

MASTER OF SOCIAL WORK PROGRAM
HANDBOOK
2025



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PLNU SOCIAL WORK PROGRAM HANDBOOK

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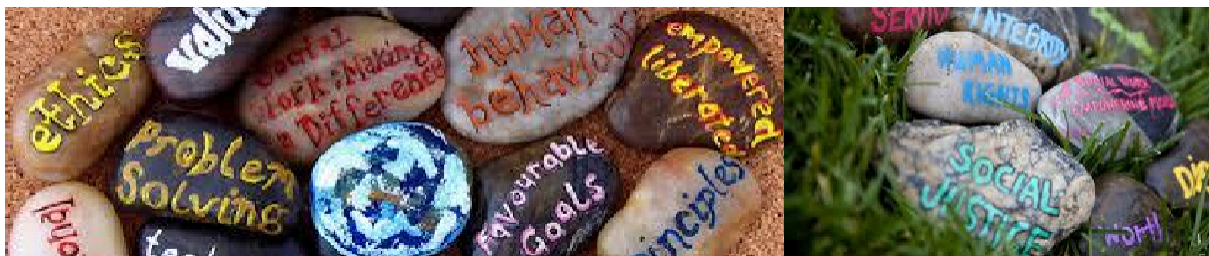
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INTRODUCTION TO THE SOCIAL WORK PROGRAM HANDBOOK

The purpose of this Handbook is to introduce students to the Point Loma Nazarene University (PLNU) graduate program in social work within the context of the University and the School of Behavioral and Social Sciences. Social work courses were introduced into the PLNU curriculum in the mid 1920's in response to the need for training to prepare for effective service to the community.

A program description and details of policies are presented for your reference and use. This handbook includes a general introduction to the social work profession, the history and purpose of the program, an outline of the overarching principles and requirements of the graduate degree in social work, the procedures for making application to the program, and samples of forms used to monitor student progress. These forms are also compiled to create portions of a graduate portfolio that is used to demonstrate student achievement and professional competency, and upon request, to complete reference letters and evaluations.

As you will discover in this Program Handbook, the primary purpose of the PLNU social work program is to prepare competent advanced generalist social work professionals who are motivated to gracefully serve others as an expression of their faith. This handbook serves to describe the connections between the University, a faith-filled call to service, the goals of achieving professional competence, and the PLNU social work program. Welcome to the School of Behavioral and Social Sciences and the social work program!



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INTRODUCTION TO THE UNIVERSITY¹

Accredited by the Western Association of Schools and Colleges, Point Loma Nazarene University (PLNU) offers quality liberal arts and selected professional degree programs at the baccalaureate and graduate levels. PLNU is located on the Point Loma peninsula between beautiful San Diego Bay and the shores of the Pacific Ocean with a student population of approximately 3,200 undergraduate students and 1,700 graduate students.

Denominational Affiliation

PLNU is a liberal arts institution sponsored by the Church of the Nazarene. The Church of the Nazarene is an international Protestant denomination in the holiness tradition. The Church is Wesleyan in doctrine and evangelical in mission. Its polity is representative. Emphasis is given to the conversion of sinners, the entire sanctification of believers, and the spreading of the Gospel to every person. The Church is a member of the Christian Holiness Association and the National Association of Evangelicals. The relationship of PLNU and the Church of the Nazarene is characterized by a mutual respect for doctrine and mission. In this relationship the University provides quality leaders for Christian service within social, civic, business, and church communities.

The Faculty

The PLNU faculty is composed of Christian teachers/scholars who are dedicated to teaching and other scholarly activity in an environment of vital Christianity. Individuals serving as faculty are committed to lifelong learning and teaching and strive to exemplify excellence in their profession and to model personal integration of faith, learning, and living.

The Students

PLNU welcomes qualified students of any and all religious affiliations who desire an education in an environment of dynamic Christian witness. The role of PLNU in higher education is fulfilled by helping students realize their mental, physical, social, moral, and spiritual ideals. The University's belief is that a personal commitment to Jesus Christ is the basis for achieving self-worth and understanding, the motivation for building a just social order, and the means for relating to God through worship and service.

¹ Selections excerpted from the Catalog of the University

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Historical Profile

The predecessor of PLNU was founded in 1902 in Los Angeles, California, as Pacific Bible College under the leadership of Dr. Phineas F. Breese, founder of the Church of the Nazarene. Breese's purpose was to provide a place for the training of ministerial and lay leadership. In 1910, the institution moved to Pasadena, California, where its scope was enlarged to include programs in the arts and sciences.

Milestones in the development of the University include:

1902 Founding date

- 1910 Relocated to Pasadena as Nazarene University
- 1924 Reorganized as Pasadena College and Student government recognized
- 1925 Social work courses included in the curriculum in Sociology
- 1943 Accredited by the Northwest Association
- 1949 Accredited by the Western College Association
- 1951 California state accreditation of the education program
- 1973 Relocated to San Diego as Point Loma College
- 1975 Nursing Program accredited by the National League for Nursing
- 1998 Name changed to Point Loma Nazarene University
- 1998 Department Name Changed to Sociology and Social Work
- 2009 BSW Granted Candidacy by the Council on Social Work Education
- 2012 BSW Granted Full Accreditation by the Council on Social Work Education
- 2018 Department Name Changed to Sociology, Social Work, and Family Sciences

Mission and Goals of the University

Mission: To Teach ~ To Shape ~ To Send. PLNU exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life². This mission is expressed in core values held throughout PLNU:

- Excellence in teaching and learning
- An intentionally Christian community
- Faithfulness to our Nazarene heritage and a Wesleyan theological perspective
- The development of students as whole persons
- A global perspective and experience
- Respect for ethnic and cultural diversity
- The stewardship of resources
- Service as an expression of faith

² University catalog ps. 1-2

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Core Academic Competencies

Each PLNU student is expected to attain, in substantial measure, those goals which are relevant as a liberally educated person, including:

University Goals for Student Personal Development

Under the guidance of community of faculty who are both creative scholars and committed Christians, the student will develop:

- A love for truth that includes an open mind, objectivity, persistence, and courage.
- A thirst for knowledge, especially the willingness to assume a major share of responsibility for a lifelong adventure of learning.
- The capacity to arrive at sound judgments and discriminating personal convictions; and, without being dogmatic or coercive, communicate those judgments and convictions with sincerity and grace.

PLNU Goals for Graduate Professional Programs

Programs at the graduate level are organized for the general purpose of giving the student a fundamental understanding and thorough mastery of a major field of study and of advanced preparation for a professional career.

Graduate Programs exist to:

- Recognize and foster superior scholarship through post-baccalaureate instruction, seminars, and research;
- Develop professional skills and competence;
- Encourage the acquisition and mastery of responsible and thorough methods of research;
- Enable students to improve their ability to think critically and achieve a greater measure of intellectual independence;
- Encourage the integration of the student's faith and learning; and
- Accelerate the engagement of graduates' faith in their professions.³

Spiritual Goals for the University Campus

Woven into the academic and life curricula of the University are programs and experiences designed to:

- Assist in the formation of a discipleship that is growing in Christ-likeness.
- Build skills and habits in spiritual formation that will be honed across a lifetime.

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³ University catalog from <https://pointloma-public.courseleaf.com/grad-catalog/about-the-university/university-mission/>

- Develop experiences that will lift the human spirit in worship and motivate to a life of service.
- Provide opportunities for spiritual leadership development to serve the cause of Christ around the world.
- Inspire a passion to live in God's grace and the eternal pursuit of truth and holiness.
- Promote a holistic understanding that seeks the unity of the Body of Christ in the world while embracing its diversity.

INTRODUCTION TO THE SOCIAL WORK PROFESSION

The Social Work is a profession “of many faces, many places, and many challenges⁴.” The National Association of Social Workers (NASW) describes social work as a profession intended “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 poverty⁵.” 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, promoting social justice, and social change.

The graduate program in social work trains students as advanced generalist practice professionals who attend to the transactions between the environmental forces that create or contribute to challenges in living. Social work assists individuals, families, groups, organizations, and communities to enhance life. The scope of work for the advanced general practitioner parallels general practice in medicine: a professional who engages in a broad array of services with many different people.

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 perspective⁶. In summary, these core values include:

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⁴ Morales and Sheafor, Introduction to Social Work: A Profession of Many faces.

⁵ NASW Code of Ethics, 1996, see appendix.

⁶ Ibid.

- Possessing an attitude of service
- Promotion of social justice
- Preservation of the dignity and worth of the person
- Recognition of the importance of human relationships
- Acting with integrity
- Performing duties with competence

Social work is about caring, curing, and/or changing to make the world a better place to live. Social workers are concerned, caring, and committed to making that possible.

Description of Selected Professional Social Work Associations

During their course of study, students will be exposed to a number of associations concerned with professional social work education and practice. It is important for students joining the Point Loma program to be introduced to some of the organizations that impact their course of study.

The Western Association of Schools and Colleges Senior College and University Commission (WASC – WSCUC)

“The Western Association of Schools and Colleges (WASC), a 501(c) (3) organization, is recognized as one of six regional associations that accredit public and private schools, colleges, and universities in the United States⁷.” Point Loma Nazarene University is fully accredited by the WASC Senior College and University Commission (WSCUC) which “is responsible for the evaluation of the quality and effectiveness of colleges and universities offering the baccalaureate degree⁷ or higher in California, Hawaii, Guam and the Pacific Basin.

The Council on Social Work Education (CSWE)

“Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. Its members include more than 900 accredited baccalaureate and master’s degree social work programs and their affiliated social work educators, students, and staff, as well as practitioners and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development so that social workers are empowered to play a central role in achieving the profession’s goals of social and economic justice. CSWE’s Board of Accreditation is recognized

⁷ Downloaded from <http://www.wascweb.org/> accessed: June 5, 2011.

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⁸ Excerpt from <http://www.wascsenior.org/> p.1

by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.”⁹

The graduate social work program at Point Loma has applied for pre-candidacy status as approved by CSWE. Once this accreditation is given it will be a substantial benefit for graduates when applying for employment or for doctoral level degrees in social work.

The National Association of Social Workers (NASW)

“The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with [120,000 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 NASW *Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers¹⁰.” The NASW Code of Ethics is a central component of the social work program at Point Loma. In the past, PLNU faculty received the Social Worker of the Year award for San Diego and Imperial Counties NASW region.

The North American Association of Christians in Social Work (NACSW)

The National Association of Christians in Social Work “is an interdenominational and international organization which grew out of a series of annual conferences beginning in 1950. NACSW offers ‘a vital Christian presence in social work’ and ‘equips its members to integrate Christian faith and professional social work practice¹¹.’” NACSW provides a guide for framing professional use of self in an authentic Christian context. Many students elect to become members of NACSW during their senior year.

Other Associations

Examples of other professional social work associations that student learn about during the program include the National Association of Black Social Workers and the International Federation of Social Workers.

National Association of Black Social Workers

During the Civil Rights era a group of social workers in California created what “has ultimately become the foremost advocacy group established to address social issues and concerns of the Black community, the National Association of Black Social Workers, Inc. This ‘coalition of human service practitioners of African ancestry’ recognized the need for educational institutions

⁹ Excerpt from <https://www.cswe.org/about-cswe/> p. 1 Accessed October 23, 2024

¹⁰National Association of Social Workers. About NASW. <http://www.socialworkers.org/nasw/default.asp>.

¹¹ http://www.acsw.org/2008/2008_about.htm. Accessed : June 5, 2011/

to ‘demonstrate concern, appreciation, and understanding of all races and ethnic groups reflected in the social welfare service arena¹².’” NABSW continues to advocate for social and economic justice, particularly in welfare policy and practices.

International Federation of Social Workers (IFSW)

“The International Federation of Social Workers (IFSW) is a global federation of national organizations of social workers (unions and associations) that links ‘professional social workers around the globe; strives for social justice, human rights and social advancement through development of social work best practices and international cooperation between social workers and their professional organizations¹³.’”

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Program Context - PLNU

The graduate social work program is housed in the Sociology, Social Work, and Family Sciences (Department/Unit) and is part of the College Behavioral and Social Sciences. The faculty offices and classrooms of the sociology and social work undergraduate programs are housed in Rohr Hall, a single-story structure. The faculty offices and classrooms of family sciences are housed in Evans Hall. The majority of faculty offices and classrooms for the Master of Social Work program will be housed in Mission Valley Regional Center. Rohr Hall has scriptures proudly displayed, bringing hope through its core message, “...do justice, love mercy, walk humbly with God.”¹⁴ A quick visit to the department helps to tell the story, a place that nurtures servant-scholars who competently and constructively engage in the challenges of our world as agents of hope.

Sociology, Social Work, and Family Sciences Department Mission

The social work program is part of the academic unit of Sociology, Social Work, and Family Sciences and works to fulfill the mission of the department as well as the mission of the University. The Department mission flows from the central purpose of the University. *As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.*

¹² From <https://www.nabsw.org/> Accessed March 29, 2024

¹³ From <http://www.ifsw.org/f38000024.html>

¹⁴ Bible: Micah 6:8

Social Work Program Mission

The mission of the graduate program in Social Work thrives within the context of the mission of Sociology, Social Work, and Family Sciences (Department). The mission of the social work program resonates with both the mission of the University and the mission of the department. At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

*The mission of the graduate social work program is to develop competent advanced generalist social workers who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of the social work profession; who will enhance individual, family, group, organizational, and community well-being, celebrate difference, and promote social, environmental, and economic justice for vulnerable populations; who are guided by a Wesleyan perspective; who strive for continuous personal development; who are respectfully engaged in the community; who empowers others as the means for relating to God through service by enhancing the quality of life for all people by upholding the traditions, values, and ethics of the social work profession.*¹⁵

Alignment of the Social Work Program and University Goals

The social work program falls within the expressed mission and goals of the University teaching, shaping and sending servants into the diverse world. Preparing students to serve through the social work profession is also in accord with the Wesleyan tradition. In his inaugural address the words of former University President Jim Bond reflect the close relationship of the mission of social work and that of the University, “It is for us to develop God’s *change agents*—men and women *who can penetrate the social structures, function competently in their professions*, approach the great cultural dilemmas with innovative thoughts, who are possessed with an inner drive to discover truth, and who permeate everything they touch with the life and spirit of Jesus.”¹⁶ Yes, social workers are professional change agents, advocates, professionals bringing hope to others. Social work is about caring, curing or changing to make the world a better place to live. Social workers are concerned, caring, and committed to making that possible. And yes, the social work program embodies the department mission as well: working to nurture servant-scholars who competently and constructively engage as agents of hope.

¹⁵ Website

¹⁶ Jim Bond. 1983. University Inaugural Address, emphasis added.

Brief History of Social Work Program

Milestones in the development of the social work program include:

- 1925: Social work courses included in the curriculum in Sociology
- 1943: Accredited by the Northwest Association
- 1949: Accredited by the Western College Association
- 1973: Relocated to San Diego
- 1998: Department Name Changed to Sociology and Social Work
- 2001: Completed feasibility study for Accreditation of Baccalaureate Social Work Program
- 2009: BSW granted Candidacy by the Council on Social Work Education
- 2012: BSW granted Full Accreditation by the Council on Social Work Education (retroactive)
- 2018: Department Name Changed to Sociology, Social Work, and Family Sciences
- 2024: MSW program director hired and application for the Master of Social Work program submitted to the Council on Social Work Education

PROGRAM INTEGRATION AND THEORETIC FRAMEWORK

The graduate program in Social Work at PLNU integrates an eclectic knowledge base derived from liberal arts with a professional foundation designed to form a cohesive and progressive course of study. Achievement of the program goals and objectives and attainment of the expected educational outcomes is accomplished through a program that integrates systems theory and an ecosystems model with a foundation of faith, an attitude of service.

The program incorporates the multiple dimensions of the advanced generalist practice approach and provides the three elements of the professional foundation in Social Work: 1) an eclectic knowledge base; 2) a variety of advanced skills for use with individuals, groups, organizations, and communities; 3) and commitment to a standard code of values and ethics. The program employs systems theory to form a cohesive whole to structure program learning. In conceptualization, special attention is given to the ecosystems model. This model offers a framework for critical thought about people and their transactions with the social environment. The framework provides a structure for building an understanding of the dynamic relationships among individuals, their families, culture, social institutions and physical environment, and the historic events that have impacted them. Possessing theory and practical knowledge about each component helps to build that understanding. The integration of theory and core curriculum into a cohesive program can be seen in two graphic depictions found in the appendixes. These features, coupled with understanding and professional ‘use of self’ and awareness of the Christian tradition that calls us to serve, form the center for student achievement in Social Work practice.

Respectful relationships among people and between people and their environment are important to the University as a whole and are reflected throughout the social work program. The social work program prepares students as practitioners and scholars who understand the responsibility for caring for the social and physical world entrusted to us by the Creator. Viewing people from a strengths-perspective and using non-violent language are examples of grace-filled engagement with others. The program offers students a solid foundation from which to enter entry-level advanced generalist or clinical practice. During their generalist and their advanced year, social work students enhance their readiness for direct practice or by applying their knowledge and skills in two different field education settings. Those accepted into the advanced standing program will complete one field education placement. The program empowers students to help inform and shape their professional use of self and encourages students to reflect on and describe the program for themselves.

MSW Conceptualization

Table 1 shows the broad conceptual framework the school uses to view problems and their solutions. Viewed through a Christian perspective (described in E.P. 1.0.1), the program helps students to learn the knowledge, values, and practice skills within the context of each client's unique cultural background and diversity. Recognizing the complexity of reality and its social constructions, the program also teaches students to think critically and ethically about each client and their challenges and strengths. Table 1.

Table 1 *Conceptual Framework for Viewing Problems and Solutions*

1) Ecological Systems Theory	Lenses Used to Aid Students in Understanding Social Work Practice
2) Christian Perspective	
3) ADEI	
4) Social Work Practice Skills	
a) Generalist Intervention Model (GIM)	
b) Advanced Generalist Model (selection of theories with focus on Cognitive Behavioral Therapy)	
5) Reality and its Social Constructions	
6) Strengths Perspective	
7) NASW Code of Ethics	

Conceptual Framework for Viewing Problems and Solutions

The ecological systems perspectives provide a framework for integrating the generalist intervention model (GIM) throughout the curricular content areas as defined in the Educational Policy and Accreditation Standards (EPAS). The GIM method is a primary intervention method learned in foundation course work; however, our students are also exposed to a variety of other theories and intervention modalities. Because of the mission and perspective of our program, students are also expected to incorporate a strengths-based outlook in their assignments, discussions, and work with clients.

The knowledge-base of the GIM reflects general systems theory, a person-in-environment perspective, and knowledge of an individual's behavior within his/her social environment. The generalist perspective also provides our students with the values and ethics of the social work profession. Chief among those, and reinforced by the mission of our program, are social justice and human rights.

During the first year of the Regular standing students are able to demonstrate broad-based, beginning-level knowledge, values, ethical decision-making skills, and basic familiarity in using the GIM with individuals, families, groups, organizations, and communities. Students are placed in agencies where they can demonstrate generalist knowledge, values, and skills in a variety of situations and with a variety of client populations.

During the second year of the two-year MSW program or in the Advanced Standing program, the master's curriculum prepares graduates for advanced social work practice as an advanced generalist. As is evidenced in each curricular discussion above, the advanced concentration addresses the foundation content areas in greater depth, breadth, and specificity, and supports the program's conception of advanced practice. Graduates of the MSW program are prepared to be advanced generalist practitioners. They can analyze, intervene, and evaluate in ways that are specialized, differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency.

The BSW and MSW programs differ in conceptualization and design in that the overall MSW content is more complex. Advanced generalist learning is assessed in a student's ability to apply that foundation knowledge in preparation for their advanced-year outcomes. Although BSW and MSW generalist students take some of the same class content and are expected to demonstrate proficiency in practice behaviors, MSW students are expected to achieve at a higher level. Therefore, the quality and length of the homework for graduate students are higher than those for undergraduates.

The MSW program also differs from the BSW program in that the advanced generalist curriculum prepares students to utilize the advanced generalist foundation perspectives in

advanced practice behaviors. Students learn to use advanced generalist perspectives to assess clients (individuals, families, groups, organizations, and/or communities) within the context of the clients' environments. Advanced generalist perspectives require that practitioners decide which levels of which systems should be the focus of each intervention strategy. Advanced generalist practice skills require that professionals apply broad-based liberal arts knowledge of the human biological, psychological, social, spiritual, political, and economic systems to the change process. The MSW advanced generalist practice behaviors require students to demonstrate effective intervention techniques and skills that are guided by professional values and ethics. In the foundational generalist year of the MSW program, students develop a level of knowledge and competence transferable to a variety of settings, situations, and modalities.

Beyond the generalist perspective taught in the foundation year, the MSW program prepares graduates for professional practice through an Advanced Generalist year of coursework. Graduate students learn increased depth and breadth and gain specific knowledge and skills for conducting advanced autonomous practice (see E.P. M3.2 for our rationale for selecting an Advanced Generalist concentration). Frameworks and perspectives include the cognitive-behavioral practice model to inform strengths-based interventions.

MSW Curriculum Content Areas

Point Loma Nazarene University's MSW Program provides generalist and advanced year content which covers the ten core competencies: 1) Professionalism, 2) Values & Ethics, 3) Critical Thinking, 4) Diversity and Difference, 5) Human Rights and Social & Economic Justice, 6) Research, 7) Human Behavior in the Social Environment, 8) Social Welfare Policy and Services, 9) Contextualization, and 10) Social Work Practice. In addition, we provide content in our two unique core competencies – Global Worldview and Christian Perspective. Curriculum content is relevant to our mission, goals, and objectives while addressing the purposes, values, and ethics of the social work profession. Table 2 provides a listing of all foundation and advanced-year courses across the nine core competencies

Table 2 *Foundational Social Work Concepts and Social Work Course Curriculum*

Professionalism	SWK 6172 & 6173, Seminar in Social Work I & II SWK 6572 & 6573 Adv. Seminar in Social Work I & II
Values & Ethics	SWK 6070 Social Work Practice I SWK 6050 Race and Ethnicity SWK 6550 Justice, Equity, and Inclusion

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Critical Thinking	Infused through curriculum
Diversity & Difference	SWK 6050 Race and Ethnicity SWK 6550 Justice, Equity, and Inclusion
Human Rights, Racial, Social and Economic, and Environmental Justice	SWK 6030 Social Welfare Policy SWK 6530 Adv. Social Welfare Policy SWK 6550 Justice, Equity, and Inclusion Infused through curriculum
Research	SWF 6006 Social Research Basics SWK 6506 Adv. Social Research/Evaluation of Practice
Human Behavioral in the Social Environment	SWK 6065 Human Behavior and the Social Environment SWK 6505 Adv. Clinical Assessment
Social Welfare Policy & Services	SWK 6030 Social Welfare Policy SWK 6530 Adv. Social Welfare Policy
Social Work Practice	SWK 6070 Social Work Practice I SWK 6071 Social Work Practice II SWK 6501 Adv. Social Work Practice I SWK 6502 Adv. Social Work Practice II
Field Education	SWK 6172 Seminar in Social Work I SWK 6170 Social Work Practicum I SWK 6173 Seminar in Social Work II SWK 6171 Social Work Practicum II SWK 6572 Adv. Seminar in Social Work I SWK 6570 Adv. Social Work Practicum I

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	SWK 6573 Adv. Seminar in Social Work II
	SWK 6571 Adv. Social Work Practicum II

1) Professionalism

Professional practice behaviors are taught throughout the curriculum. In addition, all students must complete SWK 6172, 6173, 6572, 6573, Seminar in Social Work I & II and Adv. Seminar in Social work I & II, in which they complete a professional portfolio that demonstrates their knowledge of the social work profession as well as documents their personal goal attainment. Issues of career development and lifelong learning are also emphasized.

2) Values and Ethics

The MSW program content explores values and principles of ethical decision-making as presented in the National Association of Social Workers Code of Ethics. The program gives students the opportunity to assess critically their personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas that affect practice, services, and clients. Ethics and values are infused throughout the curriculum. Because our MSW program operates from a Christian perspective, faculty are committed to teaching and operationalizing the values and ethics derived from this tradition. As described in our school philosophy, however, we do not impose this perspective on either clients or students who do not share this faith tradition.

Social Work Values and Ethics are introduced in the SWK 6070 Social Work Practice I for one week of the course. Application activities will be practiced in class. The SWK 6050 Race and Ethnicity 6050 and SWK 6550 Justice, Equity, and Inclusion courses specifically focuses on this content and offers students the opportunity to address and resolve a number of diverse value dilemmas. Students are also challenged to understand and analyze these dilemmas from perspectives outside of the Christian tradition.

3) Critical Thinking

Students are exposed to critical thinking skills in a variety of generalist year classes, including HBSE, research, and policy courses. During the Advanced Generalist year, they are taught to compare and analyze data in the program evaluation class, to formulate case conceptualizations from relevant assessment data in our advanced assessment class, and to analyze and develop policy solutions in the advanced policy course.

4) Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

Related to our goal for transmitting values and ethics is our commitment to develop skills and abilities for dealing with diverse individuals, populations and cultures to improve anti-racism, diversity, equity, and inclusion (ADEI) in practice. Social workers must address clients from their unique perspectives

and experiences. Because of its importance, ADEI is taught in two specific courses, SWK 6050 Race and Ethnicity and SWK 6550 Justice, Equity, and Inclusion, and is taught in other social work courses as well. Issues of ADEI that are covered within these courses include class, color, culture, ethnicity, gender, gender identity, immigration status, political ideology, race, religion, sex, sexual orientation, and privilege, power and acclaim. Faculty integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. Our approach also emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. We educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

5) Human Rights and Social, Racial, Economic, & Environmental Justice

The MSW program believes that social, racial, economic, and environmental justice are critical components of human well-being. The program examines the factors that contribute to and constitute being at risk. Promoting social, economic, racial and environmental justice is vital to social work. Our program adopts the Biblical value of fostering equity by "removing the chains of injustice." This concept is integrated for students throughout most classes and in the community-service projects in which faculty and students participate. Specifically, this content is taught theoretically and applied in our generalist policy and practice classes, as well as in the ethics, race, and ethnicity and justice, equity, and inclusion classes. In the Advanced Generalist year, students focus on advanced practice and social policy solutions to human rights and social, racial economic, and environmental justice issues. Graduate students are taught to identify how group membership influences access to resources. They explore the dynamics of such risk factors and the responsive and productive strategies to redress them. Faculty present and integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of poverty and oppression.

6) Research

As a pre-requisite to entry into the MSW program, students must take a statistics course or pass a statistics challenge exam. During the Generalist year, generalist skills for addressing professional practice effectiveness and knowledge-building are presented in SWK 6006 Social Research Basics. Students learn about qualitative and quantitative methods for maintaining and promoting an effective and accountable practice in this course. Students practice skills to provide high quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice effectiveness during their foundation and advanced field experiences. Advanced practice evaluation techniques, using both case-level and program- level applications, are taught in SWK 6560 Advanced Social Research/Practice Evaluation.

7) Human Behavior and the Social Environment

Content on human behavior within the social environment is presented in SWK 6065 Human Behavior in the Social Environment. These courses provide content on human development across the

entire life cycle, and the effects of the environment on behavior, as well as on environmental factors, oppression and other factors that affect at-risk populations across the life span. In keeping with the person-in-environment emphasis, instructors present empirically-based knowledge of bio-psycho-social-spiritual-cultural dynamics and diverse theories of systems, human growth, development, and behavior. Our emphasis on a strengths perspective provides the rationale for resilience of individuals, families, groups, organizations, faith communities, and communities nationally as well as globally. Students explore the ways social systems help or hinder people in maintaining or achieving health and well-being. This content is also woven throughout numerous courses, applied in all practice courses, and then applied in the field experience. A supportive HBSE course is SWK 5060 Race and Ethnicity. HBSE forms the foundation of SWK 6005 Adv. Clinical Assessment, and the advanced year practice courses.

8) Social Welfare Policy and Services

In SWK 6030 Social Welfare Policy, students learn the dynamic role policy plays in their lives as responsible citizens and advocates for disenfranchised persons and groups. They explore social welfare development, gain an understanding of social policies, and analyze and apply the results of policy research relevant to social service delivery. Our students demonstrate policy practice skills in regard to economic, political, and organizational systems and use them to influence, formulate, and advocate for policy consistent with social work values. They apply these practice skills in SWK 6071 Foundations of Practice II, where they take on a social action project in the community. They also identify financial, organizational, administrative, and planning processes required in delivering social services. SWK 6530 Adv. Social Welfare Policy is the conjoint advanced-year class in which students learn and apply advanced social action skills. Policy and social change skills are sharpened and applied in a required social action project.

9) Social Work Practice

Generalist and advanced practice courses tie all other learning content together. During the generalist year, regular standing MSW students learn and apply strengths-based, problem-solving generalist intervention model (GIM) skills both in class and during the field experience. The generalist practice sequence consists of SWK 6070, 6071, Social Work Practice I & II. These courses provide an overview of practice modalities used in a variety of settings across diverse client groups. SWK 6070 Social Work Practice I presents the basics of intervention with a special focus on addressing individual, family, and group client systems and basic intervention skills. Students are also trained in the skills of case management and crisis intervention. SWK 5002 Social Work Practice II introduces students to the skills of community intervention in the form of community-based student projects. SWK 6071, Social Work Practice II, provides frameworks and skills for work with organizations and communities. Students are exposed to working professionally with diverse client systems and settings. They learn generalist skills for engaging clients in an appropriate working relationship; identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. In addition, this content emphasizes communication skills, use of supervision, and consultation. Students learn skills for identifying, analyzing, and implementing empirically-based interventions designed to achieve client goals. They also develop skills for applying empirical knowledge and technological advances, evaluating program outcomes and practice effectiveness, and

promoting social, racial, environmental, and economic justice.

During the second year, students take advanced generalist courses that provide content at both a micro and macro level. SWK6501 Advanced Social Work Practice I requires students to learn interpersonal practice skills through the use of cognitive-behavioral therapy. SWK6502 Advanced Social Work Practice II exposes students to the concepts of social work leadership as it relates to supervision, and human and financial resource management. Practice learning is then applied in field practicum experiences.

10) Christian Perspective

As mentioned previously, our Social Work program operates on the basis of a philosophy that is distinctively Christian in nature. The philosophy ties together social work's emphasis on service to those who have been disenfranchised and marginalized by society with a belief in a God who motivates us to compassionate service for those who are often oppressed and powerless. We strive to be a force for acceptance, peace, and healing to all creation. For these reasons, the program seeks to demonstrate Christian qualities consistently in classroom and practice settings, engages in service-learning activities that demonstrate Christian compassion, and, when appropriate, apply uniquely Christian practice skills in an effective manner.

11) Life Experience

Past experience strengthens all BSW/MSW student applications. However, following Council on Social Work Education requirements, no social work course credit can be given for life experience or previous work experience.

Social Work Program Summary

Teaching, Shaping, Sending

Mission

The mission of the graduate social work program is to develop competent advanced generalist social workers who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of the social work profession; who will enhance individual, family, group, organizational, and community well-being, celebrate difference, and promote social, environmental, and economic justice for vulnerable populations; who are guided by a Wesleyan perspective who strive for continuous personal development; who are respectfully engagement in the community who empowers others as the means for relating to God through service by enhancing the quality of life for all people by upholding the traditions, values, and ethics of the social work profession.

Student Identified Goals

Prepare students for beginning advanced generalist or clinical practice, who are committed to community service

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Promote social and economic justice
Prepare students for professional development

Teaching KNOWLEDGE

Critical thinking skills
Application of advanced generalist skills at the micro, mezzo, and macro levels
Knowledge of the history of profession as well as contemporary structures and issues
Awareness of the forms and mechanisms of oppression and discrimination
Strategies of advocacy and social change
Understanding of theoretical frameworks

Shaping PRACTICE

Core values of the social work profession
Empowerment of others
Cultural sensitivity
Engagement without discrimination
Broad communication skills
Incorporation of Christian social work values and a Wesleyan perspective

Sending PROFESSIONALS

Functional in agency or community service to bring change
Appropriately using supervision and consultation
Responsible for development and learning
Evaluating and self-improving
Analyzing, formulating, and influencing policies
Personally aware and employing a professional use of self

Student Progression in Master of Social Work Program

Benchmarks in student progression in the social work program include, but not limited to:

- Acceptance into the Master's of Social Work program at PLNU
- Application for Field Placement
- PLNU Field Placement Orientation Session
- Interview, Verification of Eligibility, and Acceptance by Generalist Field Placement Setting
- Completion of a Minimum of 400 hours of Supervised Field Experience during the Generalist year
- Completion of 30 credits of Generalist courses including two elective courses
- Completion of Generalist Seminars 5072 and 5073
- Completion of Professional Generalist Portfolio

- Interview, Verification of Eligibility, and Acceptance by Adv. Field Placement Setting
- Completion of a Minimum of 500 hours of Supervised Field Experience during the Adv. Generalist year
- Completion of 33 credits of Adv. Generalist courses including two-three elective courses
- Completion of Adv. Generalist Seminars 6572 and 6573
- Completion of Professional Adv. Generalist Portfolio
- Presentation of Professional E-Portfolio (Watermark)
- Program Completion, Application to Graduate, and Commencement

SOCIAL WORK PROGRAM GOALS, AND OBJECTIVES

Program Goals

The goals of the social work program flow from the mission and are related to the development of competent professions; integration of faith and professional practice; service to the community that empowers others; and continuous personal development. The four primary program goals are:

- 1) To prepare students for beginning advanced generalist professional practice by providing the advanced knowledge, skills, and values and ethics that form a professional foundation for competent practice with diverse populations and systems of any size.
- 2) To prepare students who are committed to service in the community in a manner that includes an understanding of the intersection of a Christian/Wesleyan perspectives and social work practice.
- 3) To develop entry level advanced generalist or clinical practitioners who are motivated to promote social, racial, environmental, and economic justice and who employ theory and cultural sensitivity to empower diverse populations and to understand the transactions between social and cultural environments.
- 4) To foster student involvement in continuing professional development. These core program goals are accomplished through student achievement of objectives that form a professional foundation of knowledge, clearly articulated values and ethics, and acquisition of professional and personal skills.

Overview: Program Objectives, Learning Outcomes, and Professional Competencies

To accomplish the identified program goals, the social work program has established Program Objectives, Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) including demonstration of professional competencies. The goals and objectives create a structural scaffold for implementing an integrated program whole that is girded by essential

generalist practice principles and framed by theory.

Program objectives align with the profession foundation of the social work: possession of an eclectic knowledge base, guided by an established code of values and ethics, and implemented through skills in an intentional, reflective process. Using this underlying frame, knowledge, values and ethics, and essential skills the PLNU program-level objectives include the development of entry-level professionals who:

1. Demonstrate understanding of integrated body of knowledge required of a “advanced generalist practitioner” as defined by the Council on Social Work Education.
2. Engage in professional practice that is guided by values and ethics and inspired by faith:
 - Possess a command of the professional values and ethics required of an “advanced generalist practitioner.”
 - Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice.
 - Demonstrate competence in the concrete practice of professional skills, especially those skills required for an “advanced generalist practitioner.”
 - Demonstrate professional competency as defined by the CSWE competencies.

Student Learning Outcomes

To accomplish the identified program goals and objectives, upon completion of the PLNU social work program, a student must be able to achieve objectives clustered in areas and domains of professional practice that are framed by professional identity, values and ethics, and demonstrated personal and professional skills. Together these components provide a foundation and high-quality training that develops and honors the uniqueness of each student.

Achievement of the program objectives relies on the successful ‘teaching’ and ‘shaping’ of students into professionals who successfully acquire personal competency in ten domains: nine domains identified by CSWE and one additional domain reflecting integration of the Christian foundation of the PLNU program. These domains inform the master of social work program design and curriculum and form the basis of student learning outcomes and core professional competencies to be achieved by students. Upon completion of the PLNU master of social work program, students are expected to demonstrate professional practice behaviors commensurate with the advanced generalist practitioner in each domain by practicing stated practice behaviors in

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their courses and field placement(s). The practice behaviors demonstrated during the Advanced year are listed with an “A” in front of the numbered list.

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Department Competencies	Practice Behaviors
1.Demonstrate Ethical and Professional Behavior	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. 4. Use technology ethically and appropriately to facilitate practice outcomes. 5. Use supervision and consultation to guide professional judgment and behavior. A1. Apply strategies of ethical reasoning to arrive at principled decisions. A2. Recognize and manage personal values using the Assessment of Student Professionalism (ASP) document to guide advanced practice.
2.Advance Human Rights and Social, Racial, Economic, and Environmental Justice	6. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. 7. Engage in practices that advance social, racial, economic, and environmental justice. A3. Promote national and international policies that advance human rights; promote social, economic, and environmental justice; and, reduce oppression and discrimination. A4. Utilize community-organizing and coalition-building skills to promote social, economic, and environmental justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	8. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 9. Present themselves as learners and engage clients and constituencies as experts of their own experiences. 10. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. A5. Demonstrate sufficient self-awareness to mitigate the influence of personal biases and values in working with diverse groups. A6. Utilize culturally-sensitive approaches when delivering evidence-based programs.

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4.Engage in Practice-informed Research and Research-informed Practice	11. Use practice experience and theory to inform scientific inquiry and research. 12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. 13. Use and translate research evidence to inform and improve practice, policy, and service delivery A7. Conduct advanced micro practice evaluation. A8. Conduct advanced macro practice evaluation.
5.Engage in Policy Practice	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. 15. Assess how social welfare and economic policies impact the delivery of and access to social services. 16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. A9. Collaborate with colleagues, clients, and organizations for effective policy action. A10. Conduct advanced policy analysis and promote solutions that enhance social well-being.
6.Engage with Individuals, Families, Groups, Organizations, and Communities	17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. 18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. A11. Demonstrate rapport-building skills in advanced practice settings.
7.Assess and Plan with Individuals, Families, Groups, and Communities	19. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. 20. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. 21. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. A12. Conduct advanced assessments using DSM-5, Person-in-Environment (PIE), and/or strengths approaches. A13. Apply differential diagnosis criteria in assessing clients.

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8. Intervene with Individuals, Families, Groups, Organizations, and Communities	22. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. 23. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. 24. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. 25. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. 26. Facilitate effective transitions and endings that advocate mutually agreed-on goals. A14. Demonstrate advanced micro and/or macro planning skills. A15. Conduct cognitive-behavioral therapy. A16. Demonstrate supervision skills.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	27. Select and use appropriate methods for evaluation of outcomes 28. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. 29. Critically analyze, monitor, and evaluate intervention and program processes and outcomes. 30. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. A17. Critically analyze, monitor, and evaluate intervention and program processes and outcomes. A18. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
10. Service as an Expression of Faith	31. Christians who are professional social workers are able to describe and model servant leadership. 32. Students will articulate the relationship between two Wesleyan principles and core social work values A19. Demonstrate integration of faith in practice settings

Equal Opportunity in Education and Training

The Vocational Rehabilitation Act protects individuals with disabilities from discrimination in ‘pursuing his or her talents and interests to the fullest’. Social work agencies in the community have responsibility and motivation to fulfill the provisions of Section 504 of this Act and similarly the Americans with Disabilities Act of 1990.

MSW Portfolio

The social work program is designed to reflect student competency and readiness to enter

professional advanced generalist practice. Production of material for inclusion in a professional portfolio is required throughout the program. The portfolio may be reviewed by other professionals in addition to the faculty. During the two-course generalist seminar sequence, students will be highly encouraged to register with a professional organization or subscribe to a professional social work journal and to complete proficiency testing. The advanced generalist seminar sequence culminates in the production of a professional portfolio containing evidence of professional growth and development. Approval of a final grade for program graduation requires submission of the portfolio and critical assessment items that are used to both evaluate student competency and program performance.

Student Association - The Social Work Club

The social work program values student empowerment and action and supports student engagement in program and community renewal. In 2005-06, students formed a group that applied for, and was granted formal recognition by the Associated Student Body. The club officers were elected, by-laws written and received a budget award from the Office of Student Affairs. In the first-year forums with recent social work graduates and seasoned professionals helped to introduce social work as a discipline to interested students and faculty. The club also regularly sponsored service activities. Each year, club members participated in New Student Orientation week, developed goals for the current academic year and designed a club banner for display on campus. After the initial two years, the club expanded activities and officers organized and led other university students in service activities in the broader community. These activities help to introduce students to applied social work and offered a venue where positive community relationships could be fostered. The joint activities subsequently led to the constitution of a Social Justice League.

The social work club has been led traditionally by social work majors but offers membership to any student committed to the work of the club. MSW students will be encouraged to join and participate as well. There will be an MSW student representative on the leadership team of the club. The club meets monthly in space provided by the University and has a budget supported from Student Affairs. The club encourages student feedback on programs and services. Members decided to institute a suggestion box to receive anonymous feedback about program or department issues. Students in the department including club members are also invited to meet prospective faculty and provide feedback prior to hire.

During the 2022-2023 school year, after the COVID-19 pandemic, BSW social work students revived the club and elected officials. The Club did a clothing and toiletry drive for a nearby high school where one of our senior social work students was during his 400-hour internship. Some areas of multi-disciplinary coordination previous schools years in the past are: students

went on the Civil Rights Pilgrimage to Selma, Alabama (spring 2023), the California Pilgrimage (spring 2024), along with the Center for Justice and Reconciliation cohorts. It is anticipated that similar activities will occur in the future that MSW students will be invited to participate.

ADMISSIONS AND ADVISEMENTS

The Selection Process

At PLNU, we holistically evaluate applicants' academic history, work and life experience, background, and circumstances to determine admission into a graduate program. The undergraduate GPA is an important piece of the application, but if an applicant does not meet the minimum GPA requirement of a 3.0, applicants may still be eligible for admission based on the application package, explanation of low GPA and a plan on how it won't be a problem in a graduate program, at least one recommendation from a work supervisor, and/or it has been at least two years since graduation from the undergraduate program.

To be admitted into PLNU's MSW program, applicants must have a baccalaureate degree from a regionally accredited institution, as evidenced by an official transcript from an institution indicating the completion of an undergraduate degree. To be considered for the Advance Standing MSW program, the applicant must have a Bachelor's in Social Work degree from a CSWE accredited program. If a bachelor's degree in social work was completed in another country, the applicant needs to have that program evaluated by CSWE to evaluate its equivalency to a BSW from the U.S. within the first semester.

If there are any questions about qualifications or the program in general, applicants are encouraged to contact their enrollment counselor.

Program Prerequisites:

- Statistics
- Human Biology

If these courses are not taken at the undergraduate level for those without a BSW degree or equivalent. A self-paced, non-credit, and free course can be taken. The course will be available through Canvas, the university's on-line learning platform. A challenge exam will be given at the end of the course. At least a 70% score is required to pass. If not, a second exam will also be available. These courses should be finished before beginning of Fall semester of the Generalist year or no later than the end of the first semester. If that is not passed, then the student will need to take the course for credit from an undergraduate institution before they can graduate from the MSW

program.

Human Biology is seen by the Council on Social Work Education and the faculty as an essential prerequisite for working with clients as whole persons as well as understanding the content of the course Human Behavior and the Social Environment. All MSW students who did not take Human Biology in their undergraduate program are required to take a human biology course from an accredited college/ university OR complete a FREE, on-line, self-paced, non-credit Human Biology for MSW students course made available by the PLNU Department of Social Work, Sociology, and Family Sciences through Canvas, our course management system. **You must be done with the course before starting the MSW program (strongly preferred) or by the end of the Fall Semester.**

Statistics is an essential prerequisite for understanding the content of Social Research Basics. MSW students who have not met the Statistics requirement prior to acceptance into the MSW program may either complete a statistics course from an accredited college/university or take a FREE, self-paced, non-credit, on-line course in Statistics for MSW students from the PLNU Department of Social Work, Sociology, and Family Sciences through Canvas, our course management system. **You must be done with the course before starting the MSW program (strongly preferred) or by the end of the Fall Semester.**

Application Checklist

Note: The application is completed entirely online with the exception of transcripts, which can be submitted electronically or directly to PLNU, and test scores, which should be submitted electronically.

1. Submit an online application for admissions (including \$50 non-refundable application fee, which is waived for PLNU alums, current or former military and their dependents, and PLNU employees).
2. Submit official transcripts with proof of earned baccalaureate degree from a regionally accredited institution.* (If the applicant is a PLNU alumnus, they are encouraged to notify their counselor to have your transcripts retrieved. They do not need to request transcripts from the PLNU Office of Records.)

Official transcripts must be sent to:

Point Loma Nazarene University

Office of Graduate Admissions

3900 Lomaland Dr.

San Diego, CA 92106

OR emailed to gradprocessing@pointloma.edu

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*Please note, official transcripts must be sent directly from the regionally accredited institution.

3. Submit a 300-word minimum Personal Essay addressing the following topics:
 1. What formative experiences have helped clarify your desire to go into social work?
 2. What qualities and characteristics do you possess that would make you an effective social worker?
 3. Why have you chosen to pursue a degree in social work at this time in your life?
 4. Why are you interested in PLNU?
 5. What are your career goals?
4. Submit a resume/vita.

The MSW program director will evaluate these application materials within 2 business days.

Applicants accepted into PLNU's MSW program will be subjected to a background check.

Retention and Termination Policies

A student may be advised out of the program at any time if the performance or aptitude prove unsatisfactory. Any decision will follow thorough assessment involving the student, the faculty, the field educator and/or other personnel relevant to the situation. This includes a capacity to perform essential social work functions, such as creation of professional relationships, attention to the needs of the clients, and adherence to field agency policies.

Academic support is given to students who faculty report as struggling in one or more courses. Information about support to prevent these programs or to address them is found in this link. Students will be made aware of these supports at the MSW program orientation.
<https://www.pointloma.edu/graduate-studies/financial-aid-student-support/academic-support>

Students whose overall GPA falls below a 3.00 will be put on Academic Probation for the next semester. While the student is on Academic Probation, their field placement is significantly reduced or paused so the student can focus on increasing chance of academic success. The advisor and MSW program director will reach out to the student to assess potential causes of the academic struggles and will link them with available support resources on campus. They will make a plan together to increase chance of success. If the overall GPA does not reach the minimum of 3.00 by

the end of the next semester, depending on how far below the GPA is and the noted GPA trajectory of the most recent semester doesn't show a likelihood of meeting a minimum 3.00 GPA by graduation, the student will be terminated from the program. The student will be called to explain the termination and support will be given. A termination letter will be sent to the Dean, then Graduate Enrollment, and finally to the student.

FIELD EDUCATION

Readiness and Application for Field Education

Field education is a vital element in social work education. Field experience is a primary component in the application of the knowledge and values gained in the education process. Internships are seen as a culminating experience for the social work student. The University invests in the ongoing professional development of students in the program, the social work practice community, and faculty.

The PLNU program views the field agency and field instructors as valued partners in the training of new social workers. Field instructors are not only educators; they are experienced practitioners, helping students apply the knowledge and skills gained in the classroom to real world situations. The social work program has developed a process and associated criteria to determine student readiness for field education.

Application

Application for social work practicum must be submitted to the faculty field coordinator early in the Fall semester. (See Applications in appendix). The student is to make an appointment with the faculty field coordinator in the early part of Fall semester to assess interests and readiness for the practicum in Social Work.

Agency and Supervision

A student may submit the name of an agency where he/she/they would like to be placed, or select from the agencies already related to the University. Any agency must be contacted by the faculty field coordinator to assess appropriateness for field instruction in social work and to determine the willingness of the agency to be involved in the educational process.

The student is to be supervised by a worker having a Master of Social Work degree from a CSWE- accredited college or university or a BSW degree from a CSWE-accredited baccalaureate program with post-degree social work experience¹⁷. When this is not available, the faculty field coordinator is responsible for seeing that the social work education aspects for the student's experience are assured. Any deviation from this standard is to be worked out in cooperation with the agency representative and the faculty field coordinator.

¹⁷ The program must be CSWE-accredited at the time the social work degree was granted.

Hours

The student is to complete a minimum of 400 hours of practice experience during the Generalist year and 500 hours of practice experience during the Adv. Generalist year. These hours are usually completed at 10-15 hours a week over the two semesters in the Generalist year and 15-20 hours a week over the two semesters in the Adv. Generalist year, but may extend beyond the traditional semester. In accordance with University policy, students are not given academic credit for general life experience or prior employment.

Appeal, Dismissal, or Termination Procedures

Criteria for possible dismissal include:

- a. plagiarism
- b. cheating
- c. stealing
- d. failure to maintain a grade of "B" average or higher in social work and requisite courses
- e. misrepresenting or misstating events surrounding an incident involving professional conduct.
- f. misrepresenting or fabricating client data pertaining to practice or course assignments.
- g. engaging in social work practice while under the influence of drugs, alcoholic beverages or other chemicals
- h. breach of professional confidentiality
- i. failure to complete the program requirements.

The faculty of each course has the responsibility for determining if the student has met the course requirements. The student in jeopardy of possible dismissal is counseled by the individual instructor, the field practicum educator and/or the field coordinator, who will apprise the student of the deficiencies and rights. The student may be issued a written warning statement at this time. A copy of this warning will be given to the student and placed in the student's files

Specific written guidelines for avoiding dismissal or consideration for re-admission will be established between the student and the instructor/supervisor. Identified behaviors will be achieved within a specified time framework.

When procedures within the social work program do not sufficiently address the student's concerns, the student may use the appeal process outlined in the ASB student handbook. Appeal procedures are spelled out to the student in conference and in the Student Handbook of the University. The student may accept the decisions made during these conferences or appeal.

For academic issues, the first step in an appeal is to request a meeting with the Dean of Behavioral

and Social Sciences. The final appeal is made to the Provost of Academic Affairs. If the issues are behavioral, the student may seek appeal through the Associated Student Body services and to the Dean of Academic Affairs for the appropriate School or College.

Academic Accommodations in Field Education

Disclosing a special need, such as a special cognitive, physical or emotional need is the privilege of the student. Each student is encouraged to (but is not required to) disclose to the field coordinator and field instructor any special need that has been documented by the Education Access Center (EAC). The student decides whether or not to disclose any special needs and advise the EAC and social work program field coordinator of your decision. Students may choose to provide a written release of information to the University staff and faculty who you grant permission to discuss your needs with the field educator.

Suggestions to the Student About Accommodations in Field

You are the ‘expert’ – the person with the most relevant experience in this case. Make an appointment to meet with the field educator. Be prepared to describe the type of activities and accommodations that have led to success in the past. Consider the type of questions that teachers or employers have asked to understand your need in the past. Be prepared to discuss these with the field educator or field coordinator.

It is normal for people to learn in different ways and there are many strategies to help people learn better. Identify your strongest and your most challenging learning style. Offering this knowledge to your field educator may be one step in creating a partnership for an ‘ideal’ learning experience for you. Remember, a match between the ‘ideal’ setting and the ‘perfect’ student are not requirements for learning. In fact, people may remember what they learned from their ‘mistakes’ longer than what they ‘did right’.

With the student’s permission, the EAC and the social work program field coordinator can discuss the type of accommodations that are suggested by the University. If desired, the student can give the field coordinator permission to provide this information to the field educator as a method to facilitate a discussion between the student and field educator before the final placement arrangements are made. Together the student, field educator, and field coordinator can plan appropriate accommodations for the internship experience.

Thinking about disclosure

Entering internship is an important step in professional development. Students are often both eager to and fearful of starting field placement. Internship is a component of the professional preparation process that requires substantial investment of time, energy, and focus. Students often want an ‘ideal’ placement, or fear that the field educator will only want the ‘perfect’

student.

Field instructors are professional social workers who have dedicated their lives to a profession with a mission to empower others and help improve functioning. Although the student is not a 'client' in the field education setting, professional social workers are committed to the core values of the profession, including an attitude of service, the promotion of social justice, and honoring the dignity and worth of the person.

Safety

Faculty, field instructors, task supervisors, and field coordinators will work together to ensure social work student safety at the internship location. It is highly recommended that students:

- do not drive clients,
- do not disperse medications,
- do not perform activities of daily living for clients that might be sensitive in nature, and
- do not put themselves in situations where they might be in physical, mental, spiritual, or emotional harm.

If a situation arises where the students has been threatened or harassed, the student is highly encouraged to tell the field coordinator and compose a report to the Title IX office to ensure support and safety. PLNU faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

Details for Field Practicum

Objectives of the Practicum of Social Work

The primary goal of the graduate program in social work is the preparation of students for beginning advanced generalist professional social work practice with individuals, families, households, small groups, organizations and communities; with diverse populations and in a variety of settings.

The practicum experience also called field education is an integral part of the social work curriculum and serves as a bridge between student status and professional status. Social work practicum assignments are to be educationally oriented, offering students the opportunity to acquire skills in social work practice and opportunity to test, in a supervised field setting, the theories and principles learned in the classroom. The graduate program in social work approaches practicum as an opportunity for entry-level practice in field education customized to the student's interest.

To assure that the practicum is an educational experience in social work practice, the student is to be supervised by a person holding a professional social work degree (BSW, MSW, ACSW, LCSW, and/or DSW). When this is not possible within the agency, and the setting has sufficient merit for the student's goals and learning, the social work supervision will be provided by faculty or a community member holding a professional social work degree and appropriate practice experience.

1. The practicum will provide educationally-oriented training in social work practice supervised by a professional social worker.
2. The practicum training setting provides where the student can integrate the liberal-arts and professional foundation with social work practice.
3. The practicum provides orientation to agency functions and provides opportunities to function within the structure of an organization.
4. The practicum will provide assignments and activities which will enable the student to acquire beginning competency in professional social work practice with individuals, families, groups, organizations, and communities.
5. The practicum instructs the student in the social work process and strategies.
6. The practicum models and demonstrates ethical practice which reflects the values of social work.
7. The practicum provides students opportunities to learn methods of evaluation of practice, programs and of self.
8. The practicum personnel, field coordinator and field instructors model practice sensitive to diversity.

Expected Student Outcomes of Field Practicum

Prior to entry into the social work practicum, the student has had several opportunities to observe

and work with clients with various kinds of needs. Each student should be thought of as being at the beginning level of actual practice. Not all students will reflect the same level of understanding, but it is expected that they will demonstrate the strength as well as knowledge for future growth.

Upon completion of the practicum in Social Work the student is expected to evidence achievement of professional objectives in the nine domains identified by the Council on Social Work Education (CSWE) in accordance with a learning plan that was established for field education. The student learning plan identifies specific objectives, activities and measures for achieving and demonstrating the competency in the nine CSWE domains. As a result, the learning plan including the CSWE competencies forms the basis for evaluation of individual student achievement. Some settings will also be able to assess domain ten, integration of faith.

Practicum in Social Work Evaluation Policy

For each social work student enrolled in the practicum the field educator prepares an evaluation of the performance of the student. This evaluation should be sent to the MSW Director of Field Education in accordance with the deadlines given. It is the program's policy that these written evaluations be discussed with the student as part of the supervisory process each semester. The method and timing of the oral discussion of the evaluation may differ from educator to educator, or according to the needs of the student, but it is required that the student read the evaluation and have an opportunity to discuss it with the field practicum educator.

The MSW Director of Field Education will review the evaluation with the student. If a student disagrees with the written evaluation of the field instructor, the student may request a conference with the field director prior to the completion of the final evaluation. Should the student remain dissatisfied with the evaluation, a request for review should be made to the MSW program director. If dissatisfaction continues after conferring with the director, appeal may be made through the usual process outlined in the ASB Student Handbook.

Practicum in Social Work Grades

The final grade will be letter grade A, B, C, D, F, or Incomplete. The final grade of the practicum in Social Work is for the given semester. The final grade is the responsibility of, and recorded by, the Director of Field Education. The field director will have the greatest opportunity to observe student performance in the agency, therefore, the educator's recommendation and advice will be a primary factor in determining the final grade. Those students who receive a grade below "C" at the end of the first semester in the practicum in Social Work will be asked to have a conference with the field director or MSW program director as a condition of continuing in the social work major. No credit will be granted until the minimum of 200 hours for the semester are completed and appropriate documentation is on file. The original copy of the student evaluation will be maintained in the social work department office and only the grade is recorded in the Records

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Office of the University.

Examples of Field Placement Settings

Alabaster Jar

ARTS - A Reason to Survive Big Sister's League

CASA Legal Advocacy Casa de Amparo Catholic Charities

Crisis House Community Resource Center College Area Pregnancy Services

County of San Diego Child Protective Services

Dana Middle School

Dreams for Change

Early Warning Project El Cajon High Valley High School

Father Joe's Villages Generate Hope

Interfaith Shelter Network International Rescue Committee Jewish Family Service

METRO- Methodist Urban Ministry Mission Bay Hospital

Mobile Health Clinic

Neighborhood House Association- Adult Day

O'Farrell Middle School

Office of the Public Defender Olivecrest

Peninsula Shepherd's Center Polinsky Children's Center Promises 2 Kids

Price Charities

Project OZ

San Diego Center for Children

San Diego Rescue Mission San Diego Youth Services

SAY- Social Advocates for Youth Senior Centers of San Diego Sharp – Mesa Vista Hospital

South Bay Community Services St. Vincent de Paul

The Salvation Army

United Way of San Diego County Uganda Studies Program

Veterans Village of San Diego YWCA

Zero 8 Hundred

APPENDIX I: FORMS

Curriculum Checklist

Application / Screening Interview for Master of Social

Work Program Application for Field Practicum

Administrative Agreements for Field Education

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MSW Curriculum Suggested Sequence of Courses

Generalist Year

<u>Year 1 – Fall</u>	<u>Units</u>
SWK 6070 Social Work Practice I	3
SWK 6006 Social Research Basics	3
SWK 6065 Human Behavior and the Social Environment	3
SWK 6172 Seminar in Social Work I	1
<u>SWK 6170 Foundation Social Work Practicum I</u>	<u>2</u>
Total Units	12

<u>Year 1 – Spring</u>	
SWK 6071 Social Work Practice II	3
SWK 6030 Social Welfare Policy	3
SWK 6050 Race and Ethnicity	3
SWK 6173 Seminar in Social Work II	1
SWK 6171 Foundation Social Work Practicum II	2

OR

<u>SWK 6040 Child Welfare or SWK 6016 Sociology of Aging</u>	<u>3 (Elective)</u>
--	---------------------

Total Units	12-13
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<u>Year 1 – Summer</u>	
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SWK 6015 Understanding Trauma	3 (Elective)
-------------------------------	--------------

AND

Elective from another program	3
-------------------------------	---

OR

<u>SWK 6171 Foundation Social Work Practicum II</u>	<u>2 (if not taken Spring semester)</u>
---	---

Total Units	5-6
-------------	-----

TOTAL UNITS FOR GENERALIST YEAR	30
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Advanced Year

<u>Year 2 – Fall</u>	<u>Units</u>
SWK 6501 Adv. Social Work Practice I	3
SWK 6505 Adv. Clinical Assessment	3
SWK 6550 Justice, Equity, and Inclusion	3
SWK 6572 Adv. Seminar in Social Work I	1
SWK 6570 Adv. Social Work Practicum I	2
OR	
SWK 6533 Mental Health Treatment	3 (Elective)
OR	
<u>SWK 6525 Medical Social Work</u>	<u>3 (Elective)</u>
Total Units	12-13

<u>Year 2 – Spring</u>	
SWK 6502 Adv. Social Work Practice II	3
SWK 6530 Adv. Social Welfare Policy	3
SWK 6506 Adv. Social Research/Evaluation of Practice	3
SWK 6573 Adv. Seminar in Social Work II	1
<u>SWK 6571 Adv. Social Work Practicum II</u>	<u>2</u>
Total Units	12

<u>Year 2 - Summer</u>	
Elective from another program	3
AND/OR	
SWK 6515 Understanding Trauma	3 (Elective)
AND/OR	
SWK 6524 Evidence-Based Therapy	3 (Elective)
OR	
SWK 6558 Comm Org. and Prbl Solv.	3 (Elective)
OR	
<u>SWK 6570 Adv. Social Work Practicum I</u>	<u>2 (if not taken in Fall)</u>
TOTAL UNITS	5-6 (8-9 for Adv. Standing)
TOTAL ADV. YEAR	30 (33 Adv. Standing)

Total units required for Regular Standing MSW graduation 60 (includes 12 elective units).
 Total units required for Advanced Standing MSW graduation 33 (includes 9 elective units).

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Optional Concentration Areas (9 credits minimum)

Clinical Practice

SWK 5005 Understanding Trauma

SWK 6033 Mental Health Treatment Mental Health Treatment

SWK 6024 Evidence-Based Therapies

Medical Social Work

SWK 6015 Medical Social Work

SWK 5016 Sociology of Aging

SWK 5005 Understanding Trauma

Child Welfare

SWK 5040 Child Welfare

SWK 5005 Understanding Trauma

SWK 6033 Mental Health Treatment

Community Advocacy and Leadership

SWK 6058 Community Organization and Problem Solving

Two courses from other graduate programs related to topic

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POINT LOMA NAZARENE UNIVERSITY
4007 Camino del Rio S.
San Diego, CA 92108
(619) xxx-xxxx

Application for Practicum in Social Work

Name _____

Birthdate _____ Sex _____ ID # _____

Local Address _____

Home Address _____

Local Telephone _____ Home or Cell # () _____

Do You Have a Car? ____ No ____ Yes: Make _____ Model _____ Year _____

Is It Properly Insured? _____

Class Standing: ____ Generalist ____ Adv. Generalist

SWK Completed Prerequisites (for Regular standing students)?

Human Biology _____ Statistics _____

Please identify your major career goals and personal strengths:

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What kind of organization, client, or problem do you want to gain experience with?

What level of direction do you desire? (Do you work best independently? Do you want close supervision?)

Student Characteristics and Background

Extracurricular Activities and Interests:

Previous Social Work Related Experience (volunteer and/or employed):

Volunteer or Student Ministry:

Year _____ Placement _____

Duties

Year _____ Placement _____

Duties

Choice of Agency for Practicum: (Please name or describe and give rationale)

First Choice

Second Choice

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Field Practicum Confirmation of Placement

_____ has been accepted to complete _____ hours of field education at
(Name of Student)

_____ under the instruction of _____
(Name of Agency) (Name of Qualifying Social Work Professional)

The intern is expected to complete approximately _____ hours per week.

(Agency Representative Printed Name & Title)

(Signature of Agency Representative)

(Date)

(Printed Name of Student)

(Signature of Student)

(Date)

Please indicate any requirements that the student must complete prior to starting internship.

___ Background Clearance

___ Finger print / Live Scan

___ Reference Check

___ Health tests

___ TB

___ AOD or substance testing

___ Privacy Policy

___ HIPAA Training & Certificate

___ Sexual Harassment Training & Certificate

Other: _____

POINT LOMA NAZARENE UNIVERSITY

4007 Camino del Rio San Diego, CA 92108

Administrative Matters Related to Field Education (Internship)

- A. **Time Requirements of the Field Education Program** - Field education and Seminar are normally completed by students throughout the academic year. While in placement, students are required to receive a *minimum* of 400 hours generalist year and 500 hours the advanced generalist year of agency-based experience which will be supported by a weekly classroom seminar at the University. Students are assigned for field study in agencies for approximately ten to twenty hours per week. If a student needs to negotiate with the field agency to complete hours in an alternate schedule, the student is responsible for ensuring completion of the total required hours. This field education (internship) must be supervised by a professional social worker in accordance with the requirements of the Council on Social Work Education.
- B. **Application for Internship** – MSW students complete an application for field education at the beginning of the semester prior to placement. This application provides information regarding student interests and experience. The application is available from the Department of Sociology, Social Work, and Family Sciences and must be returned to the MSW Director of Field Education. Early submittal of this application is critical in locating an appropriate placement.
- C. **Student Schedule, Attendance and Holidays** - Students should complete field education requirements in accordance with agency needs. The daily schedule for assignment to the agency during placement is worked out by the student, the Field instructor or, when applicable, a daily "task" supervisor. The regular schedule established for field education should allow the student opportunities to be actively involved in the agency's services, to participate in agency functions.

An agency orientation will help the student understand procedures regarding student absences, arrangements for making up missed time, and using compensatory time. The MSW Director of Field Education needs to be contacted if a student does not report to the agency when the placement term begins or if there are frequent absences. A conference will be arranged with assigned agency personnel, the faculty field director, and the student in cases where there is significant concern about the ability of a student to function in an agency due to absences, illness, or other problem situations that may arise during placement.

Students observe agency holidays that occur during the placement semester. If the agency is open during a University holiday, the student is expected to report to the field agency unless prior arrangements are made with the Agency Field Supervisor. Arrangements for a student to observe his/her religious holiday, or other special event which occurs during the placement period, can be worked out by the student and assigned agency personnel.

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D. Student Expenses - Expenses for agency approved costs incurred while completing required field assignments should be paid by the agency when possible. Students must follow agency procedures for acquiring advance approval, reporting expenses connected with agency designated assignments, and receiving reimbursement. Students pay costs of transportation for reporting to and returning from their assigned agencies each day as well as any personal or incidental expenses resulting from placement.

E. Problems during Field Placement -The faculty field coordinator, student, and field instructor share responsibility for identifying, discussing and solving any problems that may arise during field education. Attempts should be made by the student and field instructor to consider and deal carefully with problems as soon as they become apparent. Immediate and successful resolution of problem situations requires open and frequent communication between appropriate agency personnel and the student.

The field director will maintain regular contact with the field agency and student and assist in solving problems as needed. *The University will withdraw a student from field placement when necessary at the request of the field agency and/or due to other extenuating circumstances.* Each individual situation will be carefully reviewed to determine the appropriate action. Changes in the field placement may occur after consultation with the student, agency representative(s), field director, and/or MSW program director.

F. Internship Course Assignments - In addition to agency assignments, the student is responsible for completing assignments in accordance with practicum course syllabi. This includes regular contact with the MSW Director of Field Education. Assignments typically include a written time record of hours spent in the field, daily log or journal, process recordings, reflection papers, and a placement evaluation. Consult course instructor for further detail regarding these assignments.

G. Regulations Regarding Internship and Employment - The master of social work program is cognizant of federal regulations pertaining to higher education and internships, particularly those governing credit hours and gainful employment. Unpaid field education or internships should meet the following primary stipulations:

- 1) is associated with an academic program at an accredited institution of higher learning;
- 2) is structured around an academic experience, with articulated learning objectives/competencies;
- 3) receives oversight from the institution of higher education which provides educational credit to the participant;
- 4) is supervised by social work program personnel;

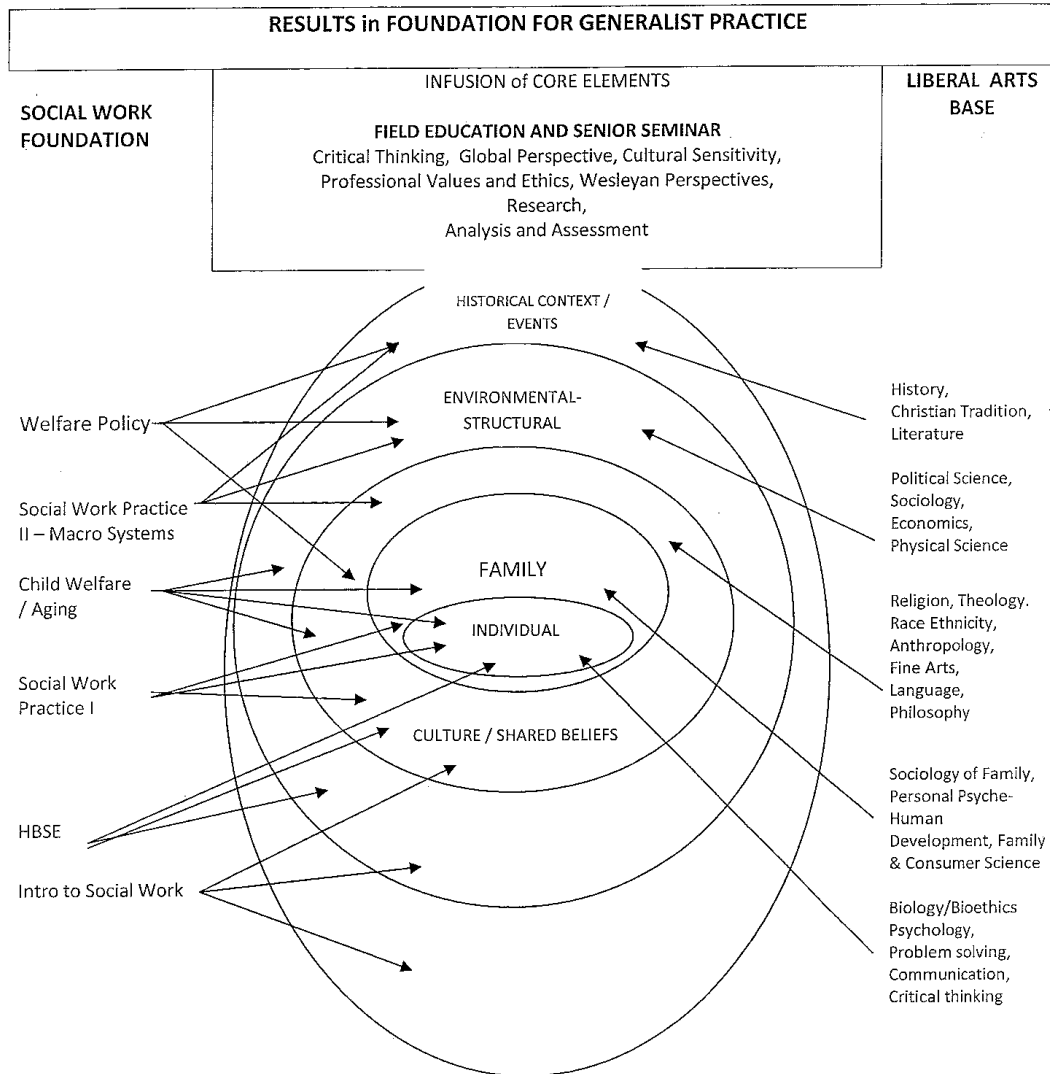
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- 5) has an agreement between the program and the field site as well as a learning contract between the student and the site;
- 6) is meant to be solely educational and provide training to prepare the professional social worker;
- 7) is not meant to supplant or replace existing employees of social work within the field education program site;
- 8) is meant to provide an educational and training opportunity to the social worker and is not meant to provide immediate advantage to field site as an employer.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standard and as implemented by PLNU is within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

POINT LOMA NAZARENE UNIVERSITY

ECOSYSTEMS FRAMEWORK



National Association of Social Workers (NASW) Code of Ethics

Social workers assist 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

See the most updated NASW Code of Ethics

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

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.

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

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

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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 inspirational. 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, cell

phone, 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, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. 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 client's circumstances where confidential information may be requested and

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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.

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.

- (l) 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.
- (m) 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.

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

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.

- (b) 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.
- (c) 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.

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.

- (b) 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, age, marital status, political belief, religion, 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.

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- (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 whom 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 which 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, age, marital status, political belief, religion, 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;

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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, age, marital status, political belief, religion, or

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mental or physical disability.