board that the applicant has met the continuing professional education requirements for any license or certificate of registration that the applicant holds.

(1) The continuing professional education required for renewal shall have been acquired subsequent to the issue of, or the last renewal of, the license or certificate of registration.

(2) Renewal applicants who hold two or more licenses issued by this board shall satisfy the continuing professional education requirements for each license they wish to renew. Continuing professional education used to renew one license or certificate of registration issued by this board may be used to renew another license or certificate of registration if it is approved for that license or certificate of registration.

(3) The board may waive the continuing professional education requirements for persons unable to meet them because of disability, residence abroad, military service, or other reasonable cause. Such requests for waiver shall be accompanied by documentation acceptable to the board per paragraph (D) of this rule.

(C) Except as stated in paragraph (B)(3) of this rule, the licenses or certificates of registration of persons who do not meet their continuing professional requirements shall expire two years from the date of issuance. The board shall restore any license or certificate of registration that has been lapsed for two years or less upon application by the former licensee or registrant, documentation that the continuing professional education requirement for renewal has been met, and payment of the renewal fee. That restoration shall be for the remainder of the two years from the expiration date of that license. Any licensee eligible to restore their license may not apply for a new license. Many licensees may be confused by the term 'restoration' or 'restore', which is often thought of as a late renewal, but is actually a restoration of their license from that day forward for the remainder of the two year original month and day of licensure expiration.

(1) Thirty hours of continuing professional education shall be required to restore a license or certificate of registration that has been lapsed, unless it is the first renewal of an individual who was licensed as a social worker with a related degree. Those individuals shall be required to complete the social work coursework requirement.

(2) For all restorations, licensees and registrants shall complete three hours of the thirty required hours in the area of social work, counseling, or marriage and family therapy ethics whichever applies.

(3) Licensees who fail to restore within two years following the expiration date of their license are not eligible to restore their license per the third paragraph of section 4757.32 of the Revised Code. These expired licensees in order to be licensed shall apply as if never licensed. They shall comply with the current education, examination, supervision and other requirements as applicable for the license desired and meet all requirements of rule 4757-1-04 of the Administrative Code.

(D) Waiver of continuing education requirements shall be processed as delineated in this rule. Waivers shall be requested using forms delineated by the board. Waiver of continuing education may be for the full thirty hours or any part thereof or a partial waiver of any or all of the hours that shall be completed by a future date per a consent agreement. Waivers should be requested with at least thirty days lead-time to allow processing prior to the expiration of a license for those licensees practicing in Ohio. A licensee whose license renewal date has passed shall not practice until they have renewed or they shall be in violation of section 4757.02 of the Revised Code and subject to administrative action up to and including revocation of their license.

(1) Licensees who are disabled during a renewal period may receive a full waiver for renewal following disability. Proof of inability to work shall be provided for this waiver. A waiver shall be required for each subsequent renewal. Once the licensee is practicing he/she shall be required to complete the continuing education requirements unless they are granted another waiver.

(2) Licensees residing abroad may take appropriate continuing education courses in that country and submit post approval requests per paragraph (C) of rule 4757-9-05 of the Administrative Code. Should appropriate courses not be available they may apply for a complete or partial waiver of continuing education hours needed for renewal. Once he/she returns to the United States the licensee shall complete the required continuing education hours for the next renewal.

(3) Military members on active duty outside of Ohio may receive a complete or partial waiver of all continuing education hours upon providing proof of orders outside of Ohio. Military members in Ohio may provide proof that they are unable to complete continuing education in order to receive a full or partial waiver of continuing education hours required.

- (4) Other reasonable causes may be submitted in writing requesting full or partial waiver of continuing education or future completion of continuing education hours needed to complete the thirty hours required.
- (5) If a waiver is granted, the licensee shall renew immediately, and their file annotated as to the status of their waiver and any due date for completion of additional continuing education hours. Any licensee required to complete future continuing education hours shall complete a consent agreement prior to renewing their license.
- (6) If a licensee is not practicing, a waiver shall not be granted unless the licensee is a military member or disabled and unable to work.

HISTORY: 5-22-86; 7-3-97; 2-9-98; 9-20-02; 4-10-04; 1-10-08; 11-2-08; 11-18-09

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.10

Rule amplifies: RC 4757.32, 4757.33

RC 119.032 review dates: 9/20/14

4757-7-02 Practice with expired license or certificate of registration is prohibited.

Persons whose licenses or certificates or registration have lapsed or expired and who continue to hold themselves out as counselors, social workers, or marriage and family therapists, or who engage in counseling, social work, or marriage and family therapy without a license or certificate of registration, shall be in violation of Chapter 4757. of the Revised Code. Persons who practice counseling, social work, or marriage and family therapy while their licenses or certificates of registration are under suspension or revocation shall be in violation of Chapter 4757. of the Revised Code.

HISTORY: 5-22-86; 7-3-97; 2-9-98; 4-10-04

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.10

Rule amplifies: RC 4757.02, 4757.32

RC 119.032 review dates: 06/11/14

4757-9-01 Continuing education requirements for renewal of a marriage and family therapist or independent marriage and family therapist license.

(A) Marriage and family therapists and independent marriage and family therapists require thirty hours of approved continuing professional education in the following program areas listed in section 4757.30 of the Revised Code: research, professional ethics, marriage and family studies, marriage and family therapy, human development, appraisal of individuals and families, systems theory, and supervision.

(B) Three of the thirty hours must be taken in the area of professional ethics for marriage and family therapists.

HISTORY: 4-10-04; 10-18-09

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.10

Rule amplifies: RC 4757.32, 4757.33

RC 119.032 review date: 9/20/14

4757-9-02 Continuing education requirements for renewal of a professional counselor or a professional clinical counselor.

For professional counselors and for professional clinical counselors, the requirements for license renewal are thirty clock hours of approved continuing professional education in the following program areas of counselor training listed in section 4757.22 of the Revised Code: human growth and development; counseling theory: counseling techniques; group dynamics, processing, and counseling; appraisal of individuals; research and evaluation; professional, legal and ethical responsibilities; social and cultural foundations; lifestyles and career development; clinical psychopathology, personality and abnormal behavior; evaluation of mental and emotional status; diagnosis of mental and emotional disorders; methods of intervention and prevention of mental and emotional disorders; treatment of mental and emotional disorders; supervision, and administration.

(A) For those professional clinical counselors with supervising counselor status, six of the thirty clock hours shall be in supervision.

(B) For all renewals after January 1, 2004, three of the thirty hours shall be taken in the area of legal and ethical responsibilities for professional counselors.

HISTORY: 5-22-86; 7-3-97; 9-20-02

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.10

Rule amplifies: RC 4757.33

R.C. 119.032 review dates: 9/20/12