CMU, an AA/EO institution, strongly and actively strives to increase diversity and provide equal opportunity within its community (see https://www.cmich.edu/office_president/ocrie).
WELCOME

Welcome to the Social Work Program at CMU! This handbook provides information about various aspects of the Bachelor in Social Work (BSW) program. This includes information about the curriculum, admissions requirements and forms, social work related student groups, student services and social work program policies and procedures that might affect students in the program. Read the handbook carefully to be sure you are familiar with the various policies and expectations of the program.

Regular advising and attention to e-mails or announcements from either the program or a faculty member are important to your success. All students are assigned an advisor. If you are interested in majoring in social work and do not have a social work advisor yet, you should contact the office for an appointment. Advising is important as your faculty advisor will help you understand what you need in order to have a timely and complete application.

Your advisor will also help you plan for other academic interests, such as study abroad, which is a very enriching experience. Your advisor is an important resource if you are having difficulties of any kind. Make sure you get to know your advisor and ask him or her for help when you need it! All of us are committed to your success at CMU.

Social work is an important and rewarding profession. The BSW program prepares students to be entry level generalist social work practitioners. As graduates of an accredited program, our students should know that they are receiving an education that will be recognized across the country and in many areas of practice. Through the accreditation process and the efforts of faculty, students and community members alike, we seek to assure that the social work program at CMU is one of the best.

We wish you the best in your studies in the social work program. Please feel free to talk with me or any of the faculty about the policies. Our executive office specialist, Jacqui Pridgeon, can facilitate an appointment if needed for that or advising. The office number is 989-774-2690. Welcome to the social work program at CMU! We look forward to getting to know you better.

Best wishes,

Susan E. Grettenberger, PhD, MSW, MPA
Director, Social Work Program
### CONTACT INFORMATION 2018-2019 (updated 1/25/2019)

Social Work Program  
034 Anspach  
Mount Pleasant, MI 48859

Phone: (989) 774-2690  
Fax: (989) 774-2140  
Email: swk@cmich.edu

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Director, Social Work Program</td>
<td>Susan Grettenberger</td>
<td>Anspach 034C</td>
<td>774-3591</td>
<td><a href="mailto:grett1se@cmich.edu">grett1se@cmich.edu</a></td>
</tr>
<tr>
<td>Field Director, Social Work Program</td>
<td>Allison Putnam</td>
<td>Anspach 034A</td>
<td>774-3432</td>
<td><a href="mailto:putna1al@cmich.edu">putna1al@cmich.edu</a></td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>Lissa M. Schwander</td>
<td>Anspach 034E</td>
<td>774-7467</td>
<td><a href="mailto:schwal1@cmich.edu">schwal1@cmich.edu</a></td>
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<tr>
<td></td>
<td>Kathleen Woehrle</td>
<td>Anspach 034D</td>
<td>774-1449</td>
<td><a href="mailto:woehrlkl@cmich.edu">woehrlkl@cmich.edu</a></td>
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<tr>
<td>Part-Time Faculty</td>
<td>Alicia Barajas</td>
<td>Anspach 034G</td>
<td>774-2690</td>
<td><a href="mailto:baraj1a@cmich.edu">baraj1a@cmich.edu</a></td>
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<tr>
<td></td>
<td>Myrna McNitt</td>
<td>Anspach 034F</td>
<td>774-2690</td>
<td><a href="mailto:mcnit1ml@cmich.edu">mcnit1ml@cmich.edu</a></td>
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<tr>
<td></td>
<td>Laura Potie</td>
<td>Anspach 034G</td>
<td>774-2690</td>
<td><a href="mailto:potie1l@cmich.edu">potie1l@cmich.edu</a></td>
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<td></td>
<td>Gayle Ruhl</td>
<td>Anspach 034B</td>
<td>774-2690</td>
<td><a href="mailto:ruhl1ge@cmich.edu">ruhl1ge@cmich.edu</a></td>
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<tr>
<td></td>
<td>Trisha Thrush</td>
<td>Anspach 034G</td>
<td>774-2690</td>
<td><a href="mailto:rubin1t@cmich.edu">rubin1t@cmich.edu</a></td>
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<td>Selene Wadhawan</td>
<td>Anspach 034B</td>
<td>774-2690</td>
<td><a href="mailto:wadh1as@cmich.edu">wadh1as@cmich.edu</a></td>
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<tr>
<td>Executive Office Specialist, Social Work Program</td>
<td>Jacqui Pridgeon</td>
<td>Anspach 034</td>
<td>774-2690</td>
<td><a href="mailto:pridg1ja@cmich.edu">pridg1ja@cmich.edu</a></td>
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### Web Based:

- Blackboard: [https://blackboard.cmich.edu](https://blackboard.cmich.edu)
- Sociology, Anthropology and Social Work Department (SSWA): [class.cmich.edu/SASW](class.cmich.edu/SASW)
- Social Work Program: [class.cmich.edu/socialwork](class.cmich.edu/socialwork)
- Student Social Work Association (SSWA): [cmusswa.weebly.com](cmusswa.weebly.com)
- Email: swk@cmich.edu
- Student Social Work Association (SSWA): sswa@cmich.edu
- Phi Alpha Honor Society: phialphaswhs@cmich.edu

### Fax:
- Social Work Office Fax: (989) 774-2140
FULL-TIME FACULTY ADVISORS

Susan Grettenberger, LMSW, MPA, Ph.D., Professor/Program Director
Dr. Grettenberger joined CMU in 2002 as the field director and became the program director in 2006. Her social work practice was both as a direct care worker and as an administrator in nonprofit agencies. She worked in HIV/AIDS, child welfare, domestic violence and substance abuse, in Chicago and Michigan. She has researched federal faith-based initiatives and done assessment related to HIV/AIDS. Prior to coming to CMU, Dr. Grettenberger taught for Michigan State University in both the MSW and BSW programs.

Allison Putnam, BSW, MSW, Field Education Director
Allison joined CMU as the Social Work Program Field Director in 2007. Allison has over ten years of rural social work practice experience in the areas of family therapy, adolescent residential placements, courts, medical, mental health, and substance abuse. Allison’s areas of expertise are adolescents who exhibit oppositional defiance disorders, emotional impairments, and delinquency and criminal behavior. She also worked with their families.

Lissa M. Schwander, MSW, Ph.D., Assistant Professor
Lissa Schwander joined CMU’s faculty in 2017. Lissa has over 18 years of teaching experience at the college level and has taught Introduction to Social Work, Social Welfare Policy Analysis and Diversity and Inequality in North America, among others. Lissa’s practice experience includes work with the provision of homeless services and the development of low-income housing in Michigan and New Jersey. Her research interests are diverse and include issues connected to immigration as well as the role of intercultural development and competency in social work education and practice.

Kathleen Woehrle, MSW, Ph.D., Assistant Professor
Kathleen Woehrle joined CMU’s faculty in 2014. Her prior work, much of it in Flint, emphasized health and educational disparities for children in high poverty areas, in national and international contexts. Engaging with community-agency partners, she provides research and social work practice skills to help communities build their own solutions to social issues. Her current work is researching the effect of involvement in the creative arts on educational and social outcomes of children in foster care.
ACCREDITATION STATUS

Central Michigan University's Bachelor of Social Work Program received initial accreditation from the Council on Social Work Education in February 2004 and in 2016 was reaffirmed until 2024. The Council on Social Work Education is the accrediting body for Baccalaureate and Masters social work education in the United States.

SOCIAL WORK PROGRAM MISSION STATEMENT

The mission of the Central Michigan University Social Work Program, working from a strong liberal arts base, is to prepare students for generalist social work practice. The program develops and enhances critical inquiry and ethical decision-making in practice. The program provides students with the knowledge base to work, live, and pursue economic and social justice in a diverse and global society. It promotes growth and empowerment of individuals, families, groups, organizations, and communities with an emphasis on rural populations.

The Social Work Program seeks to serve the people of Michigan through the preparation of capable and effective generalist social work practitioners; through the development of scholarship related to social work and societal needs; and through the promotion of service to human service organizations.

SOCIAL WORK PROGRAM GOALS AND OBJECTIVES

The social work program has five goals. Specific objectives are derived from those goals. The objectives are indicated with bullets under each goal.

Program Goal #1: to prepare students with the foundational knowledge, skills, and values needed for capable and effective generalist social work practice. Students completing the BSW degree will be able to:

- identify as a professional social worker and conduct oneself accordingly.
- apply social work ethical principles to guide professional practice.
- apply critical thinking to inform and communicate professional judgments.
- engage in research-informed practice and practice-informed research.
- implement stages of engagement, assessment, intervention, and evaluation.

Program Goal #2: to prepare students to become culturally competent social workers who demonstrate the skills and knowledge needed to work effectively with diverse populations. Students completing the BSW degree will be able to:

- engage diversity and difference in practice.
- advance human rights and social and economic justice.
- identify social work practice considerations for working with people living in rural areas.
Program Goal #3: to prepare social work students to facilitate the empowerment of individuals, families, groups, organizations, and communities. Students completing the BSW degree will be able to:

- respond to contexts that shape practice.
- apply knowledge of human behavior and the social environment.
- identify practice considerations for working with people.

Program Goal #4: to contribute to the advancement of social work as a discipline through scholarship and professional development. Faculty will demonstrate their commitment to the scholarship of:

- discovery through publication and attendance and presentations at local, regional, national, and/or international conferences.
- teaching and learning through their use of innovative pedagogies in the social work classroom.

Program Goal #5: to provide service to human service organizations and communities in Central Michigan University's service region.

- Faculty will interact and contribute expertise to human service organizations in our region.
- Students will volunteer in community-based human service agencies.

STATEMENT OF GENERALIST PRACTICE

Empowerment of Client Systems: Generalist social work practice focuses on empowerment of client systems in the social environment to solve problems and to build on strengths. Empowerment of client systems means that social work generalist practitioners collaborate with client systems to promote social and economic justice, ameliorate adverse environmental conditions, engage in advocacy actions, and influence social welfare policy and services. Client systems include individuals, families, groups, organizations, neighborhoods, communities, and broader geographic areas that may include national and international boundaries.

Generalist Intervention Model: Generalist practice includes agency-based and supervised application of the generalist intervention model. The generalist intervention model includes practice stages of engagement, assessment, planning, implementation, evaluation, termination, and follow up. Generalist practitioners collect and analyze data about client systems, client system environments, and current practice research. Assessment data includes biological, psychological, social, economic, and cultural factors associated with client systems and client system environments. Assessment data guides the practitioner’s use of interventions that are client-centered and empirically based and require ongoing practice evaluations of client system outcomes.

Social Work Ethics and Values: Social work generalist practice aligns itself with the ethics and values of the National Association of Social Workers’ Code of Ethics (1996). The NASW Code of Ethics includes ethical principles such as service, social justice, dignity and worth of people, human relationships, integrity, and practitioner competence. Generalist practitioners recognize and respond to ethical dilemmas in social work practice.
Diversity and Cultural Sensitivity: Generalist practice includes social work knowledge, skills, and values that respect the unique characteristics, needs, and resources of diverse, at-risk and multi-cultural groups, e.g., people of color, women, children, elderly people, immigrants, rural people, people who are disabled, people with diverse religious affiliations, people with diverse ethnic backgrounds, and especially, people who are economically disadvantaged. The generalist practitioner recognizes and uses his or her professional competencies to combat oppression and discrimination including racism, sexism, and group stereotypes. At the same time, culturally competent generalist practitioners recognize that individuals are unique and that there are great differences within at-risk and multi-cultural groups.

Relationship Development and Communication: Generalist practice includes a strong emphasis on the development of positive relationships with client systems, colleagues, community resource providers, and policy makers. Generalist practitioners communicate effectively with a wide range of people for the purpose of helping client systems move toward attainment of client system-generated goals and objectives. Effective communication includes listening skills, empathic responses, and awareness of verbal and non-verbal communication. Communication with client systems includes collaboration and respect.

Professional Competencies: The generalist practitioner is not a specialist. Specialized training is available to the generalist practitioner either through an advanced educational experience or through additional in-service training. The generalist is prepared to provide competent service to clients in settings that require a broad and non-specialized provision of service. That level of service is appropriate to BSW Level practitioner who, like those trained at Central Michigan University, work in very rural and geographical isolated settings and see a large variety of clients with a broad range of problems. The generalist practitioner understands the need to refer to other professionals when the limits of the generalist model require more specialized service. Further, the generalist practitioner understands that immediate provision of service in crisis situations may not permit continued work that may require specialized services. Finally, the generalist practitioner understands that specialized service is a function of advanced training and is prepared to create educational opportunities to permit more training as need and interest become apparent.

STUDENT SOCIAL WORK ASSOCIATION (SSWA)

The primary goal of the association is to enhance the learning experience of those students with an interest in the social work profession, through workshops, guest speakers, and networking. The secondary aim is to provide information and support for one another and the community, through membership and community projects. Meetings are held regularly throughout the school year.

Requirements for Membership:
- Members must have a genuine interest in social work.
- Members must maintain regular attendance at weekly meetings.
- No more than three unexcused absences will be permitted.
- Members must attend a minimum of volunteering activities, fundraiser events and socials as are determined each semester by the Executive Board.
- Membership dues are: $25.00 a year or $15.00 a semester.
- Membership dues must be paid by the date specified each semester.
Examples of possible SSWA activities:

- Attend scheduled meetings
- Host films series which address important social issues
- Take field trips
- Complete service projects
- Host guest speakers from various fields of social work
- Contribute to the community of Mt. Pleasant by volunteering
- Host fundraisers
- Travel to conferences
- Host resume workshops
- Keep files of volunteer opportunities
- Keep files of social work graduate programs
- Act as liaison with Social Work Faculty
- Make great friendships and have fun, fun, fun

Contact Information:

- Website: cmusswa.weebly.com
- E-Mail: sswa.cmu@gmail.com
- OrgSync: https://orgsync.com/32820/chapter

PHI ALPHA HONOR SOCIETY FOR SOCIAL WORK

Students of CMU’s social work program can become involved in one of the most honored, nationally-recognized, college-based social work organizations in the country: Phi Alpha Honor Society for Social Work. Phi Alpha recognizes high achievement, commitment to community-based volunteer work, and a strong passion for social justice among its members. Membership of this organization is held in high esteem amongst graduate schools of social work as well as employers.

The concept of a national social work honor society came from a group of undergraduate social work students at Michigan State University in 1960. The constitution and formal organization were completed in 1962, and six chapters qualified to become "charter chapters." Over 450 chapters are now in existence, and the addition of new chapters is continuing.

The Sigma Psi chapter of Phi Alpha was chartered at Central Michigan University in July of 2011 by six seniors. They felt the social work environment on campus could support the addition of an organization which recognized social work students not only for their service to the social work community, but also for their dedication in the classroom and to provide them with networking opportunities for their future.

Membership benefits of Phi Alpha include recognition of academic excellence, individual scholarship opportunities, monetary recognition for scholarly efforts, promotion of humanitarian goals and ideas, and much more.
Requirements for Membership:

An undergraduate student is eligible for active membership after achieving the following international minimum requirements and meeting local chapter requirements:

- Must be and remain a declared social work major
- Must have achieved sophomore status (26-55 semester hours of credit)
- Must have completed 8 semester hours of required social work courses
- Must have achieved an overall grade point average of 3.0 at Central Michigan University
- Must have achieved a 3.25 grade point average in required social work courses

To be considered for membership, all applicants must submit an application by the stated deadline. Applications are available in the Social Work office in AN 034.

Contact Information:

- Website: www.phialpha.org
- E-Mail: phialpha@cmich.edu
- OrgSync: https://orgsync.com/37836/chapter

NATIONAL ASSOCIATION OF SOCIAL WORKERS

Students are encouraged to join the National Association of Social Workers (NASW), the main professional association of practicing social workers in the United States. The NASW can be accessed on the web at http://www.naswdc.org. Student membership status is available for a discounted fee.
ADVISING

It is the policy of the Social Work Program that anyone majoring in social work must be advised by a full-time member of the social work faculty. The first step toward entering the social work program is for an interested student to meet with a faculty member for major advising. This is arranged by calling the social work office to schedule an appointment. Ideally, this is done no later than the semester in which a student takes SWK 100 (Introduction to Social Work). This assures that a student is able to complete all courses and other requirements (such as volunteering) to assure timely application for admission to the program. The advising process also provides students with the opportunity to individualize their social work course schedule, where appropriate, and to learn about the various opportunities in and expectations of the program. Advisors are listed earlier in this manual.

Students may sign a major at the time of advising. Students needing help choosing courses outside the social work major should seek assistance from the CLASS academic advisors located in Anspach.

COMMUNICATION FROM THE PROGRAM

Social work majors are expected to check their CMU email regularly. Important announcements and advising emails from the social work program are sent through CMU email or Blackboard. In some cases, this will be the only notification given. It is students’ responsibility to read emails from advisors, faculty and the social work program.

The social work web site at class.cmich.edu/socialwork provides important program information. In addition, all social work students are added to the social work program in Blackboard.

*****Please verify that the social work program appears on your Blackboard account after you have been in for your first advising appointment.

ORIENTATION

The social work program holds orientation meetings for students who are interested in entering the program. The social work curriculum, admissions requirements for the program and general program expectations will be discussed at the orientation. Attendance at an Orientation is mandatory. Attendance at Orientation will be recorded in the student’s permanent record.

ADMISSION PROCESS

In order to continue in social work courses, students are required to complete an application, as described in the bulletin. Submitting an application and meeting the minimum requirements for application do not guarantee admission to the program, as factors such as class size will be considered. Determination of admission is completed for the entire applicant pool following the end of the semester of application. The requirements for admission under the 2018-2019 bulletin are provided:
Admission Requirements

1. **Application** - Students need to apply to the Social Work Program by the first Friday in March. In very specific circumstances, applications may be considered if submitted by the third Friday in October. The application must include the following:
   1. Personal Interest Statement
   2. Application
   3. Two academic reference forms from non-social work faculty
   4. One self-addressed envelope

2. **Coursework** - Students need to complete the following coursework by the end of the semester in which they apply.
   - At least 50 credits with a cumulative GPA of 2.5 or better.
   - A minimum of 12 credits of major courses with a major GPA of 2.7 or better and no grade below a C in any required major course.
     - SWK 100 with a B- or better.
     - SWK 250 with a B- or better.
   **Note:** It is recommended that students complete SOC 200 or its equivalent by the end of the semester in which they apply.
   - Math competency with a C or better.
   - Freshman English Competency with a C or better
   - Oral English Competency with a C or better.

3. **Social Work Related Experience (Volunteer or Paid)** - Students must complete a minimum of 50 hours of approved social work related experience by the end of the semester in which they apply. Social Work Related Experience is documented with the following forms:
   - Approval form – Social Work Related Experience
   - Reference form – Social Work Related Experience documenting completion of at least 50 hours.
   **Note:** 100 hours of social work related experience is required prior to enrollment into SWK 321 (spring of junior year). This may be documented with an additional form(s) if not complete by the time of admission to the program.

The BSW Program Application, the Academic Reference Forms, and self-addressed envelope must be received in the Social Work Program office, 034 Anspach Hall, Mount Pleasant, MI 48859, on or before the first Friday in March for the annual Spring admissions cycle or on or before the third Friday in October for the Fall admissions cycle.

Faculty interviews may be part of the admissions process. Admission decisions will be made by the Admissions Committee which reserves the right to admit students who may be deficient in requirements above. Applicants will be notified of decisions in writing. Additional information about the admissions process is available from the social work office in Anspach 034.

**Note:** Completion of all steps of the admissions process does not assure that the student will be admitted to the BSW Program. Depending on the number of students admitted during the spring admission cycle, the admission cycle for the following fall may be limited or suspended. Therefore, it is highly recommended that students apply in the spring.
FORMS CURRENTLY REQUIRED

Application materials (due by the application deadline):

The next pages provide the forms that need to be completed as part of the process for securing admission to the social work program. See the bulletin or requirements for program admission found on the previous page for other requirements. The following forms are included:

- Approval Form – Social Work Related Experience (Volunteer or Paid)
- Academic Reference Forms from two (2) professors/instructors
- Application for Admission to the Social Work Major and Degree Program
- Personal Interest Statement (see application form for instructions)
- Self-addressed envelope – Use the address where you will be after the semester ends; the envelope does not need to be stamped.

Post-Application Materials (due by the last day of classes of the semester applying):

- Reference Form for Social Work Related Experience (Volunteer or Paid)
- Reflection Statement for Social Work Related Experience (Volunteer or Paid)

Forms are periodically being revised. Students should verify that they have the correct forms for admission by picking up copies from their social work advisor or the program office, AN 034.

GUIDELINES – Social Work Related Experience (Volunteer or Paid)

As stated in the Bulletin description of the social work major under admission requirements, all students are required to complete a minimum of 100 hours of social work related experience (volunteer or paid). At least 50 hours must be completed by the end of the semester of application to the BSW program. The remainder will be completed before enrolling for SWK 321 (spring of junior year).

Purpose

This social work related experience has several purposes:

- Provides each student with the opportunity to see first-hand the types of services, agencies and experience that may be part of being a social worker.
- Allows students to directly test their interest in social work.
- Provides students with valuable experience during social work classes.
- Through a reference from the supervisor, social work faculty gain insight into the appropriateness of each student for the profession of social work.
Requirements

The social work related experience must meet the following requirements:

1. All BSW students are required to complete a minimum of 100 hours of social work related experience (volunteer or paid).
   a. At least 50 hours must be completed by the end of the semester in which the student applies to the BSW program. For example, if you apply to the program in March, at least 50 hours must be completed by the last day of spring semester classes.
   b. Remaining hours must be completed before students can register for SWK 321 and SWK 375, which are taken the spring semester of the junior year.

2. No more than two experiences can be counted toward the 100 hours, with at least 35 hours in the shorter experience.

3. An Approval Form MUST be completed for proposed experiences, including a detailed description of the tasks to be completed.
   a. This form must be signed by the person supervising and approved by your social work advisor.
   b. Where there is a dual relationship between the supervisor and the student (such as a personal relationship), it is the student’s responsibility to check with their social work advisor in advance about the appropriateness of the supervisor.

4. All hours MUST be documented by the supervisor using a Reference Form for Social Work Related Experience. References may not be completed by a peer.

5. Students with appropriate work experience may be able to receive approval for that experience as a substitute for volunteering.

Sites

Acceptable sites provide social work related experiences in which a student will interact with client systems of the agency and ideally, learn about social service organizations or program.

- Programs such as crisis lines or domestic violence shelters that provide volunteer training are particularly suitable.
- Other settings, such as child welfare programs, nursing homes, or community soup kitchens are typically appropriate.
- Activities such as coaching kids’ sport teams, day cares, community cleanup projects, and fundraisers for a sorority or fraternity will typically not be acceptable.
- Other opportunities or activities, such as alternative spring breaks or work trips, may be approved. Minimally, students MUST have access to a program leader/supervisor at the site who is NOT a peer for the required reference. Appropriateness of these experiences will be evaluated by social work faculty on an individual basis. Consult with your advisor.

A list of several volunteer sites is available to review in the social work program office. Students are expected to use their own initiative in finding a suitable site. All social work related experience must be approved by the student’s faculty advisor.
APPROVAL FORM – Social Work Related Experience

To be completed by the Supervisor:

Supervisor Name: ____________________________ Title/Degree (If any): ____________________________

Relationship(s) to Applicant (if other than professional): ____________________________

Agency Name: ____________________________ Phone: ____________________________

Agency Address: ____________________________

Please describe:

- the agency and its primary services:

- activities in which the student will participate (should be primarily related to social work activities):

- client population to be served and how much contact student will be able to have with clients (required to have some):

- opportunities to see programs and nonprofit or social service organizations operations (desirable):

Please provide the estimated number of hours to be completed at this setting (subject to advisor approval): __________

The supervisor is asked to document the student’s participation and to return a separate reference form on the student’s prospects as a potential social worker at the completion of this experience.

Signature of Supervisor: ____________________________ Date: __________

To be completed by the Applicant:

Name of Applicant (print): ____________________________ Date: __________

Note: One hundred (100) hours are required in not more than two (2) settings. If social work related experience is completed in more than one setting, a separate approval form must be completed for the additional setting. A student MUST be approved to receive credit for an experience. At least 50 hours must be completed by the end of the semester in which the student applies for the social work program. Any remaining hours must be completed prior to enrolling in SWK 321.

This form may be submitted by the student or the supervisor to:

Susan Grettienberger, Social Work Program
034 Anspach
Mount Pleasant, MI 48859
Phone: (989) 774-2690
Fax: (989) 774-2140
E-mail: swk@cmich.edu

To be completed by the CMU Social Work Advisor:

Number of hours approved for this setting: __________ Faculty Approval: ____________________________ Date: __________

Comments:

Updated 8/09/2018
REFERENCE FORM – Social Work Related Experience

To be completed by the Applicant:

Name of Applicant: ________________________________

Name of Reference: ________________________________

I authorize the person named above to provide an evaluation of me to the Social Work Program at Central Michigan University. I understand that the Family Rights and Privacy Act of 1974 provides me with a right of access to this information. This right may be waived, but no school or person can require me to do so. If neither box is selected or if I have not signed below, then I have not waived my rights to access this information.

☐ I waive my rights to access this information. ☐ I do not waive my rights to access this information.

Applicant’s Signature: ____________________________ Date: ____________________________

To be completed by the Supervisor:

The above named individual has applied for admission to the Social Work Program at Central Michigan University. Your assessment of the applicant will assist the Admissions Committee. Your response to these questions is a required part of his/her application to or continuation in the BSW program. The student will have a right to view this reference unless waived above. Thank you for your cooperation.

Additional Hours Completed: _______ Dates during which experience was completed: ____________________________

☐ First reference ☐ Additional reference (if this is an update of an earlier reference please add whatever additional comments may be relevant.) Total Hours Completed: _______

What contact did you have with the student during his/her experience?

Please briefly describe the activities in which the student participated.

Please give your impressions of the student in the following areas:

1. Ability to conceptualize, organize, and communicate ideas.

2. Ability to establish and maintain positive working relationships with peers, supervisors, and clients.
3. List areas the student needs to continue to develop and/or anything you observed that may hinder the student's effectiveness as a social worker.

Below please rate the applicant relative to other students or new employees you have known in the same field in recent years. Explain as needed in the comment section.

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<th>2-below average</th>
<th>3-average</th>
<th>4-good</th>
<th>5-exceptional</th>
<th>N-not observed</th>
<th>Comments</th>
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<td>Professional competence</td>
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<td>Awareness of and sensitivity to issues of race, gender, age, sexual orientation, and disability</td>
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<td>Regularly exhibits mature judgment in decision making and actions</td>
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<td>Reliability and follow-through</td>
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<tr>
<td>Ability to handle complex tasks or concepts</td>
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</tbody>
</table>

Below, provide your overall assessment of the student's appropriateness and readiness for social work. Include comments, particularly if you have reservations about the student's admission to the program.

☐ I highly recommend the student to the social work program.
☐ I recommend the student to the social work program.
☐ I have some reservations, but would recommend the student for the social work program.
☐ I have some reservations and would not recommend the student for the social work program.
☐ I feel the student is not suited for the social work program.

Comments:

Signature of Supervisor __________________________ Date ________________

Printed name __________________________ Title/degree if any ________________

Agency __________________________ Phone __________________________

Address __________________________

Relationship(s) to Applicant __________________________

Please fax, email or place in a sealed envelope and mail directly to:

Central Michigan University
Social Work Program Admissions
034 Anspach Hall Mount Pleasant, MI 48859
(989) 774-2690 (Phone)
(989) 774-2140 (Fax)
sww@cmich.edu (E-mail)

Updated 8/10/2018
ACADEMIC REFERENCE FORM

To be completed by the Applicant:

Name of Applicant: __________________________________________

Name of Reference: __________________________________________

I authorize the person named above to provide an evaluation of me to the Social Work Program at Central Michigan University. I understand that the Family Rights and Privacy Act of 1974 provides me with a right of access to this information. This right may be waived, but no school or person can require me to do so. If neither box is selected or if I have not signed below, then I have not waived my rights to access this information.

☐ I waive my rights to access this information.  ☐ I do not waive my rights to access this information.

Applicant’s Signature: ________________________________________ Date:__________________

To be completed by the Reference:

The above named individual has applied for admission to the Social Work Program at Central Michigan University. Your assessment of the applicant will assist the Admissions Committee. PLEASE RETURN AS INDICATED ON THE SECOND PAGE. DO NOT GIVE THE ORIGINAL REFERENCE FORM TO THE APPLICANT. Thank you for your cooperation.

Date you received this form (optional):

In what capacity do you know the applicant?

☐ Instructor/Lecturer/Professor (Non Social Work)
☐ Other (Please Specify) ________________________________

How long have you known the applicant? _______________________ (If this is for the current semester, this form may be completed and submitted at the end of the semester)

How well do you feel you know the applicant’s strengths and areas for growth?

☐ Very Well  ☐ Well  ☐ Limited  ☐ Not at all

Use 3 words to describe the student:

Comments:

Updated 8/9/2018
Below, please rate the applicant relative to other students or employees you have known in the same field in recent years. Explain as needed.

<table>
<thead>
<tr>
<th>1: problematic</th>
<th>2: below average</th>
<th>3: average</th>
<th>4: good</th>
<th>5: exceptional</th>
<th>N: not observed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The applicant:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N</td>
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<tr>
<td>regularly attends classes.</td>
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<td>completes all assignments on time.</td>
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<td>is able to conceptualize, organize, and communicate ideas in writing.</td>
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<tr>
<td>is able to conceptualize, organize, and communicate ideas verbally.</td>
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<td>is able to establish and maintain positive relationships with peers.</td>
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<tr>
<td>is able to establish and maintain positive relationships with faculty/staff.</td>
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<tr>
<td>shows concern for social issues.</td>
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<tr>
<td>is aware of and sensitive to issues of race, gender, age, sexual orientation, and disability.</td>
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<tr>
<td>displays a high level of maturity and stability, including reliability.</td>
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<tr>
<td>regularly exhibits good judgment in decision making and actions.</td>
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<tr>
<td>displays excellent academic performance/potential.</td>
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</tbody>
</table>

Below, provide your overall assessment of the student’s appropriateness and readiness for social work. Please include comments if you have reservations about the student’s admission to the program.

- [ ] Highly recommend the student to the social work program.
- [ ] Recommend the student to the social work program.
- [ ] Have some reservations, but would recommend the student for the social work program.
- [ ] Have some reservations and would not recommend the student for the social work program.
- [ ] Do not recommend the applicant to the social work program at this time.

Signature of reference ___________________________ Date ______________

Print Name ___________________________ Position ___________________________

Organization ___________________________ Phone ___________________________

Address ___________________________

City, State, Zip ___________________________

Please fax, email or place in a sealed envelope and mail directly to:

Central Michigan University
Social Work Program Admissions
034 Ansbach Hall
Mt. Pleasant, MI 48859
(989) 774-2690 (Phone)
(989) 774-2140 (Fax)
swk@cmich.edu (E-mail)

Updated 8/9/2018
APPLICATION FOR ADMISSION

Contact Information:

Name: ___________________________________________ Student ID#: ______________________

E-mail: _________________________________________ Phone Number: _______________________

Mailing Address: ________________________________________________________________

(City) ______________________ (State) ______________________ (Zip) __________

☐ Home ☐ Local ☐ Other (please check the box that applies)

Please attach a self-addressed envelope to this application using the address you will be after the semester ends. The envelope does not need to be stamped.

Educational Experience:

List all colleges attended: (use separate sheet if necessary)

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>Dates (month/yr)</th>
<th>GPA</th>
<th>Credits</th>
</tr>
</thead>
</table>

Please indicate your grade in any of the following courses you have completed. Mark those courses you are currently taking with an “X.”

☐ SWK 100 ☐ SOC 100 ☐ ENG COMP
☐ SWK 250 ☐ SOC 200/PSY 211/STA 282QR ☐ ORAL COMP
☐ SWK 350 ☐ SOC 221/SOC 302 ☐ MATH COMP

Total number of College Credits completed ________ Cumulative GPA ________

How many credits are you taking this semester? ________

Social Work Practicum (Field):

Please indicate when you are planning to enroll in the Social Work Practicum (Field) courses. Consult with your advisor if you are unsure as you will be admitted based on this preference.

☐ Summer ________ (May to August) ☐ Academic Year ________ (August to May of the next year)

Year (20xx) Year (20xx-20xx)

Updated 8/10/2018

Application Page 1 of 4
Work and Volunteer Experience:
(Please list all your work and volunteer experience, in chronological order, beginning with the most current experience. Attach an extra sheet if necessary.)

Name of Organization: ___________________________ Supervisor: ___________________________
Location: ___________________________ Position: ___________________________
Dates of service or employment: ___________________________ Hours per week: ___________________________
Employee ☐ Volunteer ☐

Name of Organization: ___________________________ Supervisor: ___________________________
Location: ___________________________ Position: ___________________________
Dates of service or employment: ___________________________ Hours per week: ___________________________
Employee ☐ Volunteer ☐

Name of Organization: ___________________________ Supervisor: ___________________________
Location: ___________________________ Position: ___________________________
Dates of service or employment: ___________________________ Hours per week: ___________________________
Employee ☐ Volunteer ☐

Name of Organization: ___________________________ Supervisor: ___________________________
Location: ___________________________ Position: ___________________________
Dates of service or employment: ___________________________ Hours per week: ___________________________
Employee ☐ Volunteer ☐

Honors and/or Awards:
Month/Year Description/Source
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Updated 8/10/2018
References:
A minimum of three references are required from individuals who have knowledge of your academic and/or professional qualifications. This includes two academic references and a reference from the supervisor(s) of your social work related experience requirement. Each individual is asked to complete a reference form and submit it directly to the Social Work Program Office.

List your references and their relationship to you:

Academic Reference
Name: _______________________________________ Relationship(s): __________________________
Name: _______________________________________ Relationship(s): __________________________

Social Work Related Experience
Name: _______________________________________ Relationship(s): __________________________

Have Reference Forms Submitted Via:  • Mail: Social Work Program Admissions
(use separate forms for each reference)  034 Anspach, Mount Pleasant MI 48859
• E-mail: swk@cmich.edu
• Fax: (989) 774-2140

Personal Interest Statement:
This statement is required as part of the Application for Admission to the Social Work Major. You must respond to each of the questions below. Your response should be approximately one-typed page (double-spaced) for each prompt.

• Describe a situation where you were involved that you considered unjust and what action(s) you took as a result. Reflect on the experience. How did your action(s) reflect your personal values and/or social work values? Do you believe your actions were successful? What did you learn about yourself and your values as a result of this experience? What might you do differently, if anything, if a similar situation occurs in the future?

• Describe the skills you believe a successful social worker must possess. For each of the skills you have described, state why you believe that skill is important and provide an assessment of your strengths and weaknesses in that skill.

• Please share any life experience(s) that may have influenced your decision to pursue social work as a career.

• Ideally, what do you want to be doing 5 years from now? Describe how a degree in Social Work fits into this vision.
Statement of Certification:

I certify that to the best of my knowledge all of the above and attached statements are correct and complete.

Applicant’s Signature ___________________________ Date ____________________

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities or services. Individuals with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the instructor as early as possible. Persons with disabilities needing accommodations or assistance related to this application are also encouraged to contact the Social Work Director as early as possible.

FOR OFFICIAL USE ONLY:

Date Received: _______________ BSW Application Review Date(s): _______________

Admission Status: Accepted □ Denied □ Deferred □

Notification Letter Sent: _______________

Staff Initials __________
Reflection Statement – Social Work Related Experience

The Reflection Statement is to be completed and submitted to the social work office within two weeks of completing 50 hours of the required experience (volunteer or paid), and no later than the last Friday of the semester in which the student applies for admission to the social work program. If something is unclear to you, be sure to contact the social work office for guidance.

A response to two (2) prompts regarding your social work volunteer experience is required as part of your admission application to the social work major. Your response should be approximately one typed page (double-spaced) for each prompt.

Prompt 1: Briefly describe what you did and with whom in your experience. Then tell us what this experience taught you about vulnerable clients, yourself and what it means to be a social worker.

Prompt 2: Please select and respond to one (1) of the statements listed below:

- Use an example from your social work related experience to talk about social justice and social work.

- Describe a difficult moment for you that occurred in your social work related experience and how you acted/reacted. Explain what the experience means to you and how it influenced your motivation to become a competent social worker.

- Write a letter to a parent, mentor or older adult who knows you and whom you respect explaining why you have chosen to be a social work major. Use an example from your social work related experiences to highlight your reasons.

- Based on what you observed and learned in your social work related setting, discuss some reasons why people may be poor. What might you do as a social worker to reduce poverty?

Return your Reflection Statement to the Social Work Program office:

Social Work Program
034 Anspach
Mount Pleasant, MI 48859
Phone: (989) 774-2680
Fax: (989) 774-2140
E-mail: swk@cmich.edu

Approved by Susan Grettenberger 9/22/2017
THE UNDERGRADUATE CURRICULUM IN SOCIAL WORK

Students at Central Michigan University are eligible for completion of the Bachelor of Social Work (BSW) degree. The curriculum is grounded in the liberal arts and reflects the program’s conceptualization of generalist social work practice. Graduation requirements for a BSW are based on the regulations and requirements published in the CMU bulletin in effect at the time of a student’s initial registration.

Students receiving the BSW degree complete the social work major. They also complete “other degree requirements,” the University Program and Competency courses (which together form the liberals arts base), and a minor. Some courses may count in more than one category. The box below summarizes the required credit hours for the social work major in the BSW degree program from the 2018-2019 bulletin. Students should consult advisors for the social work major, degree requirements and the minor and obtain a degree audit by the fall of their junior year.

Summary of Credit Hour Requirements for the BSW Degree (2018-2019 bulletin)

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Competencies</td>
<td>27-30</td>
</tr>
<tr>
<td>University Program Courses</td>
<td>27</td>
</tr>
<tr>
<td>Other BSW Degree Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Social Work Major</td>
<td>48</td>
</tr>
<tr>
<td>Minor (or a second major)</td>
<td>20-24</td>
</tr>
<tr>
<td>Electives</td>
<td>Varies</td>
</tr>
<tr>
<td><strong>Minimum Total for Graduation</strong></td>
<td><strong>124</strong></td>
</tr>
</tbody>
</table>
Competencies (27-30 hours)

General Education Competencies are important skills that students expand during their course of study at CMU. Students must complete coursework to demonstrate adeptness in Writing, Oral English, Mathematics/Quantitative reasoning. A number of options are available to students. Complete details may be found in the Central Michigan University Bulletin. The College of Humanities and Social and Behavioral Sciences has two undergraduate advisors located in Anspach 114B and 115A. To schedule an appointment, call (989) 774-7506.

Most students complete coursework as outlined in the table below.

<table>
<thead>
<tr>
<th>Writing:</th>
<th></th>
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<tbody>
<tr>
<td>Freshman Composition</td>
<td>3-6 hours</td>
</tr>
<tr>
<td>Intermediate Composition</td>
<td>3 hours</td>
</tr>
<tr>
<td>Writing Intensive Requirement (WI)</td>
<td>12 hours</td>
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<tr>
<td>Note: Two courses (6 credit hours) at the 300 level or higher will be offered in the social work major. Currently these are SWK 331WI and SWK 450WI.</td>
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<tr>
<td>Total 27-30 hours</td>
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</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Reasoning</td>
<td>3 hours</td>
</tr>
<tr>
<td>Oral English</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>27-30 hours</strong></td>
</tr>
</tbody>
</table>

University Program (27 hours)

Courses in the University Program introduce students to the major fields of human knowledge. The University Program is divided into four groups and each group is divided into two subgroups. Students are required to take a course from each subgroup plus an additional course from one of the subgroups as an elective, if needed, to total 27 hours. Students can apply some courses from the major as part of the University program. Sound planning is advised. Two of the University Program courses must be used to earn at least six Writing Intensive credits. Courses counted as Writing Intensive must have a grade of C or better.

Students should review their academic bulletin and talk to an undergraduate advisor. The College of Humanities and Social and Behavioral Sciences has undergraduate advisors located in Anspach 114B and 115A. To schedule an appointment, call (989) 774-7506.

Other BSW Degree Requirements (9 hours)

Students also complete three other requirements for the BSW degree. Please contact a social work advisor at (989) 774-2690 for assistance.

- HDF 100 – Lifespan Development (3 hours) **OR** PSY 220 – Developmental Psychology (3 hours)
- BIO 151 – Human Biology (3 hours) **OR** HSC 211 – Human Anatomy and Physiology (3 hours)
- SOC 201 – Social Psychology (3 hours) **OR** PSY 330 – Social Psychology (3 hours)
Social Work Major (48 hours)

The following courses are required for the Social Work major. Students should note that many courses have prerequisites and are only available during one semester each year. Further, some courses can double count as part of the major and the University Program. Meeting with a social work adviser early in one’s academic year and sound course planning are strongly advised. Students should take SWK 100 and talk with an adviser by the fall of their sophomore year to be able to complete the major in four years. Actual courses may vary and students should consult with a social work advisor to ensure courses meet the bulletin year in effect.

<table>
<thead>
<tr>
<th>SOCIAL WORK MAJOR</th>
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<tbody>
<tr>
<td>SOC 100</td>
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<tr>
<td>SWK 100</td>
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<tr>
<td>SOC 221 OR SOC 302</td>
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<tr>
<td>SWK 250</td>
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<tr>
<td>SOC 200 OR PSY 211 OR STA 282</td>
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<tr>
<td>SWK 315</td>
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<tr>
<td>SWK 321</td>
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<tr>
<td>SWK 331WI</td>
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<tr>
<td>SWK 350</td>
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<tr>
<td>SWK 374</td>
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<tr>
<td>SWK 375</td>
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<tr>
<td>SWK 450(WI Option)</td>
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<tr>
<td>SWK 470</td>
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<tr>
<td>SWK 471</td>
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<tr>
<td>SWK 480</td>
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<tr>
<td>SWK 481</td>
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</tbody>
</table>

| Total | 48 hours |
Minor Requirement of the Social Work Degree (20-24 hours)

Social Work students must choose:

- Any University-approved major or minor, with which a Social Work adviser may be helpful; or
- 20 or more hours of coursework from at least two departments (not including required courses in the degree program, Sociology on the major or Social Work courses) planned in advance by a student with a Social Work adviser. These courses are to be a planned program to meet the students’ individual learning objects or to complement their professional interest.

Students may elect to complete a second major instead of a minor. Note that no more than a total of 27 hours may be taken from the College of Business Administration and counted towards graduation.

Study Abroad

Study Abroad is an excellent learning opportunity for all students, and social work faculty encourages all students who are interested in studying outside the U.S. Meeting with an advisor as early as possible to plan the timing of study abroad will make it possible for students to graduate on time.

THE FIELD PRACTICUM

The field practicum is the capstone and integrative experience of the BSW program. In the field practicum, students have the opportunity to learn social work under the direct guidance of a social worker who serves as a field instructor. The field practicum experience is comprised of 200 hours of experience in both semesters of the senior year (SWK 470 and SKW 480). There currently is a summer field intensive or block practicum as well. The entire field practicum is explained in detail in the field manual, which can be found online at class.cmich.edu/socialwork or the social work Blackboard site.

During the junior year, students are expected to attend an initial informational meeting about the field practicum and seminar, and to interview with the field director to clarify what their interests and special needs, if any, are relevant to the field practicum during the senior year. The field director locates and arranges all practicum placements.
COURSE DESCRIPTIONS

SWK 100 Introduction to Social Work 3(3-0)
Principles and values of social work, community resources and social service agencies, helping methods, and the role of the professional social worker. This course may be offered in an online or hybrid format.

SWK 150QR Public Opinion, Social Sciences, and Social Welfare 3(3-0)
Data to understand public opinion and social welfare. Measurement of concepts. Ways of interpreting data with tables, graphs, and statistics. Computer applications. Identical to SOC 150. Credit may not be earned in more than one of these courses. Quantitative Reasoning.

SWK 250 Social Welfare Policies and Services I 3(3-0)
History of social welfare and social action. Analysis of American social welfare systems. Links between social policy and needs and impacts on vulnerable groups. Prerequisite: SWK 100.

SWK 270 Introduction to Community Development 3(3-0)
Theoretical and practical overview of community development as a core social work competency, focusing on critical issues confronting communities in the 21st century. May be offered in an online or hybrid format.

SWK 302 Social Work Practice in Gerontology 3(3-0)
Theories, interventions, and issues in social work practice in gerontology. Prerequisites: SWK 100; SOC 100; PSY 100 or HDF 247.

SWK 315 Social Work Generalist Practice I: Social Work Communications 3(3-0)
Generalist communication skills through interviewing and information exchange with micro, mezzo and macro client systems. Develop ability to assess information obtained. Prerequisites: Must have minimum of 2.5 GPA; signed Social Work Major; applied to the Social Work Program; SWK 100; completion of 50 credit hours. Pre/Co-requisites: SWK 250; SWK350. Co-requisite: SWK 374.

SWK 321 Social Work Generalist Practice II 3(3-0)
Knowledge, skills, and values for social work generalist practice within micro, mezzo, and macro client systems. Emphasis on culturally-competent and evidence-based practice. Prerequisites: Admitted to the Social Work Program; all SWK program required volunteer hours completed; SWK 315, SWK 374. Co-requisite: SWK 375.

SWK 331WI Social Work Generalist Practice III 3(3-0)
Generalist social work practice with micro, mezzo and macro systems continued from 315 and 321 with an emphasis on the strengths perspective. Writing Intensive. Prerequisites: Admitted to the Social Work Program; all SWK program required volunteer hours completed; SWK 315, SWK 321. Co-requisite: SWK 470.
SWK 350 Social Work Research Methodologies 3(3-0)
Data collection methodologies and issues for evidence-based practice and applied social work research including: experiments/single subject design; program evaluation; interviewing; community studies. Prerequisite: SWK 100; SOC 200 or PSY 211 or STA 282, with a C or better. Pre/Co-requisites: SWK 250 or SOC 221 or 302.

SWK 374 Social Work and Human Behavior I 3(3-0)
Critique and analysis of theory explaining human behavior in individuals and families. Use of theory in social work practice with diverse and/or oppressed populations. Prerequisites: Must have minimum of 2.5 GPA; signed Social Work Major; applied to the Social Work Program. Pre/Co-Requisites: SWK 250, BIO 151 or HSC 211.

SWK 375 Social Work and Human Behavior II 3(3-0)
Theories explaining human behavior in groups, organizations, communities, and global systems. This course may be offered in an online or hybrid format. Prerequisite: Admitted to the Social Work Program; C or better in SWK 374. Co-requisite: SWK 321 OR completion of 86 hours in Bachelor of Science with an Option in Community Development.

SWK 397 Independent Study 1-12(Spec)
Directed reading or research on approved topic. Prerequisite: permission of instructor.

SWK 399 Special Topics in Social Work 1-12(Spec)
Consideration of subject matter not included in courses currently listed in the Bulletin.

SWK 422 Youth Welfare 3(3-0)
Issues pertaining to youth welfare are related to broader organizational and structural features of society, including historical and comparative (international) perspectives. Identical to SOC 422. Credit may not be earned in more than one of these courses. Prerequisites: SOC/ANT 101 and a signed Global Justice Minor; or SOC 100 and a signed Youth Studies Minor; or SOC 200, SOC 301, and SOC 350.

SWK 450 (WI Option) Social Welfare Policies and Services II 3(3-0)
Analysis and evaluation of social policies and social welfare services. Emphasis on social action, social and economic justice and impact on at-risk groups. May be offered as Writing Intensive. Prerequisites: Admitted to the Social Work Program; SWK 250; SOC 221 OR SOC 302; Co-requisite: SWK 480.

SWK 470 Social Work Practicum I 4(Spec)
200 hours of supervised experience in a social work setting. CR/NC. Prerequisites: Admitted to the Social Work Program; SWK 321, SWK 375. Co-requisite: SWK 331, SWK471.

SWK 471 Social Work Practicum Seminar I 2(Spec)
Students consciously and critically integrate knowledge with direct practice observed in a field agency and compare generalist practice as implemented in different agencies. Prerequisites: Admitted to the Social Work Program. Co-requisite: SWK 470.
SWK 480 Social Work Practicum II 4(Spec)
Continuation of 200 hours of supervised experience in a social work setting. CR/NC. Prerequisite: Admitted to the Social Work Program; SWK 470, SWK 471 with a B- or better. Pre/Co-requisite: SWK 450. Co-requisite: SWK 481.

SWK 481 Social Work Practicum Seminar II 2(Spec)
Students consciously and critically integrate knowledge with direct practice observed in a field agency and compare generalist practice as implemented in different agencies. Prerequisite: SWK 471 with a B- or better, SWK 470. Pre/Co-requisite: SWK 450. Co-requisite: SWK 480. (Currently offered only online)

SWK 490 Community Development: A Critical Approach 3(3-0)
Integrative capstone experience that synthesizes knowledge, skills, and applications in community development and community-based social work in an applied agency project proposal. May be offered an online or hybrid format. Pre/Co-requisite: SWK 470 (for Social Work students) or prerequisite: 86 semester hours and signed major in Bachelor of Science degree with an option in Community Development. (Currently offered only online)

SWK 597 Independent Study 1-12(Spec)
Directed reading or research on approved topic. Prerequisite: Completion of at least 75 undergraduate credits or graduate standing. Recommended: SWK 100.

SWK 599 Special Topics in Social Work 1-12(Spec)
Consideration of subject matter not included in courses currently listed in the Bulletin. Prerequisite: Completion of at least 75 undergraduate credits or graduate standing. Recommended: SWK 100.

SOC 100 Introductory Sociology 3(3-0)
Systematic introduction to the field of sociology, its theories, concepts, and methods. Explores social relationships within the context of social structure. This course may be offered in an online or hybrid format. (University Program Group III-B: Studies in Social Structures)

SOC 200 Introduction to Social Research and Analysis 3(3-0)
Basic research issues. Univariate, bivariate, and multivariate analysis techniques in sociology, social and criminal justice, and social work. Computer applications. Prerequisites: SOC 100; completion of math competency.

SOC 201 Social Psychology 3(3-0)
Examines the links between social structure and self. Substantive topics may include: agency, emotions, socialization, attitudes, gender, inequality, deviance, conflict, and social change. (University Program Group III-A: Behavioral Sciences)

SOC 221 Social Problems 3(3-0)
Explores the nature and extent of major social problems. Examines structural, institutional, constructionist and normative elements and encourages critical engagement with types of proposed solutions. (University Program Group III-B: Studies in Social Structures)
SOC 302 Social Inequality 3(3-0)
Class, race, and gender and other forms of social strata. The bases, consequences, and correlates of position in the system of stratification. Prerequisites: SOC 100 or 201 or 221: or SOC/ANT 101 and a signed Global Justice Minor.

PSY 211QR Introduction to Psychological Statistics 3(3-0)
Basic descriptive and inferential statistics are considered, including measures of central tendency and variability, the normal distribution, the t-test, correlation, and chi-square. This course may be offered in an online or hybrid format. Quantitative Reasoning. Prerequisite: PSY 100 and complete of Mathematics Competence.

PSY 220 Developmental Psychology 3(3-0)
Research-based findings on the development of human behavior from conception through late adulthood. This course may be offered in an online or hybrid format. Prerequisite: PSY 100.

PSY 330 Social Psychology 3(3-0)
Empirical approach to understanding individual social behavior. Deals with the person and the social environment with a focus in attitudes, interpersonal behavior, and group processes. Prerequisite: PSY 100. This course is approved for offering in a distance learning format.

BIO 151 Human Biology 3(3-0)
An introduction to human biology as a scientific discipline, cell biology, genetics, homeostasis, selected organ systems, biotechnology and current issues. This course may not be used to satisfy the requirements for a Biology major or minor. This course may be offered in a hybrid or online format. (University Program Group II-A: Descriptive Sciences)

HSC 211 Human Anatomy and Physiology 3(3-0)
Covers basic structure and function of the human body. Prepares non-science majors and health profession students to take advanced human anatomy and physiology courses. Recommended: Successful completion of a college level science course or a strong background in basic sciences, i.e. high school biology or chemistry.

HDF 100 Human Growth and Development: Lifespan 3(3-0)
Study of the basic principles of human development and their relation to family interactions throughout the lifespan. This course may be offered in an online format. Recommended: Students who have taken EDU 280 or PSY 220 should seek departmental advice prior to enrollment. Prerequisites: None. (University Program Group III-A: Behavioral Sciences)
# SOCIAL WORK MAJOR MAP

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr. Hrs.</th>
<th>Course</th>
<th>Cr. Hrs.</th>
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<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
<td></td>
<td><strong>SECOND YEAR</strong></td>
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<tr>
<td>Semester: Fall</td>
<td></td>
<td>Semester: Spring</td>
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<tr>
<td>Total Credit Hours: 12-13</td>
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<td>Total Credit Hours: 9</td>
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<tr>
<td>SOC 100 (UP IIIb)</td>
<td>3</td>
<td>HDF 100 (IIIa) OR PSY 220(^1)</td>
<td>3</td>
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<tr>
<td>SWK 100</td>
<td>3</td>
<td>MTH Competency Course(^2)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 or 103/193</td>
<td>3 - 4</td>
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<tr>
<td>PSY 100 if interested in PSY minor (UP IIIa)</td>
<td>3</td>
<td></td>
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<tr>
<td>Meet with SWK Dept ASAP – 989-774-2690</td>
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<tr>
<td><strong>SOPHOMORE YEAR</strong></td>
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<td><strong>JUNIOR YEAR</strong></td>
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<tr>
<td>Semester: Fall</td>
<td></td>
<td>Semester: Spring</td>
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<tr>
<td>Total Credit Hours: 6</td>
<td></td>
<td>Total Credit Hours: 9</td>
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</tr>
<tr>
<td>SOC 200 preferred (PSY 211ps OR PSY 282pa)</td>
<td>3</td>
<td>BIO 151 (UP IIIa) OR HSC 211(^3)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 250</td>
<td>3</td>
<td>SWK 350</td>
<td>3</td>
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<tr>
<td>SOC 221 OR SOC 302</td>
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<tr>
<td><strong>APPLY TO THE SOCIAL WORK PROGRAM</strong></td>
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<tr>
<td><strong>SENIOR YEAR</strong></td>
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<td><strong>FIFTH YEAR (IF NEEDED)</strong></td>
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<tr>
<td>Semester: Fall</td>
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<td>Semester: Total Credit Hours: 9</td>
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<tr>
<td>Total Credit Hours: 9</td>
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<td>Total Credit Hours:</td>
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<tr>
<td>SWK 315 (Fall only)</td>
<td>3</td>
<td>SWK 321(^*) (Spring Only)</td>
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<tr>
<td>SWK 374 (Fall Only)</td>
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<td>SWK 375(^*) (Spring Only)</td>
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<tr>
<td>SOC 201 OR PSY 330(^3)</td>
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<tr>
<td><strong>FIFTH YEAR (IF NEEDED)</strong></td>
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<td><strong>SENIOR YEAR</strong></td>
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<td>Semester: Total Credit Hours:</td>
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<td>Semester: Total Credit Hours: 9</td>
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</table>

1 Prerequisite for course on Major.
2 Prerequisite for course on BSW degree.
3 Required on BSW degree.
4 Student must be admitted to the Social Work program.
5 The student will enroll in SWK 470 and 480 consecutively within two years of completing the course prerequisites.

Note* This major map includes the courses for both the 48 hour major and the B.S.W. degree requirements.
STUDENT CONDUCT

The Code of Student Rights, Responsibilities and Disciplinary Procedures at Central Michigan University establishes the procedures followed and outlines the possible consequences for students found in violation of the "Code of Conduct." The disciplinary procedures outlined in this document do not replace or substitute for filing charges through law enforcement agencies if it is determined that such action is appropriate.

This document originally was formally adopted by the Board of Trustees for Central Michigan University on December 16, 1972. Since that time, it has been periodically reviewed and revised as needs changed. This revision was approved by the President and the Board of Trustees on June 24, 2014 and amended by the President on September 27, 2018.

In keeping with the policies and goals established by the Board of Trustees, the President is responsible for communicating rules and regulations pertaining to student rights and responsibilities, including regulations governing student organizations. In fulfilling this responsibility, the President is obligated to assure the right of due process for students.

The President has designated the Associate Vice President for Student Affairs as the person charged with the administration of student discipline. The Associate Vice President for Student Affairs appoints Conduct Proceedings Officers to answer questions concerning the rights and responsibilities of students, to receive complaints as they are reported, and to follow through with discipline cases to their resolution.

These policies and procedures are further outlined on Central Michigan University’s Code of Student Rights, Responsibilities and Disciplinary Procedures web page located at https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx.

IN Volvement with the criminal justice system

Nearly all agencies routinely request background checks on student interns and employees. Students in the BSW program should be aware that prior problems with the law, allegations, and even things that may have been expunged or which may have occurred while a minor may be considered in decisions to accept a student for placement, a social worker for employment, or approval for a social work license. Some types of prior convictions may make it difficult to practice in social work or at least in certain areas of social work.

If you have had ANY involvement with the legal system, consulting with your social work advisor, the state board of social work licensure and/or possibly an attorney might be advisable. It is important if you are asked about prior history of any criminal charges against you by an agency to be as honest as possible in presenting such information. Students have been refused field practicum placements in the past because they did not disclose records. Their failure to disclose that information (not necessarily the nature of the conviction itself) precluded the student’s involvement in that agency.
TRANSFER CREDIT POLICY

University Policy

The Central Michigan University Registrar’s Office determines transfer credit equivalencies. Students should contact the Registrar’s Office with questions or concerns about how courses will appear on their transcript. This applies to the Michigan Transfer Agreement (MTA) and MACRO Agreement, GPA, competencies and individual course equivalencies.

Transfer Credit Policy for Social Work Courses

In the case of social work, the faculty has agreed to transfer into the major courses that are equivalent to SWK 100. Undergraduate Academic Services maintains a list of equivalencies between the introductory social work course (SWK 100) and those offered by other institutions. In situations where a course has not been approved as equivalent, the social work program faculty will review the course outline and make a recommendation. Faculty decisions are final.

Courses other than SWK 100 will transfer as SWK credit only. In general, other SWK courses will not transfer to the major.

Decisions about the social work major made by social work faculty are recorded on students’ Major Authorization Forms. When Undergraduate Academic Services performs audits of courses for students prior to graduation, only those courses that have been endorsed by faculty on the Major Authorization Form are considered part of the major.

PRIOR LIFE EXPERIENCE POLICY

The following is the credit policy for life experience:

The Central Michigan University Social Work Program does not provide credit for life experience or previous work experience. The Council on Social Work Education prohibits granting credit for life experience for the professional core courses of the field practical. Students may, however, test out of a select set of courses in the general education block. In keeping with college policy, these courses are limited and are determined by individual departments. Thus, the Social Work Program does not provide for any life experience or previous work experience credit within the major.

POLICY INVOLVING THE USE OF HUMAN SUBJECTS IN RESEARCH

All research involving the use of human subjects conducted by CMU faculty, staff, or students, or sponsored in part or whole by CMU must be reviewed and approved prior to the start of the project and then conducted in full compliance with Institutional Review Board (IRB) policies and procedures. This includes research conducted in conjunction with classroom assignments as well as a student’s dissertation, thesis or Plan B paper. It also includes all interviews, questionnaires, surveys, observations, educational tests, and secondary analysis of data previously collected.
If at any time you don’t know what to do, think that your research might involve special circumstances, have questions about the policies or procedures, or need additional information, please call the IRB, Office of Research and Sponsored Programs, Foust 251, (989) 774-6401, or go online to: https://www.cmich.edu/office_provost/ORGS/ComplianceandResearchIntegrity/InstitutionalReviewBoard/.

STUDENT COMPLAINT PROCEDURES

In general, the process for resolving student complaints is to attempt to resolve problems as they occur at the level closest to the problem. When this is impossible or unsuccessful, problems can be moved up through the academic hierarchy from program to department to college.

The By-laws of Department of Sociology, Anthropology, and Social Work provide a process for resolving student grievances. The process is provided below, recognizing that social work program faculty are department faculty as well.

Department of Sociology, Anthropology & Social Work
Procedures, Criteria, Standards, and Bylaws
Approved July 1, 2011
Section III-H.

1. In all cases, university rules regarding the resolution of student complaints will be followed.

2. In principle, efforts will be made to resolve complaints by encouraging students to consult with the faculty member in question. At the student’s request, the Department Chair will become involved if such a conversation with the faculty is not possible or if such a conversation does not lead to a resolution of the complaint.

GRADE GRIEVANCE POLICY

The University recognizes that it is the instructor’s prerogative to determine a grade. Responsibility for resolving grading disputes is shared among the instructor, the student, the department, and the college. If a question is raised by a student concerning a grade, the instructor should discuss the matter willingly and give evidence to make clear his/her basis for determining the grade. In turn, the student should recognize the need to demonstrate a valid basis for complaint. At any time, either upon the student inquiry or upon his/her own initiative, the instructor who believes a change of grade is justified may initiate a request for a change in grade.

Refer to the Undergraduate Bulletin for the steps to follow for reviewing allegations of capricious grading under the grade grievance policy. The bulletin is accessible online at: https://bulletins.cmich.edu.
RETENTION AND TERMINATION POLICY

Social Work Program
(Reviewed and amended by Faculty at March 4, 2014 Faculty Meeting)

To become a candidate for the BSW program, a student must complete the steps of admission and be granted full admitted status to the program. Once admitted, students must adhere to continued standards of conduct and progress, including minimum academic progress and demonstration of professionalism. These expectations continue up to the final day of the final semester in the program. The social work program may at any time review a student’s status in the BSW program using the following standards for continued academic performance and professional behavior as a basis for such review.

A social work (BSW) student is expected to:

- Maintain minimum semester and cumulative GPAs of 2.5.
- Maintain an overall GPA in social work of no less than 2.7.
- Maintain a grade of no less than a B- in any social work course.
- Demonstrate adequate, positive, and appropriate verbal and written communication skills. This includes communication in class, field education and interactions with fellow students, professional colleagues, clients, and faculty/staff.
- Demonstrate reliability. Excessive absences and/or tardiness from class, and/or field instruction and/or required social work program meetings, and/or late submission of course work, demonstrate a lack of such conduct.
- Demonstrate adherence to the NASW Code of Ethics in all public settings, including interactions in and out of courses, volunteering and field education.
- Demonstrate professional behavior. This includes respectful classroom behavior, respectful treatment of classmates, professors, and staff, avoiding situations that reflect behavior inconsistent with social work practice and student participation in problem solving where needed or requested in matters that directly concern the student.
- Demonstrate adherence to CMU’s Policy on Academic Integrity. A violation of this policy is likely to also be a violation of the NASW Code of Ethics and may result in immediate dismissal from the program.
- Demonstrate adequate performance in field education activities. This includes but is not limited to completion of individual learning objectives, punctuality, professional presentation for the practicum setting, and meeting expectations of the field instructor.

Students failing to meet these expected standards may be dismissed from the program up to and including the end of the final semester of social work courses (i.e. typically when taking SWK 480, unless retaking a course).
The Program Director is responsible for assuring that there is oversight of the standards for continued academic performance of students. This includes regular review of grades in relevant courses and GPA, as well as assurance that students have completed any conditions of admission to or probation in the program. If a student has fallen below any of the academic/grade standards and expectations outlined above the Program Director will assure that advisors are notified to contact the student about the concern, making a record of the contact, or may refer the student to the Academic Progress Review Committee.

**Academic Progress Review Committee**

The retention and termination policy and process is overseen by the Academic Progress Review (APR) Committee. This committee is comprised of three social work faculty members chosen by the faculty. If the matter under review has to do with Field Education, the Field Education Director will be one of the members of the committee. Additionally, at the discretion of the committee, other faculty may be consulted or included in any meetings held. Specifically, a faculty member bringing concerns may be asked to come to the meetings.

**Initiation of progress review by the Academic Progress Review Committee**

The status of any student may be reviewed at any time following admission to the social work program if a faculty member requests that the Program Director convene a meeting of the APR Committee. Such a review may also be initiated by any other person concerned by the conduct, performance or behavior of a student. A report is made to the Social Work Program Director who will evaluate the merits of the concern.

If a report/complaint is deemed to have merit or if the Program Director determines that a student has not met required standards, the APR Committee will be convened to review the concern. If the Program Director is the reporter, the APR Committee will review the merits of the concern.

**Timeframe**

The student will be contacted as soon as possible following the report. At the latest, the student will be contacted within five business days of the initial APR Committee meeting.

This contact will be by phone, e-mail and/or formal letter. If a phone call is the initial contact, a follow-up e-mail or letter will also be sent to confirm the contact. A meeting will be held within two weeks of the initial report; however, every effort will be made to meet as quickly as possible. This timeline applies to students who are unresponsive contacts in which case the APR Committee may hold a meeting to discuss the student’s status in the program within 14 days of the initial attempt to contact them.

If the report or concern may affect enrollment in the following semester, every effort will be made to assure that the student is contacted before the start of or as soon after the start of the next semester as possible.

**Meeting**

The student will be informed of the concerns raised in the report, with as much detail as is possible and reasonable regarding specific behaviors or concerns provided to the student at this time. The student
may request one follow up meeting with the Committee within one week to provide additional information and/or to bring witnesses. No other persons are to be present at either of these meetings unless a request has been made to the Social Work Program Director and granted for the specific person(s) attending. Witnesses may not be present for any portion of the discussion with the student, presentations by other witnesses, or deliberations of the Committee. A student may request an advocate be present with the advocate selected from non-social work faculty or staff of the Office of Student Affairs.

Consequences

Following the meeting with the student, the APR Committee will meet to determine the outcome. This meeting may be held immediately following that with the student or within the full week following the final meeting with the student. Options include:

- Taking no action. The APR Committee can determine that the report against the student warrants no action on the student’s part or the social work program’s part.

- Placing student on probation status with the social work program while allowing continued participation in the program. The APR Committee may determine that the student has demonstrated academic or other performance problems. In this case, a corrective plan will be developed which specifies what deficiencies must be resolved or what remediation must be achieved. Students may be asked to retake any course which falls below the minimum grade of a B-. A date or timelines will be established for the plan. At the end of the timeline, the Program Director will review whether the requirements of the plan have been achieved. The Program Director may reconvene the APR Committee to review the student’s progress if the Program Director deems it appropriate.

- A period of suspension from the program which may require the student to retake any course which falls below the minimum grade of a B-.

- A period of suspension from the program which requires remediation activities by the student.

- Immediate dismissal from the program.

As noted above, a student who does not meet the standards for continued academic performance and/or professional behavior and who does not respond to a request to attend an APR Committee meeting within 14 days may be put on probation by the APR Review Committee without the student present.

Each step of this process is to be appropriately documented.

A formal written response will be given to a student within two weeks of the APR Committee’s last meeting with the student, and shall include specific steps being taken by the Social Work Program as well as any corrective plan developed. This is to be delivered to the student at the last known address and the student will be notified by e-mail or phone that a copy of the written response is available in the social work office as well. A copy of the response is to be kept in the social work office.
Students in practicum (SWK 470 and SWK 480) must resolve any probation and/or suspension requirements documented by the APR Committee in order to receive a passing grade in SWK 470 and SWK 480. Students not receiving a passing grade in either SWK 470 or SWK 480 will be reviewed by the APR committee.

Apartment

Any student who has been reviewed by the APR Committee has a right to appeal decisions made by the APR Committee. This appeal process will be consistent with any department and university appeals processes in place. All appeals except dismissal from the program will be heard by a committee which includes at least one social work instructor not involved in the original decision unless there are no remaining members. For probationary appeals, the student’s appeal should be made to program within 28 days of the decision.

Any appeal by the student of suspension or dismissal from the social work program shall be initiated within 28 days of a decision of the Committee regarding the outcome of the hearing. The appeal should be in writing and given to the Chair of the Sociology, Anthropology and Social Work (SASW) Department. The SASW Chair will notify the Program Director that an appeal has been made. An Appeal Committee of five people will be constituted within the department. This membership of the committee will be three social work faculty (excluding the person who made the original report about the student) and two people from the remainder of the department faculty (chosen by the SASW chair). The student and Social Work Program Director each have the right to one peremptory challenge. The student may bring a witness or other support person, including an advocate (described in the Meeting section above), to the appeals meeting. He/she may present the appeal or have the advocate do so.

The decision of the Appeal Committee will be final and will be documented in writing to the student with a copy to be kept in the social work office.

WAIVER OF EXISTING PROGRAM REQUIREMENTS AND STANDARDS POLICY

The purpose of this policy is to promote fairness and consistency in implementing the approved curriculum. The entire curriculum of the BSW program, including courses required for the major, courses required for the degree, expectations for admission and prerequisites for required courses, are developed as part of addressing and complying with accreditation standards. While for a typical major individual faculty have considerable discretion in determining requirements for individual students and their major plans, the burden of accreditation removes much discretion from individual faculty. Requests for waiver of any program requirement must be considered by the faculty as a whole to assure compliance with the purposes of the requirement and equity for students. Where a review points to a need for changes in the requirements, any such changes would become part of the accredited program and applied to all students, rather than being a variance for individual students.

Courses required for the major

Two areas of exceptions have been most likely to be relevant here. One is transfer students who have courses they wish to bring from other institutions. The other is students who have in some cases taken
courses through CMU which are similar to or have content which sufficiently overlaps the content of related BSW program courses. These exceptions are rare as social work content seldom overlaps.

At present, the courses specified in the major or on the degree which are accepted via transfer from other institutions on a routine basis are SWK 100, SOC 201, SOC 221, SOC 302, PSY 220, PSY 330, BIO 151, HSC 211, and HDF 100. STA 282 or PSY 211 may be substituted for and are equivalent to SOC 200, although SOC 200 continues to be the preferred course for statistics. Acceptance of other courses requires approval of the full faculty.

Substitution for social work courses does not fall within the scope of advising for individual faculty. In order to assure the purposes of courses specified in the major and planned learning as defined by accreditation, any substitutions must be addressed by a social work faculty committee.

**Courses required for the degree**

Non-social work courses from other institutions must be defined as equivalent or more advanced by the designated faculty member in the department housing the required course. For example, a student would be allowed to use a two course sequence of Anatomy and Physiology to replace HSC 211 if the health science faculty responsible for this review indicates that to be acceptable.

**Expectations for admission**

Individual faculty may never approve variances from admission requirements. The admissions committee will consider any requests for variance, which should be submitted in writing by the student.

**Prerequisites for required courses**

Under university policy, individual faculty teaching a course are able to waive pre/co-requisites for courses. However, pre/co-requisites are established for courses as part of a larger review of implementation of accreditation standards. Thus, only prerequisites approved for such waiver or substitution by the whole faculty may be granted by the individual faculty member teaching a course. So, for example, SWK 100 is a perquisite for all other SWK courses. Therefore, the instructor of SWK 250 may not allow a student to take SWK 100 as a co-requisite.

**DIVERSITY, INCLUSION AND EQUITY: CORE PRINCIPLES**

The Office for Institutional Diversity and Inclusion at CMU has identified four core principles (in accordance with the American Association of Colleges and Universities – AACU-guidelines) in the new model for diversity and inclusiveness. They are as follows:

**Diversity:** Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations). Individual difference can also be expressed through cultural, political, gendered, or religious world views as held by a community practice.
**Inclusion:** The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

**Equity:** The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

**Equity-mindedness:** A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff (Center for Urban Education, University of Southern California), and to institute policy and procedures that are rooted in social justice methodology to create a global workforce trained in pedagogies of difference, fairness, justice, and democratic practice.

Utilizing these principles, CMU’s Office for Institutional Diversity and Inclusion partners with campus entities to design, develop, implement and inform campus and non-campus partners on the strengths we as a community share, so that we do educate and inform the global citizenship that we now face in an increasingly diverse world.

Additional information is available at: [https://www.cmich.edu/office_provost/OID](https://www.cmich.edu/office_provost/OID)

**POLICY ON ACADEMIC INTEGRITY**

This Policy applies to any and all student experiences in which academic credit is involved (e.g., courses, internships, practica, theses). Note that integrity is also a core ethical value in social work, and violations of academic integrity may result in dismissal from the social work program.

1. **Academic Integrity**

   Because academic integrity is a cornerstone of the University’s commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited.

   A breakdown of behaviors that constitute academic dishonesty is presented below. The definitions and clarifications are meant to provide additional information and examples of these behaviors. They are not intended to be all-inclusive. Questions regarding this policy or requests for additional clarification can be directed to the Office of Student Life or the College of Graduate Studies.

2. **Academic dishonesty includes:**

   A. **Cheating on Examinations Definition**
Cheating is using or attempting to use materials, information, notes, study aids, or other assistance in any type of examination or evaluation which have not been authorized by the instructor.

Clarification
1. Students completing any type of examination or evaluation are prohibited from looking at another student’s materials and from using external aids of any sort (e.g., books, notes, calculators, and conversation with others) unless the instructor has indicated specifically in advance that this will be allowed.
2. Students may not take examinations or evaluations in the place of other persons. Students may not allow other persons to take examinations or evaluations in their places.
3. Students may not acquire unauthorized information about an examination or evaluation and may not use any such information improperly acquired by others.

B. Plagiarism Definition
Plagiarism is intentionally or carelessly presenting the work of another as one’s own. It includes submitting an assignment purporting to be the student’s original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.

Clarification
1. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote.
2. When material from another source is paraphrased or summarized in whole or in part in one’s own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text.
3. Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote.
4. This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

C. Fabrication, Forgery and Obstruction Definition
Fabrication is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out of classroom experiences.

Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.

Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.
Clarification

A. Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorized by an instructor.

B. Students may not furnish to instructors fabricated or forged explanations of absences or of other aspects of their performance and behavior.

C. Students may not furnish, or attempt to furnish, fabricated, forged or misleading information to university officials on university records, or on records of agencies in which students are fulfilling academic assignments.

D. Students may not steal, change, or destroy another student’s work. Students may not impede the work of others by the theft, defacement, or mutilation of resources so as to deprive others of their use.

D. Multiple Submissions Definition

Multiple submission is the submission of the same or substantially the same work for credit in two or more courses.

Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution.

Multiple submissions shall not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.

Clarification

1. Students may not normally submit any academic assignment, work, or endeavor in more than one course for academic credit of any sort. This will apply to submissions of the same or substantially the same work in the same semester or in different semesters.

2. Students may not normally submit the same or substantially the same work in two different classes for academic credit even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).

3. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor’s permission to use it PRIOR to the submission of the current endeavor.

4. Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Instructors will specify the expected academic effort applicable to their courses and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission.

E. Complicity Definition

Complicity is assisting or attempting to assist another person in any act of academic dishonesty.
Clarification
1. Students may not allow other students to copy from their papers during any type of examination.
2. Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other university official.
3. Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor. This does not apply to examinations that have been administered and returned to students in previous semesters.

F. Misconduct in Research and Creative Endeavors Definition
Misconduct in research is serious deviation from the accepted professional practices within a discipline or from the policies of the university in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation. It does not include honest error or honest disagreement about the interpretation of data.

Clarification
1. Students may not invent or counterfeit information.
2. Students may not report results dishonestly, whether by altering data, by improperly revising data, by selective reporting or analysis of data, or by being grossly negligent in the collecting or analysis of data.
3. Students may not represent another person’s ideas, writing or data as their own.
4. Students may not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.
5. Students may not publish, exhibit, or perform work in circumstances that will mislead others. They may not misrepresent the nature of the material or its originality, and they may not add or delete the names of authors without permission.
6. Students must adhere to all federal, state, municipal, and university regulations for the protection of human and other animal subjects.
7. Students may not conceal or otherwise fail to report any misconduct involving research, professional conduct, or artistic performance of which they have knowledge.
8. Students must abide by the university’s Policy on Research Integrity where applicable, which can be found under Policies at the following web address: www.orsp.cmich.edu. Applicability of this policy for students is found under I. GENERAL PROVISIONS, A. Applicability, number 3.

G. Computer Misuse Definition
Misuse of computers is disruptive, unethical, or illegal use of the university’s computer resources, including any actions which violate the university’s Rules for Computing and Networking Resources. Misuse of computers also includes disruptive, unethical, or illegal use of the computers of another institution or agency in which students are performing part of their academic program.
Clarification

1. Students may not use the university computer system in support of any act of plagiarism.
2. Students may not monitor or tamper with another person’s electronic communications.
3. Students may not use university computer resources to engage in illegal activity, including but not limited to the following: illegally accessing other computer systems, exchanging stolen information, and violating copyright agreements which involve software or any other protected material.

H. Misuse of Intellectual Property Definition
Misuse of intellectual property is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties.

Clarification
Students may not violate the university policy concerning the fair use of copies. Information can be found at the following web address:
https://www.cmich.edu/office_president/general_counsel/Documents/p05003.pdf

3. Ethical and Professional Behavior
Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Such standards are generally communicated to students by instructors and are available through publications produced by professional organizations. Unethical or unprofessional behavior will be treated in the same manner as academic dishonesty.

4. Discretion of Instructors
Since the circumstances in which allegations of academic misconduct arise are many and varied, no single process will be appropriate to every situation. The procedures offered below are meant to cover the majority of situations. However, reasonable deviations from these procedures may be appropriate, so long as they are consistent with the following guiding principles:

- Students must be informed about the nature of and basis for any allegations of academic misconduct and the consequences that may be imposed.
- Students have a right to contest any allegations of academic misconduct, and to provide their side of the story to the instructor.
- Once the instructor has considered the evidence and considered anything that the student may say on his or her own behalf, the instructor has the right to exercise her or his professional judgment in determining whether the student has engaged in academic misconduct, and to determine the consequences of such misconduct on the student’s grade for the assignment and/or the course.
- A student accused of academic misconduct has a right to appeal the instructor’s decision once s/he has discussed the matter with the instructor.
- All parties should act in a reasonably prompt manner, given the circumstances.
Nothing in this policy shall prohibit an instructor from informally discussing a student's work with the student to determine whether academic misconduct has occurred, or to educate the student about standards of academic integrity, without or prior to accusing the student of engaging in academic misconduct. It is recognized that some cases of academic misconduct may be borderline, accidental, or minor. Instructors are free to address such cases as occasions for further education rather than allegations of misconduct. For example, it would be consistent with this policy for an instructor to forgo the procedures outlined below and simply educate a student who has engaged in what appears to the instructor to be minor, borderline, or accidental academic misconduct, and to allow the student to redo the work (for full or partial credit) so as to avoid any question of academic integrity.

5. **Academic Consequences of Violations of the Policy on Academic Integrity**

A student is not permitted to withdraw from a course in which an instructor has imposed academic consequences (such as a reduction in grade) for academic misconduct. The instructor shall exercise his or her professional judgment in determining the appropriate academic consequences of the violation. Academic consequences may include a warning or reprimand, a requirement to resubmit work (with or without an additional reduction in grade for the assignment), a lowering of the grade for the assignment (including withholding of any credit for the assignment), or a lowering of the grade for the entire course (including failing the course).

In addition, instructors are encouraged to report serious incidents of academic misconduct to the Office of Student Conduct for formal proceedings seeking disciplinary sanctions under the Code of Student Rights, Responsibilities and Disciplinary Procedures.

6. **Process for Handling Alleged Violation of this Policy**

A. **Initial Notification**

If an instructor believes that a student has committed a violation of the Policy on Academic Integrity, the instructor will attempt to contact the student within a reasonable period of time (normally ten (10) university business days) to notify the student of the suspected violation of the Policy on Academic Integrity. This contact may be in written form (including e-mail), by phone, or in person. In any case, the instructor should convey to the student the following information:

- A description of the nature of the alleged violation (e.g., plagiarism on a term paper; looking at another student’s work on an exam, etc.);
- The basis for believing that the student has violated the Policy (e.g., a Turnitin originality report, a description of a report made by someone who observed the academic misconduct, etc.);
- The academic consequences that the instructor may impose if s/he concludes that there is sufficient evidence that academic misconduct has occurred;
- An offer to discuss the matter further and to respond to the allegations. Depending on the circumstances, this further discussion may occur at a separate time, or it may be continuous with the initial notification. The discussion may take place in person, via email, or by phone.
If the student declines to discuss the matter with the instructor, then s/he forfeits the right to appeal the instructor’s decision.

The instructor is encouraged to keep a record of this contact.

B. Discussion between Instructor and Student
The instructor will offer the student an opportunity to discuss the allegation of academic misconduct, and to present any evidence or other information on his or her behalf. This discussion may be continuous with the initial contact, or it may occur at a later time. It may take place by phone, email, or in person. The instructor will determine the most appropriate format for this discussion, taking into account the details of the situation and the student’s availability and preferences about how the discussion is to be conducted.

If this discussion occurs during a face-to-face meeting, either the instructor or the student may request that a representative of the Ombuds office or a mutually agreeable third party attend to serve as a neutral facilitator or observer. However, neither the instructor nor the student may be represented or accompanied by an attorney or any other advisor.

Regardless of the format of this discussion, the student will be provided the opportunity to respond to the allegation and to explain any suspected or alleged misconduct by presenting evidence, giving additional information relevant to the matter, explaining extenuating or mitigating circumstance, or acknowledging a violation.

C. Determination of Academic Consequences of Violation
After either (1) the instructor and student have discussed the alleged violation of the Academic Integrity Policy, or (2) the student has admitted that s/he violated the Academic Integrity Policy, or (3) the student has declined to discuss the violation, then the instructor will exercise his or her professional judgment in determining whether a violation has occurred, and, if so, what academic consequences are appropriate and what grade is appropriate for the assignment and course. Once this decision has been made, the instructor should communicate his/her decision to the student in writing. This may be done through regular mail, campus mail, email, or hand delivery to the student. The instructor should retain a copy of this communication. Instructors are encouraged to report serious violations of the Policy on Academic Integrity to the Office of Student Conduct, and to include a copy of this communication in the report.

If the student wishes to discuss the allegations but it is not possible to have this discussion before grades are due, or if the instructor is unable to contact the student before grades are due, the instructor shall determine whether to (1) forgo submitting a grade for the student or (2) submit a grade which has been lowered to reflect the consequences of academic misconduct. If the instructor decides not to submit a grade until the matter is resolved, the system will assign a grade of “N,” which the instructor will remove once the discussion with the student has occurred. If the instructor submits a grade before a discussion with the student occurs, the instructor should notify the student of this decision and offer to discuss the matter. If, as a result of the discussion, the instructor determines that the evidence of the violation was faulty or insufficient to warrant
a determination of academic misconduct, or if s/he determines that mitigating factors presented by the student warrant a less serious academic consequence than was reflected in the grade submitted, then s/he will file a change of grade request. In such a case, the instructor should communicate this decision to the student.

D. Appeal of an Instructor’s Decision

A student may appeal the instructor’s decision that a violation of the Policy has occurred, and/or the academic consequences imposed by the instructor. However, if a student has refused to discuss the matter with the instructor, s/he forfeits the right to such an appeal.

The appeal must be submitted in writing to the instructor and to the dean (or his/her designated representative, e.g., an associate dean) of the college in which the violation occurred no later than ten (10) university business days after the instructor notifies the student of her/his final decision, or ten (10) university business days after the final course grades have been posted, whichever is earlier. However, if a discussion between the student and instructor has been scheduled to be held after grades are submitted, then the student shall have ten (10) university business days after the student has been notified of the instructor’s decision. An appeal not made within the time limit will not be heard unless an exception is made by the dean of the college. The written statement of appeal must state: the name of the person appealing, the basis of the appeal, the instructor making the decision from which the appeal is made, and the remedy which the person appealing is requesting from the dean.

As soon as practical, the dean will convene a committee composed of faculty and students to hear the appeal and to make a recommendation to the dean. The dean will designate one member of the committee as the Proceedings Officer. The role of the committee is to advise the dean.

The student and the instructor are each permitted to have an advisor of his or her choice present at the hearing of the appeal. If either party’s advisor is an attorney, that party must notify the Proceedings Officer of this at least three (3) business days in advance of the hearing. The advisor’s role is limited to providing advice to the student or instructor. The advisor is not permitted to ask or answer questions or make oral arguments.

The Proceedings Officer is responsible for notifying members of the appeals committee of the appeal and for setting a time and place for holding a meeting of the appeals committee. The Proceedings Officer will provide notice of time and place of the meeting of the appeals committee to the student, instructor, and other University persons deemed appropriate by the Proceedings Officer.

The Proceedings Officer will retain the documentary evidence introduced at the hearing, as well as the record made of the hearing; these materials will be available to the appeals committee during its deliberations, and will be forwarded to the Dean with the committee’s recommendation.
The appeals committee has the discretion to establish hearing procedures which are appropriate to the circumstances, fair to all parties involved, and respectful of the values of academic integrity. Normally, the participants in the appeals hearing will appear in person; however, in unusual cases, the appeals committee may allow participation by telephone.

The purpose of the appeals committee is to determine whether the instructor abused his or her professional discretion in finding that academic misconduct occurred and/or in the choice of academic consequences for such misconduct. It is not the purpose of the appeals committee to substitute its judgment for that of the instructor. It is not the purpose of the appeals committee to decide whether it would have reached the same decision had it been the instructor. It is not the function of the appeals committee to rehear the charges against the student. The burden of proof shall be upon the student to show that there was insufficient basis for a reasonable instructor to find that academic misconduct occurred, and/or that the instructor’s selection of academic consequences for the misconduct was arbitrary, capricious, or grossly unjust (e.g., a clear departure from the instructor’s announced polices). The appeals committee may:

- Uphold the instructor’s decision.
- Find that the facts of the situation could not provide a reasonable instructor with sufficient basis for finding that academic misconduct occurred, and recommend that the dean of the college set aside the finding or determine the facts differently.
- Find that the instructor’s selection of academic consequences for the violation was arbitrary, capricious, or grossly unjust, and recommend that the dean of the college set aside the academic consequences or impose a different academic consequence.

After receiving this recommendation the dean will either sustain or deny the appeal. The dean’s decision will be in writing.

The dean’s decision will be final.

If it is necessary, pending the resolution of an appeal, the student will be assigned a deferred grade.

E. Formal Proceedings in the Office of Student Conduct

If the instructor believes that a student has violated the Policy on Academic Integrity and that the violation is sufficiently serious, the instructor may refer the case to the Office of Student Conduct for the consideration of additional sanctions. The following procedures will be followed.

1. The instructor will inform the student that formal proceedings in the Office of Student Conduct are being requested.
2. The instructor will forward all documentation supporting the allegation of violation to the Office of Student Conduct with a cover letter describing the situation. Examples of documentation include the course syllabus, quiz or exam, assignment, source of plagiarism.
3. The “Code of Student Rights, Responsibilities and Disciplinary Procedures” will govern the sanctions which can be imposed, and the appeal process.
4. The Office of Student Conduct will determine a sanction and will notify the instructor of its determination.
5. This sanction will be recorded on the student’s permanent disciplinary record, subject to release only under the terms of the Family Educational Rights and Privacy Act.

F. Proceedings With a Department or Program

1. Departmental or Program Action
   a. In cases where an instructor judges a student to have violated the Policy on Academic Integrity, that person is encouraged to report the incident to the chair of the department or unit in which the student’s program is housed.
   b. Departments and programs will follow their internal procedures for deciding whether the student’s status in the academic program should be reviewed because of the violation of the Policy on Academic Integrity and, if so, what review process will take place.

2. Appeal of Departmental or Program Action
   A record of the department, program and/or college decision and appeal (if any) will be part of the file on the violation of Policy on Academic Integrity maintained by the Office of Student Conduct.

Passed by Academic Senate 05/05/09
Revised: 03/26/13
Editorially revised: 11/24/15; 02/08/17

UNIVERSITY POLICY ON SEXUAL MISCONDUCT

Central Michigan University is committed to equal educational and employment opportunity and to the elimination of all forms of prohibited discrimination. Correspondingly, CMU has enacted a Sexual Misconduct Policy, which went into effect March 16, 2015 and was last revised October 19, 2017. This policy provides information regarding how CMU will proceed once it has become aware of allegations of sexual misconduct in order to prevent its recurrence, remedy its effects, promote safety and deter individuals from similar future behavior. Under the Sexual Misconduct Policy, dating violence, domestic violence/intimate partner violence, sexual assault, sexual exploitation, sexual harassment, stalking and retaliation will not be tolerated and are expressly prohibited. CMU strives to eradicate sexual misconduct through primary prevention and ongoing awareness programs, education, training, clear policies and serious consequences for acts of sexual misconduct. The Sexual Misconduct Policy applies to all CMU faculty, staff and students regardless of sex, gender, gender identity, gender expression or sexual orientation.

If you see something, say something. It’s on all of us to take a stand against sexual misconduct.
**Reporting Sexual Misconduct**

With the exception of the confidential resources listed below or those named explicitly within the Sexual Misconduct Policy, all CMU staff and faculty are responsible employees and are required to report any information they know about possible sexual misconduct to the Title IX Coordinator.

**Title IX Coordinator**
Katherine Lasher  
Director, Office of Civil Rights and Institutional Equity  
Bovee University Center 306  
Mount Pleasant, MI 48859  
989-774-3253  
lashe1km@cmich.edu  
http://www.cmich.edu/ocrie

You may speak confidentially to the following resources about your experience or concerns regarding sexual misconduct. Confidential resources are under no obligation to share your concerns with the Title IX Coordinator.

**CMU confidential resources:**
- Counseling Center — Foust Hall 102, 989-774-3381  
- CMU Counselors in Residence  
- Sexual Aggression Peer Advocates — Foust Hall 150, 989-774-2255  
- CMU Sexual Aggression Services – Foust Hall 150, 989-774-6677  
- CMU's Employee Assistance Program — 800-788-8630  
- Health care providers, including medical professionals at CMU’s Student Health Services providing related health care services  
- Members of the clergy providing related clerical or spiritual guidance

**Mount Pleasant community confidential resources:**
- Listening Ear – 989-773-2918  
- McLaren Central Michigan – 1221 South Drive, 989-772-6700 (Sexual Assault Nurse Examiner [i.e. SANE] is available or on-call at this location  
- MidMichigan Medical Center – Mt. Pleasant – 4851 East Pickard Street, 989-775-1600  
- R.I.S.E. (Recovery, Independence, Safety, Empowerment) [Formerly Women’s Aid Service] — 989-772-9168

**SERVICES FOR STUDENTS PROVIDED BY THE UNIVERSITY**

The university maintains a variety of services to assist students. A useful place to locate such services is the web portal located at: https://www.cmich.edu/centrallink.

- The Academic Advising and Assistance office provides academic guidance, assistance and support through advising, tutoring, Supplemental Instruction and academic support classes. More information is available at: www.cmich.edu/ess/academic_advising_assistance.
The Student Disability Services office offers various supports for students with disabilities. They are encouraged to register with SDS as soon as possible. More information is available at: www.cmich.edu/ess/studentaffairs/SDS.

The Counseling Center offers free confidential individual and group counseling services to enrolled students dealing with various issues and concerns. More information is available at: www.counsel.cmich.edu.

Career services assists students in developing decision-making and job search skills that are useful through life. More information is available at: www.careers.cmich.edu.

ACADEMIC PROBATION, SUSPENSION, DISMISSAL AND REMATRICULATION

Students have the responsibility to realize when they are having academic difficulties and to seek help as needed. Students are encouraged to seek assistance from their instructors, counselors or advisors, or from Academic Assistance Programs in the Office of Academic Advising and Assistance.

Students experiencing academic difficulties may face sanction from the University in addition to or instead of sanction from the Social Work Program. Students are responsible for understanding the following policies found in the University Bulletin:

* Academic Probation Policy
* Academic Suspension Policy
* Academic Dismissal Policy
* Rematriculation Policy
* Retention and Termination Policy

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records. They are:

1. The right to inspect and review the student's educational records within 45 days of the date the University receives a request for access.

   Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's educational records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights.
Students may ask the University to amend a record they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosures without consent.

One exception, which permits disclosure without consent, is disclosure to University officials with legitimate educational interests and/or needs to review an educational record in order to fulfill his or her professional responsibility. A University official for the purpose of this policy is defined as follows:

- members of the faculty;
- members of the professional, executive and administrative staff;
- members of the Central Michigan University Police Department in an emergency if knowledge of the information is needed to protect the health and safety of a student;
- students, when properly appointed as members of a hearing panel or screening committee;
- representatives of the State Auditor General when performing their legal function;
- a person or company with whom the University has contracted (e.g. attorney, auditor, or collection agent) but limited to only the specific student information needed to fulfill their contract;
- others as designated in writing by the President, a University Vice President or Dean.

Upon request, the University discloses educational records without a student's consent to officials of another school in which a student seeks to enroll.

Another exception, which permits disclosure without consent, is when the information consists solely of "Directory Information". Directory information may be published or released by University faculty and staff at their discretion. Unless a student specifically directs otherwise, as explained more fully in paragraph (4) below, Central Michigan University designates all of the following categories of information about its students as "Directory Information":

a. name, campus address, home address, telephone listing, and campus e-mail address
b. state of residence
c. age, and date and place of birth
d. major field of study, including the college, department, or program in which the student is enrolled
e. classification as a freshman, sophomore, junior, senior, or graduate student
f. enrollment status (full-time, half-time, less than half-time)
g. participation in officially recognized activities and sports
4. A student has the right to refuse the designation of all categories of personally identifiable information listed above (a. through k.) as Directory Information. If a student exercises this right, it will mean that no Directory Information pertaining to the student will be published or otherwise released to third parties without consent, a court order or a subpoena.

Any student wishing to exercise this right must inform the Registrar's Office in writing by the end of Phase II registration regarding the withholding of all categories of personally identifiable information with respect to that student. Once a student has requested the withholding of information, "Directory Information" will be withheld until one year after the student's last attendance at the University. Students who do not attend the University for a period of one year will need to file a new request at their return if they wish to reinstate the withholding of directory information.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Central Michigan University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605
https://www2.ed.gov/policy/gen/guid/fpco
ETHICS
SOCIAL WORK ETHICS

High professional standards and measures of appropriate relationships guide Social Work practice between the social worker, client and the outside environment. The Social Work Program at Central Michigan University has accepted and is guided by the National Association of Social Work (NASW) Code of Ethics as the standard of appropriate practice for the faculty and students. Instruction on the use of the Code of Ethics is provided throughout the curriculum. Although the faculty uses the NASW Code of Ethics as the standard of ethical behavior, there are additional ethical criteria (i.e. human subject, agency standards, state registration) utilized when appropriate to the specific situation. Faculty encourage the students to understand that ethical standards applies to professional contact per the values of social work. There is a copy of the NASW Code of Ethics in the Appendix.
NATIONAL CODE OF ETHICS

Code of Ethics
of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

Preamble

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

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

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

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

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

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

The NASW Code of Ethics serves six purposes:

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

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

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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.
In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology,
or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

**Ethical Principles**

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

**Value: Service**

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

**Value: Social Justice**

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

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

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

**Value: Importance of Human Relationships**

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

**Value:** Integrity

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

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

**Value:** Competence

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

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

**Ethical Standards**

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

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

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

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

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

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

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

(e) Social workers should discuss with clients the social workers’ policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients’ capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients’ suitability and capacity for electronic and remote services. Social workers should consider the clients’ intellectual, emotional, and physical ability to use technology to receive services and the clients’ ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients’ informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.
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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

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

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

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

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.
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.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker’s presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.
1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from or about clients except for compelling. 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 others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client’s consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client’s informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

(u) 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.
(v) 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.

(w) 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) 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, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision Making Capacity

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

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

1.16 *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 other services are 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.

1.17 *Termination of Services*

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

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

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

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

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.
2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

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

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical) 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.

2.07 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, written, electronic, or physical conduct of a sexual nature.

2.08 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.

2.09 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.
2.10 Unethical Conduct of Colleagues

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

(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 National Ethics Committee, 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 (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(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, including dual relationships that may arise while using social networking sites or other electronic media. 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 relevant laws, agency policies, and contracts.

### 3.05 Billing

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

### 3.06 Client Transfer

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

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

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor Management Disputes

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

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

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.
(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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