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- DIRECTORY OF THE SCHOOL OF SOCIAL WORK FACULTY AND ACADEMIC PROFESSIONALS
- SCHOOL OF SOCIAL WORK STAFF
West Virginia University
School of Social Work

West Virginia University’s School of Social Work began training social workers in the early 1930’s. We have been in constant operation since that time. Both the Bachelor of Social Work and the Master of Social Work degree programs are fully accredited by the Council on Social Work Education (CSWE). In addition to the BSW and MSW programs on our Morgantown campus, we offer the MSW program at extended campus sites around the state.

MISSION
Through teaching, research, and service, the mission of the School of Social Work at West Virginia University is to prepare competent and effective social workers to promote social well-being and to work for social and economic justice with particular emphasis on vulnerable and oppressed populations in small towns and rural areas.

VISION
The School of Social Work at West Virginia University leads in the education of a diverse group of professional social workers to translate the School vision into practice, to produce ethical, applied, and evidence-based knowledge and to practice in a wide variety of settings. The School strives to lead in best practices, education, and research in rural social work, to promote integrated practice across the continuum of prevention to intervention, to foster community-university partnerships, and to improve the quality of life for people in West Virginia, the region, nation, and world.

VALUES
The School’s decision-making is guided by a commitment to social and economic justice and to addressing social problems. Grounded in human resilience, capacity building, and the human potential for transformation, the School creates learning and research environments that value diversity and promote advocacy for vulnerable populations.
Welcome from our Director
Dr. Elise Fullmer

As the Director of the School of Social Work at West Virginia University I welcome you to our MSW Program. I would also like to congratulate you on being admitted to graduate school. As I am sure that you are aware, the admissions process in Social Work is highly competitive and WVU is the largest social work educational institution in West Virginia.

Graduate school is not easy but you are working toward joining the ranks of professional social workers who are entrusted with intervening in the lives of the people in our society who are the most vulnerable. To do this effectively you will need knowledge and applied skills. Your hard work will pay off and your education will offer you many benefits over your lifetime. You will have opportunities that you otherwise might not have had.

As social workers your work will not always be easy. The challenges facing our society are enormous. Social injustice, increasing poverty and a weakening social safety net are all obstacles that our profession will face as we work with clients. The most vulnerable people among us need you. Other issues will also affect our profession including increasing violence and terrorism and climate change. Your education provides you with the skills to make a difference.

I wish you all the success in the world and in your future endeavors. Your success will mean a better world for all of us.

Dr. Fullmer
Director, School of Social Work
Greetings from the MSW Director

Dr. Helen P. Hartnett

Welcome to the MSW Program!

It is a pleasure to welcome you to the MSW Program at WVU. This is an exciting opportunity for you and we look forward to helping you along the way. The following are my top four pieces of advice to make the most out of your graduate education experience:

1. Never take yourself too seriously. It is important to relax and breathe. Graduate school is trying, so take a deep breath and give yourself some slack. You do not always need to be perfect; you just need to try your best. Take time to take care of you- go for a walk, take a hot bath, do one thing just for you each week.

2. Laugh! Humor is very important. In social work we deal with very serious and often sad issues. Remember to make time for fun and funny things. Refer back to number #1!!

3. Stay away from negative people. Graduate school will not be everything you thought it would, there will be disappointments. Learn to handle these without allowing them to ruin your entire experience. Some of your peers will not be able to do so- try to avoid them. Negativity can be consuming. Refer back to #2!

4. Remember you are here to learn from the faculty and each other. Graduate school is a privilege not everyone gets to experience. Take advantage of the knowledge around you to enhance what you bring to the table. We all have new things to learn. Remember that the relationships you build while in this program can help you throughout the remainder of your career. Refer back to #3!

Of course, I have many more but will not bore you any longer! Have fun!

Dr. Hartnett
MSW Program Director
Extended Campus Locations

The WVU – School of Social Work offers the MSW program in 6 locations around the state. Each of the extended campus sites has a Program Coordinator who manages the MSW program at their particular campus.

The School of Social Work is lucky to have each of these folks who not only serve as Program Coordinator but also teach across the curriculum and many times, across the state.

What follows are welcome letters from each of our Program Coordinators – please be sure to check out the particular campus resources they have provided for you in the upcoming pages of this handbook.
A Welcome Letter from Debra Young to the Charleston Program

MSW Candidate,

Welcome to the first step in your journey toward obtaining your Masters in Social Work. We at the School of Social Work are very excited to be with you as matriculate through the program. As a professional skills program, the MSW prepares students for leadership roles in small towns and rural areas using a curriculum that is accredited by the Council on Social Work Education; the WVU School of Social Work is nationally recognized as a pioneer in rural social work education.

Since 1995, The Charleston MSW Program has been offered as a part-time graduate opportunity for social workers interested in furthering their education and advancing their careers. Housed at the WVU Robert C. Byrd Health Sciences Center in the CAMC Memorial Hospital Complex, the Charleston MSW program allows for collegial opportunities with other professions such as nursing, medicine, gerontology, pharmacy, and non-profit management through business and economics. In addition to these career enhancing relationships, the Charleston MSW program has fostered a reputation of rural focus by being a strong force of training and education with positive standing in the community, with sister universities, and through affiliations with professional social work agencies across Southern West Virginia. With Field Placement sites located across Southern WV, the Charleston MSW Program allows students to schedule placement internships at affiliated agencies in their hometowns, work with social work professionals in the community setting, and build professional networks that help facilitate career advancement and continuing education opportunities.

The Charleston MSW Program uses a cohort format that allows students to create an environment of supportive learning that often turns into lifelong professional networks and friendships. This model has proved successful for many years and helps students create relationships, which is the hallmark of our profession.

Please feel free to contact the Charleston MSW Program faculty for advising, concerns, or any other questions you might have. We are looking forward to sharing your time in the MSW program.

Regards,

Debra H. Young Ed.D., Ed.S., MSW
Teaching Assistant Professor/Program Coordinator, Southern Tier
School of Social Work
WVU
3110 MacCorkle Ave, SE
Charleston, WV 25304
304-347-1376
dhyoung@hsc.wvu.edu
A Welcome Letter from Patricia Chase to the Keyser Program

Dear Keyser Student:

Congratulations on your acceptance to the West Virginia University Masters of Social Work program! I am delighted that you will be joining our extended campus cohort in Keyser, WV at Potomac State College. The next three years will bring you wonderful and challenging learning experiences that will prepare you to practice social work at an advanced graduate level and I look forward to being a part of your educational journey in my capacity as your program coordinator and academic advisor.

The School of Social Work is very committed to extending our mission of graduate social work education beyond the boundaries of Morgantown. As student participants of an extended campus, you will have the full benefit of our program’s course work, faculty advisement, library resources, on-line support, professional and educational information and much more.

No doubt there will be challenges ahead but they will be manageable and rewarding and you will have the support from faculty, alumni, and fellow students to help you succeed and make the most of your time in our program. You will examine your own beliefs, strengthen you appreciation and understanding of diversity, develop advanced knowledge and skills in micro, mezzo, and macro practice, improve your critical thinking and research skills, come to understand the complexities of ethical practice and develop a professional identity as a social worker.

With your MSW degree you will advance your professional career, help to professionalize social work practice and make a meaningful difference in your community. Welcome to our program, and I look forward to congratulating you again at graduation.

Best Wishes,

Dr. Pat Chase
A Welcome Letter from Erica Wicks to the Martinsburg Program

Welcome New MSW students!

Congratulations upon your acceptance into West Virginia University’s Masters of Social Work Extended Campus Program here in Martinsburg West Virginia. We are pleased that you have chosen to pursue your graduate degree with us at this time of your life. This program will provide you with illuminating and challenging learning opportunities that will help you grow personally and professionally.

The School of Social Work, with all-encompassing faculty and staff, offers statewide social work education, including the Martinsburg, part-time cohort. As one of five extended campuses in West Virginia, the Martinsburg MSW program provides sound and accredited graduate level education to students in the Eastern Panhandle and surrounding states. The premise of this program was derived from the realization of an increasing need for more graduate level social work professionals in this state.

People from all walks of life are striving for accessibility to services and opportunities to reach levels of self-determination. Through your graduate coursework and field experiences, you will further your understanding of individuals and families within diverse cultural and socio-economic backgrounds and learn how to implement and build upon your own developing skills as a Social Worker; thus, meeting the needs of individuals and communities.

I am excited to join you in this endeavor as the Martinsburg Program Coordinator, and I aspire to provide a strong presence and support during your years of extended learning in the program. I plan to exercise an active role in your graduate educational experience in the areas of administration as well as advising, mentoring, teaching, and guidance. My ultimate goal is to listen to and address your academic needs as you participate actively in this program.

The faculty has developed a great mission for the School of Social Work, which enables you to create and establish a thorough and experiential understanding of Social Work that will prepare you for current and future practice with individuals, groups, and communities. As a new MSW student, you have an opportunity to take part in this venture and I encourage you to embrace it with open expectations. There will be many tough and challenging moments, many of which will result in rewarding and perspective changing experiences. I hope you will find this experience helpful, knowledge enhancing, and professionally stimulating. This journey is full of challenges and learning opportunities intended to help you build a solid and encompassing foundation.

Thank you for choosing to participate in this Masters of Social Work Program through West Virginia University.

I wish you a very warm welcome!

Best regards,
Erica M. Wicks MSW, LCSW
A Welcome Letter from Chatman Neely to the Wheeling Program

MSW Candidate,

Welcome to the first step in your journey toward obtaining your Masters in Social Work. We at the School of Social Work are very excited to be with you as you matriculate through the program. As a professional skills program, the MSW prepares students for leadership roles in small towns and rural areas using a curriculum that is accredited by the Council on Social Work Education; the WVU School of Social Work is nationally recognized as a pioneer in rural social work education.

Since 2005, The Wheeling MSW Program has been offered as a part-time graduate opportunity for social workers interested in furthering their education and advancing their careers. Housed at the Ohio Valley Medical Center the Wheeling MSW program is situated in the center of the northern panhandle close to multiple social service agencies. Several social service agencies also maintain offices at the Ohio Valley Medical Center and consistently offer students field placement opportunities. The School of Social Work’s MSW program has fostered a reputation of rural focus by being a strong force of training and education with positive standing in the community, with sister universities, and through affiliations with professional social work agencies within the northern panhandle of West Virginia, Western Pennsylvania, and Eastern Ohio. With Field Placement sites located across the tri-state region the Wheeling MSW Program allows students to schedule placement internships at affiliated agencies in their hometowns, work with social work professionals in the community setting, and build professional networks that help facilitate career advancement and continuing education opportunities.

The Wheeling MSW Program uses a cohort format that allows students to create an environment of supportive learning that often turns into lifelong professional networks and friendships. This model has proved successful for many years and helps students create relationships, which is the hallmark of our profession. We maintain a branch of the School’s MSW student organization offering continuing education, service projects, and student enrichment opportunities throughout the year.

Please feel free to contact the MSW Program coordinator advising, concerns, or any other questions you might have. We are looking forward to sharing your time in the MSW program.

Regards,
Chatman Neely, MSW, ACSW, LCSW,
Wheeling Program Coordinator
Ohio Valley Medical Center
Wheeling, WV,
304-692-0141
Useful Links

- School of Social Work
- WVU
- Professional/NASW
West Virginia University

School of Social Work Links

Main Webpage

http://socialwork.wvu.edu

Faculty and Staff

http://socialwork.wvu.edu/faculty_staff

Graduate Certificates

Integrated Mental and Behavioral Health

Non Profit Management

Gerontology

http://socialwork.wvu.edu/certificate-program

Academic Innovations (Extended Learning)

http://elearn.wvu.edu
West Virginia University
Student Services

Accessibility Services
accessibilityservices.wvu.edu
access2@mail.wvu.edu
204-293-6700

Center for Black Culture
cbc.wvu.edu
304-293-7029

Center for Writing Excellence
http://english.wvu.edu/centers/projects/center-for-excellence
304-293-3107

Division of Diversity, Equity and Inclusion
diversity.wvu.edu
304-293-5496

Financial Aid
financialaid.wvu.edu
304-293-5242

Graduate Education Office
grad.wvu.edu
304-293-7173

Library
www.libraries.wvu.edu
304-293-3040
Office of International Students and Scholars (OISS)
oiss.wvu.edu
304-293-7511

Mountain Line Bus Service
www.busride.org
304-291-RIDE

Student Health – Counseling/Mental Health Services
well.wvu.edu/ccpps
304-293-4431

Student Health – Medical
well.wvu.edu/medical
304-293-9355

Registrar
registrar.wvu.edu
304-293-5355
Professional Links

NASW – National Association of Social Workers

http://socialworkers.org

NASW – Code of Ethics

http://www.socialworkers.org/pubs/code/code.asp

Council of Social Work Education

http://www.cswe.org

International Federation of Social Workers

http://www.ifsw.org

NABSW – National Association of Black Social Workers

http://nabsw.org
NASW

- Statement
- Student Agreement
- Code of Ethics
NATIONAL ASSOCIATION OF SOCIAL WORKERS

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. Its primary function includes creating professional standards for social work practice, advocating sound public social policies and programs, and providing services to its members. Find out more about NASW at www.naswdc.org.

NASW offers student reduced membership rates. You may complete a NASW membership application online at http://www.socialworkers.org/online-join/join.aspx.

The West Virginia Chapter of NASW holds an annual conference and hosts special events in which you may be interested. For further information about the West Virginia Chapter of NASW, and for updates on coming events, contact:

WV-NASW
1608 Virginia Street East
Charleston, WV 25311

-or-

www.NASWWV.org
The faculty of the School of Social Work requires your adherence to the NASW Code of Ethics throughout your time in the MSW program. You were asked to read the NASW Code of Ethics prior to your arrival at orientation. We have also provided a copy for you in your orientation materials.

By signing below, I confirm that I have read, understand and agree to abide by the NASW Code of Ethics while a student at WVU School of Social Work.

Failure to comply with the NASW Code of Ethics may result in my dismissal from the MSW program.

Name. ______________________________________
Date. _______________________________________
Code of Ethics
of the National Association of Social Workers

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

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

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

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

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

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

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

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

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

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

**Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel. Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

**Ethical Principles**

The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.
Value: Service
Ethical Principle: Social workers’ primary goal is to help people in need and to address social problems.
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

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

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

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

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

Value: Competence
Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.
Ethical Standards
The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers’ ethical responsibilities to clients, (2) social workers’ ethical responsibilities to colleagues, (3) social workers’ ethical responsibilities in practice settings, (4) social workers’ ethical responsibilities as professionals, (5) social workers’ ethical responsibilities to the social work profession, and (6) social workers’ ethical responsibilities to the broader society.

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

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

1.2 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.
(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

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

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

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

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

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

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

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

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

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

2.2 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.

2.3 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.

2.4 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.

2.5 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.

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

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

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

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

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

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

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

2.10 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

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

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

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

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

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

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

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

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

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

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

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

3.3 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.
3.4 Client Records
(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

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

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.5 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.

3.6 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.

3.7 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.

3.8 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.

3.9 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
4.1 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.

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

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

4.4 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.5 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.

4.6 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.

4.7 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.
4.8 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
5.1 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.1 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.
6.2 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

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

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

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

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

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

http://www.socialworkers.org/pubs/code/code.asp
6/16/2014

National Association of Social Workers, 750 First Street, NE • Suite 700, Washington, DC 20002-4241.
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DEGREE PLANS

AND

ELECTIVES
Direct Practice MSW Degree Plan –
Advanced Standing Full Time

STUDENT NAME_____________________________ ADVISOR ________________________

Student # ________________________________ DATE ENTERED ____________________

COURSE

Spring Year 1

SOWK 643 Psychopathology & SW Practice**  __3__  Semester/Year  ______  GRADE ______
SOWK 621 Human Behavior, Diversity & Social Justice**  __3__  ______  ______
SOWK 633 Social Policy Analysis, Advocacy & Deliberation**  __3__  ______  ______
SOWK 649 Advanced Practice w/Individuals **  __3__  ______  ______

Summer Year 1

SOWK 682 Advanced Field Experience (4 credits optional)***  ______  ______  ______

Fall Year 2

SOWK 650 Advanced Practice w/Families & Groups  __3__  ______  ______
SOWK 682 Advanced Field Experience (4 or 6 credits)***  ______  ______  ______

Spring Year 2

SOWK 618 Personal Practice Assessment  __3__  ______  ______
SOWK 682 Advanced Field Experience (4 or 6 credits)***  ______  ______  ______

** Prerequisite courses for SOWK 682
*** 12 hours of Advanced Field required

ELECTIVES

All students must complete 12 credits of Electives; only 6 credits from a 500 level course.

Course #  ____________________________  #Credits  Semester/Year  GRADE ______

__________________________  ______  ______  ______

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I acknowledge that I have received a copy of this degree plan

__________________________
Student's Signature  Date

I approve of the degree plan as established

__________________________
Advisor's Signature  Date
CERTIFICATION FOR GRADUATION

Number of Transfer Credits Awarded

<table>
<thead>
<tr>
<th>Required Course Credits = 18</th>
<th>Required Credits</th>
<th>Completed</th>
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<tr>
<td>Elective Credits = 12</td>
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Specialization or Graduate Certificate Sought

This plan of study is consistent with Division guidelines:

MSW Program Director ___________________________ Date

Director ___________________________ Date
School of Social Work

* Transfer Credits:

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________________________________________
Advanced Standing Part-Time

STUDENT NAME______________________________________ADVISOR __________________________
Student #____________________________________________DATE ENTERED ______________________

COURSE                              # Credits  Semester/Year  GRADE

Fall Year 1
SOWK 643 Psychopathology & SW Practice**  3
SOWK 621 Human Behavior, Diversity & Social Justice**  3

Spring Year 1
SOWK 633 Social Policy Analysis, Advocacy & Deliberation**  3
SOWK 649 Advanced Practice w/Individuals **  3

Summer Year 1
SOWK 682 Advanced Field Experience (4 credits optional)***

Fall Year 2
SOWK 650 Advanced Practice w/Families & Groups  3
SOWK 682 Advanced Field Experience (4 or 6 credits)***

Spring Year 2
SOWK 618 Personal Practice Assessment  3
SOWK 682 Advanced Field Experience (4 or 6 credits)***  

** Prerequisite courses for SOWK 682
*** 12 hours of Advanced Field required

ELECTIVES
All students must complete 12 credits of Electives; only 6 credits from a 500 level course.

Course #                              #Credits  Semester/Year  GRADE

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

I acknowledge that I have received a copy of this degree plan

Student's Signature __________________________ Date ______________________

I approve of the degree plan as established

Advisor's Signature __________________________ Date ______________________
CERTIFICATION FOR GRADUATION

Number of Transfer Credits Awarded

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<th>Required Course Credits = 18</th>
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</table>

Advanced Field Credits = 12 | Advanced Field Credits | Completed |

Elective Credits = 12 | Elective Credits Completed |

Total Credits Needed = 42 | Total Credits Completed |

Specialization or Graduate Certificate Sought

This plan of study is consistent with Division guidelines:

MSW Program Director

Director

School of Social Work

* Transfer Credits:

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# Direct Practice MSW Degree Plan

## Regular Standing – Full Time

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<tr>
<th>COURSE</th>
<th># Credits</th>
<th>Semester/Year</th>
<th>GRADE</th>
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<td><strong>Fall Year 1</strong></td>
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<tr>
<td>SOWK 520 Human Behavior &amp; Social Environment</td>
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<td>SOWK 540 Generalist Social Work Practice</td>
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<td>SOWK 513 Social Work Research Methods</td>
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<td>SOWK 531 Social Welfare Policy and Services</td>
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<td><strong>Spring Year 1</strong></td>
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<td>SOWK 581 Generalist Field Experience</td>
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<tr>
<td>SOWK 643 Psychopathology &amp; SW Practice**</td>
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<td>SOWK 621 Human Behavior, Diversity &amp; Social Justice**</td>
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<tr>
<td>SOWK 633 Social Policy Analysis, Advocacy &amp; Deliberation**</td>
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<td>SOWK 649 Advanced Practice w/Individuals **</td>
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<td>SOWK 682 Advanced Field Experience (4 or 6 credits)***</td>
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<tr>
<td><strong>Spring Year 2</strong></td>
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<tr>
<td>SOWK 618 Personal Practice Assessment</td>
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<tr>
<td>SOWK 682 Advanced Field Experience (4 or 6 credits)***</td>
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** Prerequisite courses for SOWK 682  
*** 12 hours of Advanced Field required

## ELECTIVES

*Social Work 581 prerequisite for 600 Electives.  
All students must complete 12 credits of Electives; only 6 credits from a 500 level course.

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</tbody>
</table>
I acknowledge that I have received a copy of this degree plan

Student's Signature  Date

I approve of the degree plan as established

Advisor's Signature  Date

CERTIFICATION FOR GRADUATION

Number of Transfer Credits Awarded*

Required Course Credits = 30  Required Credits Completed

Generalist Field Credits = 4  Generalist Field Credits Completed

Advanced Field Credits = 12  Advanced Field Credits Completed

Elective Credits = 12  Elective Credits Completed

Total Credits Needed = 58  Total Credits Completed

Specialization or Graduate Certificate Sought

This plan of study is consistent with Division guidelines:

MSW Program Director  Date

Director  Date
School of Social Work

* Transfer Credits:

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Direct Practice MSW Degree Plan

Regular Standing – Part Time

STUDENT NAME _______________________________ ADVISOR _______________________________

Student # _______________________________ DATE ENTERED _______________________________

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<td>SOWK 682 Advanced Field Experience (4 or 6 credits)***</td>
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** Prerequisite courses for SOWK 682
*** 12 hours of Advanced Field required

ELECTIVES

*Social Work 581 prerequisite for 600 Electives.
All students must complete 12 credits of Electives; only 6 credits from a 500 level course.

<table>
<thead>
<tr>
<th>Course #</th>
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</table>
I acknowledge that I have received a copy of this degree plan

Student's Signature  Date

I approve of the degree plan as established

Advisor's Signature  Date

CERTIFICATION FOR GRADUATION

Number of Transfer Credits Awarded

Required Course Credits = 30

Required   Credits   Completed

Generalist Field Credits = 4

Generalist Field Credits Completed

Advanced Field Credits = 12

Advanced Field Credits Completed

Elective Credits = 12

Elective Credits Completed

Total Credits Needed = 58

Total Credits Completed

Specialization or Graduate Certificate Sought

This plan of study is consistent with Division guidelines:

MSW Program Director  Date

Director  Date

School of Social Work

* Transfer Credits:

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Community Organization and Social Administration – MSW Degree Plan
Advanced Standing – Full-Time

STUDENT NAME__________________________________________ ADVISOR ____________________________

Student # ____________________________ DATE ENTERED ____________________________

COURSE

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<th>GRADE</th>
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<td>SOWK 651 Community Organization Theory and Practice**</td>
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<td>SOWK 682 Advanced Field Experience (4 or 6 credits)**</td>
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<td>Spring Year 2</td>
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<td>SOWK 616 Program Evaluation</td>
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<td>SOWK 682 Advanced Field Experience (4 or 6 credits)**</td>
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** Prerequisite courses for SOWK 682
*** 12 hours of Advanced Field required

ELECTIVES
All students must complete 12 credits of Electives; only 6 credits from a 500 level course.

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Student's Signature ____________________________ Date ____________________________

I approve of the degree plan as established                                      
Advisor's Signature ____________________________ Date ____________________________
CERTIFICATION FOR GRADUATION

Number of Transfer Credits Awarded

<table>
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<tbody>
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<td>Elective Credits = 12</td>
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<td>Total Credits Needed = 42</td>
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Specialization or Graduate Certificate Sought

This plan of study is consistent with Division guidelines:

MSW Program Director Date

Director Date
School of Social Work

* Transfer Credits:

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Community Organization and Social Administration MSW Degree Plan

**Advanced Standing – Part-Time**

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<tr>
<td>SOWK 621 Human Behavior, Diversity &amp; Social Justice**</td>
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<td><strong>Spring Year 1</strong></td>
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<tr>
<td>SOWK 633 Social Policy Analysis, Advocacy and Deliberation</td>
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<td>SOWK 654 Program and Agency Administration**</td>
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<td><strong>Summer Year 1</strong></td>
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<tr>
<td>SOWK 682 Advanced Field Experience (4 credits optional)***</td>
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<td>SOWK 616 Program Evaluation</td>
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** Prerequisite courses for SOWK 682
*** 12 hours of Advanced Field required

**ELECTIVES**
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Student's Signature Date

I approve of the degree plan as established

Advisor's Signature Date
CERTIFICATION FOR GRADUATION

Number of Transfer Credits Awarded

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Specialization or Graduate Certificate Sought

This plan of study is consistent with Division guidelines:

MSW Program Director

______________________________ Date

Director

______________________________ Date

School of Social Work

* Transfer Credits:

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Community Organization and Social Administration MSW Degree Plan

Regular Standing – Full Time

STUDENT NAME_________________________________________ADVISOR ________________________________

Student #________________________________________________DATE ENTERED ___________________________

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<td><strong>Spring Year 1</strong></td>
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<td>SOWK 581 Generalist Field Experience</td>
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<td>SOWK 651 Community Organization Theory and Practice</td>
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<td>SOWK 621 Human Behavior, Diversity &amp; Social Justice**</td>
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<td>SOWK 633 Social Policy Analysis, Advocacy &amp; Deliberation**</td>
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<td>SOWK 654 Program and Agency Administration**</td>
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<td><strong>Summer Year 1</strong></td>
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<td>SOWK 682 Advanced Field Experience (4 credits optional)***</td>
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<td>SOWK 656 Nonprofit Financial Management</td>
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** Prerequisite courses for SOWK 682
*** 12 hours of Advanced Field required

** ELECTIVES **

*Social Work 581 prerequisite for 600 Electives.
All students must complete 12 credits of Electives; only 6 credits from a 500 level course.

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I acknowledge that I have received a copy of this degree plan

Student’s Signature

Date

I approve of the degree plan as established

Advisor’s Signature

Date

CERTIFICATION FOR GRADUATION

Number of Transfer Credits Awarded

Required Course Credits = 30

Required Credits Completed

Generalist Field Credits = 4

Generalist Field Credits Completed

Advanced Field Credits = 12

Advanced Field Credits Completed

Elective Credits = 12

Elective Credits Completed

Total Credits Needed = 58

Total Credits Completed

Specialization or Graduate Certificate Sought

This plan of study is consistent with Division guidelines:

MSW Program Director

Date

Director

Date

School of Social Work

* Transfer Credits:

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## Community Organization and Social Administration
### Regular Standing Part-Time

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<td>SOWK 520 Human Behavior &amp; Social Environment</td>
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<td>SOWK 540 Generalist Social Work Practice</td>
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<td>SOWK 513 Social Work Research Methods</td>
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School of Social Work

* Transfer Credits:

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MSW ELECTIVES

- SOWK 644 – Brief Therapy
- SOWK 645 – Supervision and Social Work
- SOWK 655 – Non Profit Management – 3rd Sector
- SOWK 657 – Grant Development
- SOWK 680 – Child Welfare Continuum
- SOWK 619 – Vietnam/Cambodia
- SOWK 641 – Social Work with Groups
- SOWK 653 – End of Life Care
- SOWK 658 – Social Work with Veterans
- SOWK 675 – Substance Abuse
- SOWK 678 – Family Victimology
- SOWK 626 – Child Mental Health

Approved MSW Elective List from Other Departments

This list is not exhaustive and you must get permission from your advisor and the instructor prior to enrolling.

GERO COURSES

- **GERO 645 (formerly 691)** – Fundamentals of Gerontology (3) (Fall, online)
- **GERO 681** – The Rural Elderly (3) (Spring, online)
- **GERO 512** – Public Policy of Aging (3) (Fall, online)
- **GERO 628** – Aging, Women, and Cultural Issues (3) (Spring, online)
- **GERO 695** – Independent Study/Research (3)
- **SOWK 653** – End of Life Care (3) (online)
- **SOWK 572** – Contemporary Issues in Aging, Summer Institute on Aging (3) (hybrid)
- **PHAR 751** – Geriatrics & Gerontology (2)
- **PHAR 764** – Patient Care Elective (Geriatrics) (5)
LAW COURSES

- LAW 609 - Child Protection and the Law

GEO/GEOGRAPHY

- GEOG 615 - Development Geography

PUBLIC ADMINISTRATION

- PUBA 741 - Human Resources Systems
- PUBA 512 - Fundraising & Foundation Management
- PUBA 773 – Policy Issues: Women’s Health (1 credit)
- PUBA 775 – Healthcare Policy (1 credit)

DISABILITIES STUDIES

- DISB 580 - Disabilities and the Family
- DISB 581 – Lifespan Disability Policy
- DISB 682 – Disability and the Community

COUNSELING

- COUNS 608 – School Counseling Services (hybrid)

WOMEN’S STUDIES

- WGST 530 – Feminist Theory
Financial Aid

- Residency
- Tuition
- Graduate Assistantships
- Financial Aid Office
- Emergency Financial Assistance
- Healthcare and Insurance
**WVU Procedure for Residency Reclassification**

Students enrolling at WVU shall be assigned a residency status for admission, tuition, and fee purposes by the Director of Admissions. Admissions and Records base the in-state resident decision on a number of factors including length of residence in West Virginia, property ownership, payment of West Virginia state property and income taxes, motor vehicle registration and voter registration.

**Reclassification Procedure**

Students may request a reexamination of their residency status by completing an [Application for Classification as a Resident Student at WVU](#) with the Office of Admissions. The application will be examined by the Office of Admissions, and the student will be notified of the resulting decision.

To be reclassified for a specific semester, the application must be submitted two (2) weeks prior to the deadline for the payment of tuition and fees. All applications received after the deadline will be considered for the next semester.

Note: Time off from classes due to academic suspension does not count toward residency.

It is the student’s responsibility to submit all supporting evidence to be considered with the student’s application. No additional evidence or documentation will be considered after the application has been submitted unless it is requested by the Office of Admissions.

**Appeals**

If the student wishes to challenge the decision of the Office of Admissions, the student shall be given the opportunity to appear before the institutional committee on residency appeals. If the student cannot appear when the committee convenes a meeting, the student has the option of allowing committee members to make a decision on the basis of the written materials pertaining to the appeal or waiting until the next committee meeting.

The student may appeal the decision of the institutional committee on residency appeals to the President’s Office. The President’s Office may request the student to appear at a hearing regarding the appeal.

Residency appeals shall end at the President’s Office.

**TUITION**

We understand that the thought of graduate school expenses can be stressful. However, we have several ways to help you pay for college and make your education more affordable. In fact, WVU has the nation’s 14th most affordable tuition for out-of-state students, and on average our graduate programs are nearly $10,000 more affordable than many schools in
our region. Through scholarships, grants, loans, and work-study opportunities, we can help you make your dreams for the future a possibility within reach.

The first step in securing any Financial Aid is to complete the FAFSA by March 1st.

You can start that process here: https://fafsa.ed.gov/

You can determine an estimate of your tuition costs here: http://tuition.wvu.edu/

For information on scholarships and assistantships please visit: http://grad.wvu.edu/financial_assistance/

Subscribe to the Student Employment Listserv to receive weekly listings of Graduate Assistantship positions as well as student employment opportunities.

http://studentemployment.wvu.edu/student-jobs-list-sign-up

**Graduate Assistantships**

West Virginia University awards approximately 1,900 graduate assistantships annually to incoming and continuing graduate students. These graduate assistantships are supported by state appropriations, federal funds, private grants, and contracts. Information about available graduate assistantships is available from students’ programs, assistantship supervisors, the Office of Student Employment, and other sources.

Graduate assistants work up to 20 hours per week as teaching, research, service, or residence hall assistants. All graduate assistants must be accepted into a graduate degree program and are required to be enrolled full-time while employed during the fall and spring terms (9 hours or more). Graduate assistants may not hold more than the total equivalent of one assistantship. Graduate assistants are primarily students and secondarily employees.

Graduate assistants receive a stipend, waiver of University tuition, and University health insurance. Payment of college tuition and University fees is the student’s responsibility.

Additional details about the terms of employment for individual graduate assistants are included in the assistantship contract or letter of appointment.

**Graduate Teaching Assistants**

Graduate teaching assistants teach courses, laboratory sections, and recitation sections, or provide other forms of instructional assistance. These assistantships are generally available only through the academic units. No graduate student can be appointed to a teaching assistant position after the second week of the semester.
• Information about orientation sessions for graduate teaching assistants is available online.

**Graduate Research Assistants**

Graduate research assistants help faculty members with their research activities. Research assistantships are primarily funded by grants and other third party sources, and because the arrival of these funds at the University may not coincide with the beginning of an academic term, University policy is that the deadline for research assistant appointments is no later than the end of the fifth week of classes.

**Graduate Service Assistants**

Graduate service assistants typically work in one of the administrative or service offices of WVU. Service assistants work in positions that are related to their program of study and that contribute to their educational experience.

**Graduate Residence Hall Assistants**

Graduate resident hall assistants reside in one of the University-supervised residence halls, and provide educational, cultural, recreational, and social opportunities and programs for their residents. Remuneration for resident assistant positions is room, board, a monthly stipend, and University tuition waiver for some positions. Information about these positions can be found here:

[http://housing.wvu.edu/employment](http://housing.wvu.edu/employment)

**Graduate Merit Tuition Waivers**

Academic programs (as well as some other offices) at West Virginia University are allocated a limited number of merit University tuition waiver hours that they may award to competitively selected graduate students who are not supported by assistantships or fellowships. Students interested in seeking a merit waiver should contact their program for information concerning application procedures. Merit waivers are awarded by academic programs to recruit and retain students and to help students graduate in a timely manner. Waiver forms must be initiated by the program or office providing the waiver.

The following guidelines are followed when awarding merit waivers:

• Merit waivers must be awarded only to students who have been admitted to a degree program and who are in good standing in their program.

• Academic programs may only award waivers to their own students. Exceptions require permission from the Office of Graduate Education and Life.
• Merit waivers generally should be used only to meet students’ degree requirements.
• Merit waivers can only be used for graduate/professional courses (400-level and above).
• Some programs and courses restrict the use of waivers.
• Programs are discouraged from providing merit waivers to full-time students for more than 3 years for master’s degrees and 5 years for doctoral degrees.
• Merit waiver awards can range from 1 to 9 hours (full-time) in the fall and spring terms and from 1 to 6 hours (full-time) in the summer term. University tuition is also waived for hours taken above the full-time limit if a full-time award is made.
• Students may register for more hours than their merit waiver award. They will be invoiced for the additional hours unless they have been granted a full-time waiver.

Financial Aid Office
1550 University Avenue
P.O. Box 6004
Morgantown, WV 26506
Phone: 304-293-5242
Fax: 304-293-4890
Email: finaid@mail.wvu.edu

The WVU Financial Aid Office has information and applications for University financial aid programs including Work Study and Guaranteed Student Loans.

Assistance for Students Experiencing Financial Crisis

The Office of Graduate Education and Life offers one-time emergency grants and tuition waivers for graduate students who face a financial crisis. Contact the Office of Graduate Education and Life – GradEd@mail.wvu.edu for information about the Dr. Robert E. Stetzel Emergency Grants and University Tuition Waivers.

Healthcare
Basic healthcare is provided by WELLWVU Student Health Services for all WVU students located at the Morgantown campus. The qualified, experienced physicians and other health care practitioners at WELLWVU Student Health diagnose and treat medical conditions of all University Students.

To make an appointment at WELLWVU Student Health, call 304-285-7200. Walk-ins are welcome, and will be seen on a first-come, first-served basis.
Making an appointment will decrease your waiting time and will allow you to see the health care provider of your choice.

Please bring your Mountaineer Student ID Card, insurance card, and a $15.00 service fee with you for every visit. Payment can be made by check, cash, billed to your Monthly Bounty account, or charged to your credit card or debit card.

Hours of Operation – 8:00 am to 6:00 pm Monday-Friday

**Insurance**
Beginning in the Fall of 2014, all students will be required to purchase student health insurance. Students with private health insurance may request a waiver of this requirement. Student health insurance is included for graduate students who receive graduate assistantships and internal fellowships and do not already have private insurance.

The Student Insurance Office is located at:
One Waterfront Place
2nd Floor, Division of Human Resources
PO Box 6640
Morgantown WV 26506

Phone: 304.293.6815
Fax: 304.293.7532
Email: sio@mail.wvu.edu
Academics

- Advising
- Registration
- Academic Standards
- Academic Policies
- Transfer Credits
Academic Advising

Your faculty assigned academic advisor will assist you in preparing your schedule and registering for your courses. This includes completing any necessary registration form, add/drop course adjustment forms, and permission forms to take a course credit overload.

You will work with the faculty member assigned as your academic advisor to initiate and complete your degree plan. Your academic advisor must approve and sign your degree plan as well as any changes you make to it. You also will sign the degree plan indicating that you approve and understand the courses you will be required to complete for your MSW degree. Your advisor will keep you informed on your progress in the program and will be available to assist you with your academic and career decisions.

Registration
The University announces pre-registration dates for graduate students, allowing you time to consult with your advisor and complete the necessary registration process. Class listing information can be accessed via STAR at www.star.wvu.edu. When classes for the semester start, you have a limited amount of time to finalize your schedule. The last day to add/drop a class is usually at the end of the first week of classes. The last day to withdraw from classes is approximately around mid-term. All such transactions require you to notify your advisor. It is your responsibility to register via the web at www.star.wvu.edu and make changes to your schedule or drop any classes.
How to Find Course Information

Here is how to find course information online:

- Go to [http://registrar.wvu.edu/courses](http://registrar.wvu.edu/courses)
- Click Schedule of Classes Search
- Select Term
- Select Subject: Social Work (SOWK)
  - For Gerontology courses select Gerontology (Gero)
- Next, scroll down to Campus Locations and choose “Main Campus” or “Online”
- Then, hit Search, and all our scheduled courses will appear, with day / time, CRN, section numbers, etc.
  - Section numbers for Morgantown sections are “001-002”
  - Sections for online courses are often "7D"
  - Extended Campus Locations are listed by their section numbers:
    - Keyser – 3D
    - Martinsburg 4A
    - Beckley – 9F
    - Charleston – 8F
    - Wheeling – 5D

**IMPORTANT NOTES:**

Do not register for classes on extended campus sites unless you plan to drive there to attend.

Also, online courses often require the instructor's approval before you can register.
ACADEMIC STANDARDS

GPA

Students are required to have a minimum overall GPA of 3.0. Any course in which a student receives a C must be repeated.

Academic Dishonesty

WVU defines academic dishonesty as plagiarism; cheating and dishonest practices in connection with examinations, papers and projects; forgery, misrepresentation and fraud.

An instructor who believes a student has engaged in academic dishonesty must contact the student within 15 calendar days of discovering the offense. The student has 5 calendar days to respond to the notification. If the instructor determines the student is guilty, the maximum penalties are exclusion from the course, a lower grade, and/or an unforgivable F (the course cannot be repeated for a higher grade).

The instructor reports administration of any penalties, in writing, to the MSW Program Director, The Director of the School of Social Work, the Dean and the WVU Office of Judicial Programs.

School of Social Work and WVU Policies

A. GUIDELINES FOR SCHOLARLY WORK (Adopted by the Social Work Faculty, August, 1984.)

The faculty of the School of Social Work are increasingly concerned about the issue of appropriate scholarly ethics, and agree that all of the statements which follow constitute a framework of minimum scholarly standards recognized in higher education.

In submitting a paper or class project at the School of Social Work, the student warrants and affirms the following:

1. That the work presented is an original piece of research/scholarship/creativity done entirely by the listed author(s).
2. That the entire work, or a substantial portion thereof, is not copied or directly paraphrased from the published work of another author.

3. That all direct quotations, direct paraphrases, empirical research findings, and other suitable restatements of the research, scholarship, or creative work of others is appropriately annotated with standard bibliographic citation methods.

4. That the work in questions was prepared especially for the class assignment for which it is submitted, and has not been submitted previously, and will not be submitted later in substantially its present form.

5. That in those instances when a similar or identical topic, theme, issue, population, problem, or method is examined in the course assignments for two or more courses, the written consent or approval of both instructors has been obtained before the assignment is turned in. Instructors are under no obligation to provide their consent.

6. That appropriate credit is provided, in a footnote, for assistance provided by faculty, other students, etc., in preparing the paper.

7. That no part of the assignment was prepared by a commercial or nonprofit term paper preparation service.

8. That the student has read or examined all sources cited and has personal knowledge that the quotations and findings attributed to those sources in the student’s work are substantially correct.

B. GRADING CRITERIA FOR MAJOR PAPERS (Adopted by the Social Work Faculty, October, 1988)

DEMONSTRATION OF KNOWLEDGE: Literature chosen for the paper must be appropriate, relevant, and suitably applied. Discussion of the topic must be thoughtful and thorough. Writer must demonstrate an ability to apply theory to practice. Paper must relate well to the content of the course and its objectives.

CLARITY OF EXPRESSION: Paper must communicate thoughts and theory effectively, i.e., non-ambiguously and coherently. Each thought should lead to the next in a clear and logical manner. Paper must be well organized and make use of subheadings, following the guidelines in the syllabus. Papers that seem disjointed and incoherent do not meet this criterion.

TECHNICAL WRITING: This criterion includes spelling, grammar, sentence structure, and proofreading. The writer is to demonstrate control of the standard conventions of American prose (proper use of idiom, appropriate diction, good syntax, correct spelling, etc.). Papers with lots of careless errors will suffer when graded. Corrections may be made in pen when proofreading.
DOCUMENTATION OF SOURCES: Research papers must show appropriate references in a standard format. I require that you use the APA (American Psychological Association) style manual in preparing your references.

C. ETHICAL CONDUCT

All students formally admitted to the School of Social Work are bound by the Code of Ethics as established by the National Association of Social Workers. A copy of this code may be found in the Student Handbook available on the School’s website. Failure to abide by and conduct yourself within the parameters of this code may be grounds for initiating disciplinary review.

Professional development and behavior is expected in the social work program and in this course. Adherence to the NASW Code of Ethics and confirmed commitment to social justice is requisite for this course. In addition, students must demonstrate responsibility for learning, quality of work, respect and courtesy for instructor and colleagues, honesty and integrity, and time management. When necessary, the instructor will provide guidance and feedback for improvements in these areas, particularly if the student’s behavior is disruptive of the learning environment in the class.

Disruptive or disrespectful behavior in the classroom includes talking when the instructor is lecturing or leading discussion, talking when another student is speaking as part of class discussion and/or the community organization committee, chronically arriving late, reading non-course-related materials and/or texting during class, acting in a disrespectful or discourteous manner toward instructor or other students, and other behaviors which reduce the quality of the learning environment in the classroom. The instructor will require that a student meet with the instructor if the student engages one or more times in disruptive or disrespectful behavior. If the negative behavior continues, the instructor may ask the student to leave the classroom setting, and record zero points for the student’s participation score. The instructor also has the option of initiating disciplinary actions including a disciplinary review.

D. SOCIAL JUSTICE

West Virginia University is committed to social justice. WVU does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. The instructor of this course concurs with West Virginia University’s commitment and expects to maintain a positive learning environment based upon open communication and mutual respect. Any suggestions as to how to further such an environment will be appreciated and given serious consideration.

WVU recognizes the diversity of its students, many of whom must be absent from class to participate in days of special concern. Students must notify their instructors by the end of the third class meeting regarding religious observances that will affect their attendance. Further, students must abide by the attendance policy of their instructors as stated on their
syllabi. Faculty will make reasonable accommodation for tests or field trips that a student misses as a result of religious observance.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (304-293-6700).

E. CONDITIONS FOR GIVING AN "I"

Students are expected to complete course work in the semester in which the course is taken. From time to time events that are clearly beyond the control of the student may prevent the timely completion of a course. Should you find yourself facing such circumstances, you may wish to discuss this with your instructor and see if an incomplete should be given until the late work can be completed. Faculty are not required to give an incomplete and would not be expected to do so where there are not compelling reasons to justify the request.

F. POLICY ON NON-DEGREE SEEKING STUDENTS

Graduate courses in social work are designed for regularly admitted degree-seeking social work students as part of an extensive program of preparing those students for professional careers. Students not admitted into the social work graduate program may enroll in classes with the instructor ' s permission if they: (1) are enrolled in another degree-seeking graduate program; (2) are enrolled in a graduate certificate program; or (3) have a graduate degree and are seeking credits for professional development. Non-degree seeking students who anticipate applying to the social work graduate program must seek MSW Committee approval as well as the instructor ' s permission to enroll in graduate social work courses. Any request for permission to enroll in a graduate course will be considered only if class size permits and all regularly admitted social work graduate students are accommodated.

G. INCLEMENT WEATHER POLICY

In case of inclement weather, you will be notified via the MIX system e-mail if class is canceled. You may also contact the School at (304) 293-3501. Please check your MIX system e-mail first.

MJZ: March 19, 2012
Previous Courses and Credits

According to the Eberly College of Arts and Science’s Graduate Catalog – Graduate programs may accept up to twelve credits from another institution as transfer graduate credit by requesting that the Office of the Registrar post the transfer credits to the student’s record. Individual graduate units may have lower limits. Non-degree graduate students are not permitted to transfer credit to WVU from another institution.

Up to twelve credits of graduate course work completed at WVU through the senior petition process (see the Undergraduate Catalog) may be applied to graduate program requirements.

Individual graduate units may allow a smaller maximum number of previously earned credit hours to be applied to their program as a general rule and may determine which courses and credits may or may not be applied to their program by an individual student.

School of Social Work Process

Upon acceptance to the School of Social Work, students who would like to submit a request for transfer credit must submit a request to Dr. Helen Hartnett, MSW Program Director. Along with the written request, the student will need to submit the course syllabus and a copy of the official transcript showing the final grade in the course. Dr. Hartnett, along with members of the MSW Program Committee will review the request and render a decision regarding the acceptance or denial of the transfer credit.

Once a decision has been reached, Dr. Hartnett will complete the Application for Transfer of Graduate Credit to West Virginia University to the Office of the University Registrar.
SCHOOL OF SOCIAL WORK POLICIES

- BEHAVIOR REPORTING FORM
- STUDENT CONDUCT CODE
- FERPA
- ELECTRONICS POLICY
- AFFIRMATIVE ACTION
- NON-DISCRIMINATION
- SEXUAL HARRASSMENT
Student Behavior Report Form

What follows this page is a copy of the Student Behavior Report Form. The purpose of the Student Behavior Report form is to provide faculty with a tool to document a student's disturbing and/or disruptive behavior.

Once the form is completed it will be filed in the student’s academic file and shared with the student’s academic advisor and the MSW Program Director.

Please refer to the description of Ethical Conduct found on page 76.
Student 

Health report

Name:

Campus:

[attendance, arrival time, returning from break, prepared for class]

Integrity [honest with self, peers & instructors, proper citations, receptive to feedback]

Diversity [op no people, ideS od i eli & wmc arc diffi:lt rui nt:tlJ spee h b: ej 1c 6om h:isnt & t. abl eism, bctroS <m. sJ d stcctvuii]

Communication [pract use positive, constructive, respectful & professional communication]
West Virginia University – Student Conduct Code
http://studentlife.wvu.edu/studentconductcode.html

Office of Student Life
Elizabeth Moore Hall
1507 University Avenue
PO Box 6411
Morgantown, WV 26506-6411

Phone: 304-293-5611
Fax: 304-293-7028

Email: studentlife@mail.wvu.edu
Notice to Students Regarding FERPA

Students at West Virginia University and its divisional campuses (“WVU” or “University”) benefit from the Family Educational Rights and Privacy Act of 1974. This Act, with which West Virginia University intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A more detailed explanation of rights afforded to students by FERPA can be found at http://ferpa.wvu.edu/policy.

Designation of Directory Information

WVU designates the following categories of student information as public or “Directory Information.” This information may be disclosed by West Virginia University for any purpose, at its discretion:

- Name of Student
- Official Address
- Telephone Number
- Place of Birth
- Age of Student
- Names and Addresses of Parents
- Major and Minor Fields of Study
- Class Status (i.e., freshman)
- Enrollment Status (i.e., full time or part time)
- Dates of Attendance
- Previous Educational Institution(s) Attended
- Degree(s) and Date(s) Conferred, including anticipated graduation dates
- Awards
- Honors
- Participation in Officially Recognized Activities and Sports
- Weight and Height of Members of Athletic Teams
- Duties and Responsibilities, including Dates of Service, of Graduate Assistants, Student Workers, Interns, or Student Volunteers

Designation of Limited Use Directory Information
WVU designates the following categories of student information as “Limited Use Directory Information:”

- University issued student electronic mail addresses (“Email Addresses”)
- Photographs, videos or other media containing a student’s image or likeness (collectively “Student Images”)

Accordingly, this information will not be provided to external parties not contractually affiliated with the University. Use and disclosure of this information shall be limited to (1) publication on websites hosted by, on behalf of, or for the benefit of the University, including the online directory available at: [http://directory.wvu.edu](http://directory.wvu.edu); (2) those officials within the University who have access, consistent with the Family Educational Rights and Privacy Act, to such information and only in conjunction with an official institutional purpose.

**Withholding Directory Information**

The Parent/Guest Portal is now the exclusive method by which a University student may grant a third-party access to his or her records. Now, information that is protected from disclosure pursuant to the Family Educational Rights and Privacy Act (FERPA), such as grades, financial aid details, and student account/billing information is maintained in a secure online environment. A student may grant permission to a parent or guest to access this information and make payments through this portal. Due to the protection of students’ rights under FERPA, a student may restrict the information that a parent or guest is able to access and revoke access at any time.

For FERPA updates and more information on West Virginia University’s FERPA policy, please visit: [http://ferpa.wvu.edu](http://ferpa.wvu.edu) or contact Legal Affairs at: 304.293.5841.

For more information on the Parent/Guest Portal, please visit: [http://parent-guest.portal.wvu.edu/](http://parent-guest.portal.wvu.edu/).

**Explanation of Rights under FERPA**

The Family Educational Rights and Privacy Act (“FERPA”) affords eligible students certain rights with respect to their education records. For purposes of complying with FERPA at West Virginia University (the “University”), an
eligible student is any person, regardless of age, who attends or has attended classes at the University or any of its divisional campuses.

I. Rights Afforded by FERPA. Each student has the following rights:

a. The right to privacy requiring written consent before the University discloses personally identifiable information ("PII") from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. However, FERPA permits the disclosure of PII from a student’s education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. See the list below of the disclosures that the University may make without consent.

b. The right to inspect and review the student’s education records, including the record of disclosures, within forty-five (45) days after the day the University receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes 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 school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

c. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask for an amendment of a record should write the official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the official decides not to amend the record as requested, the student will be notified in writing of the decision and the student’s 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.

d. The right to be informed about what the University deems “Directory Information,” which shall be defined in the notices sent to students at least annually, as required under the Act, and is posted online at http://ferpa.wvu.edu/.
e. The right to withhold Directory Information. Provided, however, a request for nondisclosure of Directory Information will not independently revoke or impact the disclosures permitted by FERPA that are identified below in Section II(a) to (m). Requests will be processed as soon as is practicable upon receipt. A request for nondisclosure will be honored by West Virginia University until it is revoked in writing by the student.

Students attending courses on the Main Campus may request nondisclosure of Directory Information by submitting the Official Form to the Office of the University Registrar, West Virginia University, Morgantown, WV 26506. Students attending courses at Potomac State College may submit the Official Form to Office of Enrollment Services, 75 Arnold Street, Keyser, WV 26726. Students attending courses at WVU Institute of Technology may submit the Official Form to WVU Tech Office of Admissions and Records, 405 Fayette Pike, Montgomery, WV 25136.

f. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the West Virginia 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
400 Maryland Avenue, SW
Washington, DC 20202

II. Disclosures Permitted by FERPA. The University may disclose PII to individuals who are expressly identified by a student through certain administrative processes designated by the University, including, without limitation, the Parent/Guest Portal found online at http://parent-guest.portal.wvu.edu/, and from education records without a student’s prior written consent in the following instances:

a. To University officials with legitimate educational interests; provided, however, that the disclosure shall be limited by the legitimate need to know. § 99.31(a)(1).

i. A University official is a person employed by the University in an administrative, legal, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); or a
person serving on the board of governors; or a student serving on an official committee, such as the Committee on Student Rights and Responsibilities. A University official also may include a volunteer or contractor outside of the institution who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another University official in performing his or her tasks.

ii. A University official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Legitimate educational interests would include, but are not limited to, teaching, research, public service, and such directly supportive activities as academic advising, general counseling, therapeutic counseling, discipline, vocational counseling and job placement, financial assistance and advisement, medical services, academic assistance activities, and other activities that are generally supportive of overall goals of the institution and contribute generally to the well-being of the entire student body.

b. Upon request, to officials of another school in which a student seeks or intends to enroll. § 99.31(a)(2).

c. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university’s state-supported education programs. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. §§ 99.31(a)(3), 99.35.

d. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the
conditions of the aid, or enforce the terms and conditions of the aid. § 99.31(a)(4).

e. To organizations conducting studies for, or on behalf of, the school, in order to: a) develop, validate, or administer predictive tests; b) administer student aid programs; or c) improve instruction. § 99.31(a)(6).

f. To accrediting organizations to carry out their accrediting functions. § 99.31(a)(7).

g. To comply with a judicial order or lawfully issued subpoena. § 99.31(a)(9).

h. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. § 99.31(a)(10).

i. Information the school has designated as “directory information” under §99.37. § 99.31(a)(11).

j. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. § 99.31(a)(13).

k. To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. §99.31(a)(14).

l. To parents of a student regarding the student’s violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. § 99.31(a)(15).

See the following link for granting permission to family members to view your academic records:

http://parent-guest.portal.wvu.edu/detailed-instructions
West Virginia University
School of Social Work

Use of Electronic Devices in the Classroom

In our efforts to provide an environment that fosters and supports learning, the School of Social Work at West Virginia University find that the increased use of personal electronics in our classrooms and meeting rooms make it necessary to address the acceptable use of these devices during class sessions, field seminars and student/faculty meetings.

The School of Social Work requires that each and every student adhere to the following rules regarding the use of electronic devices. These guidelines constitute School of Social Work policy and the student’s receipt and acceptance of any course syllabus containing this policy constitutes the acceptance of this policy.

Definition:
Electronic device includes cell phones, including smartphones, computers (laptops, notebooks, netbooks, and tablets), mp3 and other digital audio and video players, and analog and digital audio and video recording devices (still and movie cameras).

Policies:
1. All electronic devices (as defined above) are not to be used during class. Cell phone ringers and alerts must be turned off.
2. Electronic devices must be stored in a case, book bag, backpack, or purse, and may not be placed on the table, desktop, or an individual’s lap.
3. In the event that the student is on-call, the student must inform the professor of their on-call status prior to the beginning of class. The student’s phone/pager must be set to vibrate/silent ring for the entire class period. The student is asked to sit close to the door to make leaving less distracting. Students must be outside of the classroom before answering the phone. Also, if you anticipate having to leave the class for the rest of the class session, please gather and remove all of your belongings as you exit the classroom.

Sanctions for Violation of this Policy:
1. Students using any electronic device in class will receive a verbal warning for the first offense. This warning will be documented in writing in the student’s academic file.
2. If a second offense occurs, the student will be dismissed from the class session and will receive no credit for any activities or assignments scheduled for that day. He/she will receive a written warning. A copy of the second warning will be placed in the student’s academic file.
3. A third offense results in the removal of the student from the course followed by a mandatory meeting with the academic advisor, Program Coordinator and Program Director to discuss professional conduct and a plan of correction for continuing in the program.
Accommodations

1. With appropriate paperwork and notification from the Office of Disability Services the course instructor will make accommodation for the use of otherwise prohibited electronic devices.

2. Individual instructors may allow the use of laptops/tablets for classroom projects. Instructors will include a statement in their syllabi establishing the conditions for use of an electronic device. Under these conditions the student shall employ the device solely in a manner appropriate to the course work. Violations of said policy will result in the aforementioned sanctions.

By signing below, I confirm that I have read, understand and agree to abide by this policy while a student at WVU School of Social Work.

Name: _____________________________ Date: _____________________________
Affirmative Action/Equal Opportunity

West Virginia University (WVU) reaffirms its commitment to the full realization of Affirmative Action and Equal Employment Opportunity in its employment practices.

It is the policy of WVU to:

- Recruit, hire, train, promote, retain, tenure, and compensate persons in all applicable administrative, classified, faculty, unclassified, and student job titles without regard to age, ethnicity, disability status, national origin, race, religion, sex, sexual orientation or veteran status unless otherwise prohibited by applicable law;

- Base decisions of employment to further the principles of affirmative action and equal employment opportunity;

- Ensure that promotion, reappointment and tenure decisions are in accordance with the principles of affirmative action and equal employment opportunity by imposing only valid requirements for promotional, reappointment and tenure opportunities;

- Ensure that all personnel action including compensation, benefits, lay off, return from lay off, training, education/tuition assistance, social and recreational programs will be administered without regard to age, ethnicity, disability status, national origin, race, religion, sex, sexual orientation or veteran status unless otherwise prohibited by applicable law.

Non-Discrimination Statement

West Virginia University is committed to fostering a diverse and inclusive culture by promoting diversity, inclusion, equality, and intercultural and intercommunity outreach. Accordingly, the University does not discriminate on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression in the administration of any of its educational programs, activities, or with respect to admission or employment. This Policy sets forth how discrimination, harassment, sexual and domestic misconduct, certain consensual relationships, stalking, and retaliation will be addressed by West Virginia University.

Click here to see the WVU Student Conduct and Discipline Policy:

http://bog.wvu.edu/r/download/158326
Click here to see the Policy Regarding Discrimination, Harassment, Sexual & Domestic Misconduct, Stalking, and Retaliation

http://bog.wvu.edu/r/download/191492

Click here to see the Policy regarding Children on Campus

http://bog.wvu.edu/r/download/183904

Click here to see the Guidelines and Procedures Regarding Complaints of Discrimination, Harassment, Sexual and Domestic Misconduct, and Stalking Against Non-Students at WVU

http://diversity.wvu.edu/r/download/184361

Click here to visit the Office of Diversity, Equity and Inclusions Website

http://diversity.wvu.edu/equity-assurance/policies
FIELD PLACEMENT

- Background Checks
- Title 42 US Code Part IV-E
- Frequently Asked Questions
Student Information Statement Regarding Impact of Criminal Background History And/or Drug Screen Results

Students in a Professional Social Work Program are expected to demonstrate the capacity to practice with integrity and within the ethical guidelines outlined within the NASW Code of Ethics. Increasingly, students and employees are required by field placement sites or future employers to undergo a criminal background check and initial baseline and/or random drug screen tests, prior to engaging in field work or employment. Felony convictions and some serious misdemeanors may negatively impact a student’s forward progress and/or completion of her/his academic program as well as future professional licensure and future employment within the Social Work field.

Such information could impact the student in the following areas:

1) The ability to secure and complete the required Field Placement Experience, as most field placement agencies request criminal background investigations, fingerprint checks, and/or random drug screens; and/or

2) The ability to be considered eligible for licensure as a social worker by the West Virginia Board of Social Work (WBSW), which requires that licensure applicants must provide a sworn statement regarding the existence of a criminal history; as per the West Virginia State Code which states that certain misdemeanors or felony convictions could preclude the possibility of acquiring one’s license to practice social work. See W. Va. Code § 30-30-1, et seq.

and/or

3) The ability to secure employment within the social work practice field, as most employers within the social work field require that applicant either possess or be eligible for a social work license, as well as require criminal background investigations, fingerprint checks, and/or random drug screens, as a condition for employment.

Approved 1/18/2013
Title IV-E Child Welfare Training Project

**MSW and BSW traineeships:** Tuition and monthly stipends are available through the School of Social Work and the West Virginia Department of Health and Human Resources.

In order to be considered for an award, a student must:

- Be admitted to BSW or MSW Degree Program and continue to be in good academic standing in the Social Work Program
- Be interviewed by WVU faculty and DHHR representatives
- Agree to complete a field placement at the WV Department of Health and Human Resources
- Pass a Criminal Investigations Background (CIB) clearance
- Have a valid driver’s license
- Be eligible to receive a WV Social Work License
- Complete 9 credits in Families and Children, 3 of which are in Child Welfare
- Upon graduation, accepted a position offered by DHHR in any of its state or county offices in the state of WV for an equivalent time as tuition and waiver/stipends were received, or payback all funds accepted.

**IV-E Traineeship Application Process:**

Please forward the following to Linda Grandon as shown below:

1) Submit a resume that includes: local and permanent address(es) and phone(s), email anticipated date of graduation, and names and phone numbers of references.

2) A brief personal statement describing your interest in public child welfare social services

**IV-E Project Staff:**

Linda Grandon – WVU School of Social Work
P.O. Box 6830 – 113 Knapp Hall
Morgantown, WV 26506-6830
304.293.3580
Linda.Grandon@mail.wvu.edu

**Principal Investigator:**

Professor Karen V. Harper-Dorton, Ph.D., MSW, MA
Title IV-E Child Welfare Project
WVU – School of Social Work
P.O. Box 6830 – 115 Knapp Hall
Morgantown, WV 26506-6830
304.293.5580
Karen.Harper-Dorton@mail.wvu.edu
Current WVDHHR Employees in MSW Program

Employees of WVDHHR are encouraged to obtain the Master of Social Work Degree. WVDHHR and the School of Social Work at WVU partner to deliver training and education in child welfare to direct service workers and supervisors. Title IV-E traineeships require admission to the MSW Degree program. WVDHHR employees apply to the appropriate Regional Office or State Office where the applicant is employed. WVDHHR employees must enroll for a minimum of 6 hours per semester if part-time degree students.

Full-Time and Part-Time MSW Students (Non-DHHR employees)

Tuition assistance and monthly stipends are available for a limited number of students who are planning a career in Child Welfare. Students accepting the traineeship are required to work for the Bureau for Children and Families and WVDHHR for the number of months equal to the number of months for which they received stipends and tuition.

The number of openings for applicants is contingent upon funding available to support the program.
Frequently Asked Questions – MSW Program Field Placement

THE MSW PROGRAM FIELD PLACEMENT EXPERIENCE: FREQUENTLY ASKED QUESTIONS

Q. What is the purpose of the field placement experience?

A. The field placement experience is an integral part of the curriculum and is designed to provide opportunities for students to apply their classroom experiences to actual practice situations, incorporating the knowledge, values, and skills studied in class into work with clients and client systems. The MSW field placement consists of one or two separate placements; dependent upon the student’s standing (Regular or Advanced). Regular standing students complete both a Foundation Generalist and an Advanced Field Placement; Advanced Standing students complete only the Advanced Field Placement.

MSW Field Placement Types, Requirements, and Schedule

<table>
<thead>
<tr>
<th>Placement Type &amp; Student Standing</th>
<th>When &amp; # Credit Hrs</th>
<th>Schedule/Total Hrs</th>
<th>Sem Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalist; Full-Time, Reg Standing</td>
<td>Yr 1-Spring Semester-(3) &amp; Summer (1) 4 credit hrs</td>
<td>15 hrs/wk/20 wks 300 hrs on site</td>
<td>12</td>
</tr>
<tr>
<td>Generalist; Part-Time Reg Standing (Includes MSW/MPA students)</td>
<td>Yr 1-Summer (4) or Yr 1 Summer (3)-Fall (1) 4 credit hrs</td>
<td>25 hrs/wk/12 wks 16 hrs/wk/18 wks 300 hrs on site</td>
<td>12</td>
</tr>
<tr>
<td>Advanced; Full or Part time Regular &amp; Advanced Standing (Includes “MSW/MPA”)</td>
<td>Final Year - SummFall-Spring or Fall-Spring 12 credit hrs total*</td>
<td>16 hrs/wk/38 hrs 19 hrs/wk/32 hrs 600 hrs on site</td>
<td>12</td>
</tr>
</tbody>
</table>

*Dual Degree option: this info only pertains to the MSW placement, please consult with your PA advisor regarding PA Field.

#Summer start option availability may vary by Academic Year, subject to Faculty Resources.

Q. What are the eligibility requirements to enter placement?

A. SOWK581 Generalist Field Placement - enrolled in or have successfully completed (Grade “C” or above, No ‘F’ or “NR”) all Foundation courses. Those courses are SOWK 520, 540, 513 & 531.

SOWK682 Advanced Field Placement Advanced Standing, or all of the above-mentioned 500 level courses, including SOWK 581, plus SOWK 621, 633, 643 (DP), 651 (COSA), 649 (DP), 654 (COSA). In addition, students will take one required course concurrently with each semester of the Advanced field placement.

Q. May previous work or volunteer experience in social work, or an internship from another program such as Counseling or Psychology be used in place of the MSW Field Experience?

A. While work or volunteer experience in the social work field is very valuable and will assist you in your academic social work program, the Council on Social Work Education (CSWE), which is responsible for accreditation of social work education programs, does not allow work or life experience to be substituted for the field instruction component. The only circumstance approved for waiver of the MSW Foundation Field Experience is when the student meets the requirements for Advanced Standing—which is determined at admission.

Q. I have a Masters Degree in Counseling, Psychology or another human services field, may I use the internship/practicum hours for that program to waive the social work field instruction requirement?

A. Although the internships/practicum experiences in your other degree program may have utilized some similar skills, interventions or activities, the Social Work Field instruction experience is based upon very specific Competencies and Practice Behaviors which correlate with the many varied social work roles, interventions and practice settings in compliance with CSWE accreditation standards. Therefore, internships/practicum from other non-social work degree programs may not be substituted for the field instruction component.

Q. I am currently employed at a social services agency; may I do my field placement(s) at my place of employment?

A. Requests for Employer-Based Placements (EBP) are reviewed on a case-by-case basis, and must meet specific criteria in order to assure that the placement site will satisfy both the CSWE and School field instruction curriculum requirements. Two specific criteria are that the placement activities must be different...
SOCIAL WORK LICENSURE

WVU Graduate Catalog and Course Syllabus Retention

It is recommended that the WVU Graduate Catalog and each course syllabus you are given throughout your tenure as a MSW student be retained. Ideally, they should be placed in a permanent file for future reference. It is also recommended that an additional copy of each syllabus be kept in a separate file in the event that the original is lost. Our experience in attempting to furnish graduates of the MSW program with syllabi for courses taken in the past indicates a definite need for retention of these items. This is extremely important if you plan to take additional courses from other universities in the future. The majority of schools require that you furnish copies of course syllabi when attempting to obtain transfer credit. Therefore, it would be to your advantage to have these copies available. It is very difficult to obtain copies of syllabi after you leave WVU. Additionally, it is important to keep syllabi for the purposes of licensure in other states.

Jacki Englehardt, Coordinator of Professional And Community Education has prepared the following regarding Social Work Licensing:

Below is some information about the process and preparation for taking the social work licensing exam in WV. For those of you considering licensing in other states, please contact the Board of Social Work Examiners in that state for information on their process. A list of the state boards of social work can be found at [http://www.aswb.org/](http://www.aswb.org/) (click on “Find a Licensing Board” in the upper right).

First - info on the exam in WV:

The WV Board of Social Work is the entity that administers the licensing exam in WV. There is a lot of information on their website. See: [http://wvsocialworkboard.org/licensinginfo/licensinginfo.htm](http://wvsocialworkboard.org/licensinginfo/licensinginfo.htm)

The WV Board of Social Work must pre-approve you before you can register to take the exam from the Association of Social Work Boards (ASWB). This is accomplished by applying for a Temporary License Permit. Information can be found at [http://wvsocialworkboard.org/licensinginfo/temporarypermit.htm](http://wvsocialworkboard.org/licensinginfo/temporarypermit.htm)

The cost for a Temporary License Permit is $50. If you are in your last semester of school and you need confirmation from WVU School of Social Work that you are in good standing, direct your request as follows:
- **MSW students:** If you are applying for a WV license, a list of students in good standing who will be graduating in the upcoming semester, will be sent to the WV Board of Social Work – no further action is needed. *(Note: if you are applying for a license in another state, contact Dr. Helen Hartnett, MSW Director at Helen.hartnett@mail.wvu.edu or 304-293-8808)*

You can take the license exam in your last semester of school, before you graduate. However, you cannot receive a regular license (LSW or LGSW) until after you graduate and an official transcript has been sent to the WV Board of Social Work.

- **MSW grads:** You will be taking the Level B: LGSW (Licensed Graduate Social Worker) License Exam - also known as the Master's Level. Cost is going to be $230. A Candidate Handbook about the exam can be found at http://www.aswb.org/SWLE/registrationinfo.asp (just click on "Social Work Licensing Exams" on the left hand side and download the PDF. There are also a number of other helpful links, FAQs, etc. there).

**Second - info about preparation:**

Many students just do sample exams online (through the ASWB site - http://www.aswb.org/SWLE/studyguides.asp), review their social work texts and take the exam and pass. Taking the exam soon after you graduate is a good idea as the information is pretty fresh in your mind.

If you want to look into license exam prep courses or materials - here are a few ideas. Since the exam is administered nationally by the ASWB, exam prep courses in other states are relevant. Just make sure you sign up for the one that corresponds with your license level.

1) Dr. Sophia Dziegielewski, a nationally known expert has a License Exam Preparation Course on DVD for $225. Her website is http://www.siripro.net/

The only one of these options that I have personal experience with is Dr. Dziegielewski. She has done her face-to-face workshop in WV several times in the past - and is EXCELLENT. She has a 90% pass rate and if you don’t pass, she works with you personally until you do.

Additionally, the WVU School of Social Work has copies of the ASWB Bachelors and Masters Social Work Licensing Exam guides on reserve at the Charleston and Morgantown libraries.

- **Charleston:** Masters Social Work Licensing Exam guides are available for review at the WVU Charleston Library. Please consult the library front desk to access the reserved materials.
Morgantown: The following Licensing Exam guides are on reserve at the WVU Downtown Library in Morgantown. Please consult the library front desk to access the reserved materials.

<table>
<thead>
<tr>
<th>Name</th>
<th>Study Guide, Masters Social Work Licensing Examination</th>
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</thead>
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<tr>
<td>Call Number</td>
<td>HARPER-DORTON/SOWK494-682/ST-GUIDE-MASTER/SPR11</td>
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<td>Author</td>
<td>Association of Social Work Boards</td>
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<tr>
<td>Pickup Location</td>
<td>Downtown Campus</td>
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<table>
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<td>2 Hour Loan</td>
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<tr>
<td>Library Barcode</td>
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</tbody>
</table>
**Student Resources – Morgantown Campus**

The student lounge is located on the first floor of Knapp Hall. The student lounge provides opportunities for social exchange with fellow students. It is a place where you can relax, eat lunch, make photocopies, and find pamphlets, books and/or other information that may be of interest to you. You will also find special notices and bulletins describing Graduate Assistantships, Internships, and Field Placement Assignments in the Lounge. There is also a bulletin board with news from the Graduate Social Work Organization, educational and employment opportunities and special seminar information. Make it a habit to stop by and read the notices.

**Mailboxes**

Student mailboxes are in the Student Lounge. You are assigned an individual mailbox. You will receive mail in the box that is labeled with your name. Personal mail is to be addressed to your local address.

Social Work Faculty and Staff use student mailboxes to distribute important notices, messages and materials regarding registration, financial aid opportunities, field placement and social events. **Please check your mailbox regularly!**

**Computer Lab**

There is a computer lab available to all Social Work students. It is located in room B5 of Knapp Hall. The key for this room is available in Room 105 of Knapp Hall. You will be asked to sign for the key and promptly return it. At times, classes are held in the computer lab, so please check availability before entering the lab.

**Vending Machines - Morgantown Campus**

A soda machine and a snack machine are located in the Sub-Basement of Knapp Hall.

**The Graduate Social Work Organization (GSWO) – Morgantown Campus**

The GSWO provides students with opportunities to participate in the governance of the School of Social Work and acquire skills that are useful in professional practice. The GSWO is the vehicle by which student are appointed to various Social Work Committees as well as represent the student’s interests to the School of Social Work and its faculty at monthly Faculty Meetings.

Please check the School of Social Work webpage for the list of officers as well as announcements regarding meeting times and dates.
Student Identification – Mountaineer Card
The Mountaineer Card serves as your official WVU identification and is your passport to the PRT, Library, Athletic Events, Dining Halls, Residence Halls, and must be shown to be eligible for free WVU Student bus fare (Mountain Line Transit). It is important to carry your card with you at all times when you are on campus.

For more information on the Mountaineer Card and the services provided by the Mountaineer Card including Mouny Bounty, go to http://www.wvucard.wvu.edu

To replace a lost or stolen card call (304) 293–CARD (2273). Mountaineer Card offices are located at G-118 Bennett Tower on the Evansdale campus and in the Mountainlair on the Downtown campus.

Campus Transportation

Personal Rapid Transit System (PRT)

The PRT provides transportation between campuses. There are PRT stations downtown on Walnut Street and Beechurst Avenue. The Engineering and Towers stations serve the Evansdale campus. And the Health Sciences Station links students to the Health Science campus.

For more information on WVU’s PRT including schedules and/or service outages, go to http://www.transportation.wvu.edu/prt

It is always a good idea to check this website before using the PRT to be sure there are no cancellations or delays.

Buses
An essential part of mobility on the Morgantown Campus is the services provided by Transportation Services. Operating on-campus shuttles from the Coliseum to the PRT, transporting students to field trips around town or cross country, and moving the mobility impaired around campus are just a few of the services offered.

Besides bus service, the Transportation Services Unit provides fleet maintenance for University vehicles and provides rental vehicles on an as-needed basis to University departments.

Coliseum/Engineering PRT Shuttle

Free Parking is available at the Coliseum – the shuttle takes you to the Engineering PRT Station allowing you to travel to any of the other PRT stations. Many of our students park at the Coliseum and take the shuttle to the PRT and travel to the Beechurst Station which is only a block from Knapp Hall.
Schedule for the Shuttle:
Monday – Friday: 7:00 am – 6:15 pm Every 15 minutes
Saturday: Bus Service is provided by Mountain Line
Sunday: Bus Service is provided by Mountain Line
Evening Bus: Bus Service is provided by Mountain Line

Summer Shuttle Schedule:
Monday – Friday: 7:00 am – 6:15 pm, every 15 minutes.

Campus Bus service is offered only during regular school sessions and is not available during holidays, break periods unless otherwise announced.

The Mountain Line is Morgantown’s bus system. Mountain Line is FREE for faculty, students and staff with your valid WVU-ID. Otherwise the cost is 75 cents to ride. For a complete bus schedule, including routes, call 304-291-RIDE or visit their website at: http://www.busride.org/MapsSchedules.aspx

For more information on both WVU and Mountain Line buses, go to: http://transportation.wvu.edu/services

Parking

Parking at WVU-Morgantown is very limited. A valid parking permit displaying the appropriate parking area number is required from 7:00 am to 6:00 pm, Monday-Friday. If you park in a designated “decal parking lot” without a decal, you will be issued a $20.00 fine.

The only free parking on campus is in the Coliseum parking lot. You may park there and ride the PRT to get to downtown classes or use the University’s shuttle bus to get to the Evansdale PRT station.

A portion of the Mountainlair parking garage offers parking by the hour. These spaces are limited and cost is $1.25 an hour. The garage is located at North High and Prospect Streets. The city of Morgantown offers both long term parking garages on Spruce Street and Beechurst Avenue and short term parking at meters.

For more information on parking, go to http://transportation.wvu.edu/home

Book Stores

There are WVU Bookstores (Barnes and Noble) next to the Mountainlair, in the basement of Towers Dormitory and at the Health Sciences Center. Both the Towers and Mountainlair bookstores carry social work textbooks. For more information, go to:
Libraries

WVU has several libraries. The Charles Wise Library on the Downtown campus is the main library. The downtown library houses social work materials. The library contains book, journals, and abstracts related to social work. The library’s home page offers access to database and reference searches.

For more information about WVU’s Libraries go to: http://www.libraries.wvu.edu/libraries/

Knapp Hall Favorites for Lunch/Dinner

**Vocelli’s Pizza**
Reasonable lunch prices with daily specials and within walking distance – just across the street!
1370 University Avenue, Morgantown, WV 26505
304-296-6700

**Jimmy John’s**
Extremely fast delivery and they are quite familiar with Knapp Hall – also they sometimes give free samples in Knapp Hall at lunch time!
405 High Street, Morgantown, WV 26505
304-284-9060

**Chaang Thai**
A popular MSW student lunch spot with daily specials and great Thai food.
361 High Street, Morgantown, WV 26505
304-241-5374

**Morgantown Brewing Company**
A nice lunch spot or place to get together and have a beer after class with classmates – about a 5 minute walk from Knapp Hall.
1291 University Avenue, Morgantown, WV 26505
304-292-6959

For more information about the Morgantown Mountaineer Experience, please visit:

http://welcometo.wvu.edu/student-life
Charleston Student Resources

- **Parking**
  - Parking is free in the garage located to the left of the WVU Charleston Robert. C. Byrd Health Sciences Center.
  - Students may park in the building in non-reserved spots (3rd - 5th floors) after 4 PM.
  - There are handicap spots available, as well as an accessible elevator.

- **Library**
  - Social Work students have access to the WVU Charleston Health Sciences Library during open hours (see library for current schedule), which provides computer use, study room reservation, and copier availability.
  - WVU Charleston Social Work students also pay a fee per semester for 24-hour access to the WVU Electronic Library System.

- **Food**
  - There is a cafeteria located in the basement of CAMC Memorial, and is accessible from the WVU Charleston Robert. C. Byrd Health Sciences Center.
  - There is a café on the first floor of CAMC Memorial that is also accessible from the WVU Charleston Robert. C. Byrd Health Sciences Center.
  - The basement, second, and third floors of the WVU Charleston Robert. C. Byrd Health Sciences Center have vending and soda machines.
  - There are also several restaurants close to the WVU Charleston Robert. C. Byrd Health Sciences Center. Students will not have time to access these during class breaks, but can go before or after class.

- **Building**
  - The WVU Charleston Robert. C. Byrd Health Sciences Center is a 24 hour access building, but classrooms and offices are locked every night. Security is on campus at all times.
  - If the Library is unavailable, students may meet in the lobby of the building or in open classrooms, as long as those areas are not reserved for other use. Conference rooms are by reservation only. If you need to reserve a conference room for a class project meeting, please contact the Charleston MSW Program Assistant, Judy Jones at jujones@hsc.wvu.edu or 304-347-1331.
  - Bathrooms are located on every floor and have handicap accessible stalls.
  - The School of Social Work offices are located on the second floor in rooms 2034-2036.
  - Stairwells are located in 2 areas on opposite sides of the building. Elevators are in the center of the building.
The WVU Charleston Robert. C. Byrd Health Sciences Center is a non-smoking campus. If you’re a smoker, you must cross the street toward the parking garage to partake.

- Hand sanitizer stations are located on every floor and in most classrooms.
- There is sporadic Wi-Fi in the building, but students are encouraged to review the School of Social Work’s Electronic Device policy prior to bringing laptops, tablets or other devices to class.
Keyser Student Welcome

From one Keyser cohort student to another, Welcome to the Program!

Congratulations on your acceptance into the master program! You are going to be surprised how quickly this time will fly by and how you will and can juggle your hectic life schedule, add study and classes on top of it, and still survive! Honest! If I manage it ~ you can too.

First, let me tell you a little about Potomac State Campus. Campus parking is FREE after 4 PM and all day Saturday. To locate the campus you will turn off Route 220 onto Fort Avenue; this is the ONLY route into the one-way campus drive. As you proceed up Fort Avenue, you will pass 2 streets on your right, Spring and Orchard. After Orchard, on your left side you will notice a blacktop driveway. This is an overflow parking lot. However, do not turn in but continue driving forward. The next left turn enters Potomac State College main campus. Upon entering, make an immediate left into Science Hall parking area. The doors ahead will land you onto the 1st floor where your classes will be held. Now, if the lot is full 😒 then turn left out of Science Hall lot. If you see any available 'legal' open spots, you may park there or circle back to the overflow lot off Fort Avenue. To exit the campus, follow the campus road until you reached the stop sign. Make a left onto State Street and at stop sign make a left onto Route 220. The next street ahead on the left is Fort Avenue.

The reason we do not turn immediately into the overflow lot is for convenience. As you start classes, you will get the hang of when the lot will be full or not. If you park in the overflow lot and your class is in Science Hall Room 108 just walk up the few concrete steps and pound on the locked glass double doors. Hopefully, one of your classmates will be there awaiting your arrival.

Some class tips concerning your time in Science Hall. Warning! During air-conditioning months Science Hall is FREEZING! To ward off frostbite, many of us carry emergency class survivor gear of hoodies, sweatshirts, socks, and blankets. And .... I am not joking! Another important detail is location of restrooms. The women’s restroom is located at the end of the 1st fall hallway and the men’s room is located on the 2nd floor. Remember men, heat rises so at least you can warm up! Food and drinks are permissible in class. For all day Saturday classes, Dominions Pizza is close and always good. Call the order in and then have one classmate run to pick it up, this way no additional tip costs (pretty smart, huh?) Lunch cost then averages around $2 to $3 per person. If you did not bring a drink from home, a vending machine is located on the 1st floor. Keyser’s MSW students are known for their sensitivity to their instructors’ needs. By insisting upon no breaks and working through our lunches, our professors arrive home sooner and can kick back and just .... Relax!

What advice would I give someone starting this program? Get a yearly scheduling calendar and use it! By this, you will visionary see your accomplishments as you go along. Read the syllabus before starting each class and pencil in your calendar class times
(evenings and Saturdays) and online dates and closing times. I know that sounds silly but those syllabuses are not always structured where you can easily identify class assignments, projects, and assignment due dates. Also, remember your last online class beginning and ending days/times may differ from your current class. It is easy to stay in the routine of your former class and forget to switch modes. If you start the class with clear understandings of what and when assignments are due, it will prevent risk of lost sanity ~ 😉. Really! One last comment about scheduling ~ do not forget 'YOU'. The times I deleted the ‘me time’ - school and life took me twice as long to complete and lack luster.

For group projects, I suggest meeting off Potomac's campus. My reason concerns the slow internet speed at the college. Gather at McDonalds or somewhere else with Wi-Fi. WVU – MSW students do not officially have access to the college's library, so checking out books is not possible without a little coaxing. However, I have never had any one question me if I used the computers or studied there. For me, I rather use the WVU – Library at home. To access WVU library, go to your mix account. Scroll down on left column until you reach Library and click on it. Enter you id (whatever name your mix account uses) and your password. If a class has articles or videos for you to read and watch, you will click than on ‘eReserves and Reserves’. It is that simple!

The beauty of being a part of a Keyser cohort group is the individual attention you can receive from an instructor and the wealth of knowledge you can extract if you desire. In addition, these instructors will change assignment due dates if other class deadlines are the same. Use these resources and make it tailored to fit your class needs!

As you wait for classes to begin, take some time and explore the many opportunities a social work master’s degree provides. Read the social work website about the various learning opportunities available to you and start to decipher what social work areas motivates your passion. Give yourself this time to dream of your future and plot your classes and internships that makes your dream a reality.

So...seek, question, grow, and dream along this once in a lifetime journey.

And, if you need us ... just holler for the other Keyser cohort class are here for, too.

Blessings as you go forth ~

Kimberly Pifer
**Martinsburg Student Resources**

- **Parking**
  - Parking is free and located to the right of the WVU Martinsburg Robert C. Byrd Health Sciences Center.
  - There are handicap spaces available, as well as an accessible elevator.

- **Books**
  - Traditional books:
    - Amazon has both new and used books available for sale. They are also renting textbooks and the rental is based on the length of time you need to rent. Shorter times mean cheaper rentals. If you rent and then later decide to buy, your rental costs are applied toward purchase costs. Amazon also has a book buy-back program.
    - Allbookstores.com is a book search site that will allow you to search for a book across multiple sites and compare costs all at once.
  - Electronic Books:
    - Ordering books in electronic versions has several advantages. It is helpful for students who require the ability to enlarge text sizes. The books are also searchable for key words or phrases allowing you to locate information very quickly and efficiently. Most providers offering books in electronic version offer a reader on multiple platforms such as iPad, PC, Android tablets/phones, and Kindle Fires. You can also pick up where you left off across multiple devices. And saving the best for last -- You don't have to wait on the delivery of your books and they cost about half as much! You have your books as soon as you order!
    - Amazon offers a lot of the books in the kindle version. They offer tablet and phone apps, a PC app, and a cloud app that allows you to read the book in Internet Explorer or Chrome. When you copy and paste information from a kindle book into a paper you're writing, it also gives you the citation! Bonus! Amazon has electronic books for rent and purchase. If you rent and then later decide to buy, your rental costs are applied toward purchase costs.

- **Local Restaurants:**
  - Exit 14: Kings (there are 3 or 4 locations in Berkeley County)
  - Exit 13: Subway; Applebee’s; Cracker Barrel; Golden Corral; Daily Grind; Outback.
  - Exit 12: Ruby Tuesday’s; Ryan’s; Taco Bell; Chick-fil-A
  - Exit 5 Inwood: Viva Mexico

- **Study Groups and Student Organizations:**
  - We don't really have those, but I will say that we rely very heavily on our Facebook Cohort Group. It has been a tremendous help!
  - Study groups can be very effective; you might want to consider this as an option.
• **Student Access:**
  o Students will not have open access to the Learning Center in the Robert C. Byrd Health Sciences Center. You can ask for a special request to use the class-room for studying and internet access during times that are outside of class nights. You may have access to the class-room hour or more before class begins on that particular night.
  o **Michelle Alder** is the **Coordinator of Student Programs**; her office is located two doors down from the Multimedia Classroom.
    - Phone: (304)596-6312
    - Fax: (304) 596-6330
Wheeling Student Resources

**Things to Know about the Wheeling MSW Program**

- **Parking**
  - Parking is free in the lot adjacent to the Ohio Valley Medical Center’s auditorium on Eoff Street after 5pm on weekdays and 9am on weekends.

- **Library**
  - WVU Charleston Social Work students also pay a fee per semester for 24-hour access to the WVU Electronic Library System.

- **Food**
  - There is a cafeteria located on the third floor of the Ohio Valley Medical Center
  - There are also several restaurants close to the Ohio Valley Medical Center

- **Building**
  - The Ohio Valley Medical Center is a 24 hour access building, but classrooms and offices are locked every night after 9pm. Security is on campus at all times.
  - Bathrooms are located on every floor and some have handicap accessible stalls.
  - The School of Social Work offices are located on the second floor in room 109.
  - The Ohio Valley Medical Center is a non-smoking campus. If you’re a smoker, you must cross the street beyond the parking lot off the hospital campus.
  - There is sporadic Wi-Fi in the building, but students are encouraged to review the School of Social Work’s Electronic Device policy prior to bringing laptops, tablets or other devices to class.
Resources for All Students:

OIT HELPDESK
304-293-4444
Save this number – It may become a number on your speed dial!
http://oit.wvu.edu

Help Desk
The Help Desk is a support team within OIT Support Services. We serve WVU students, faculty and staff at all WVU campuses. Staff members are available to answer calls during normal WVU office hours and during extended hours in the evenings and on weekends.

Help Desk Hours:
(Fall and Spring Semester Hours) (Summer Hours)
M-Th. 8:15 a.m. – 10:00 p.m. M-Fri. – 8:15 – 5:00 pm
Fri. - 8:15 a.m. – 5:00 p.m. Sat. - Closed
Sat. – 10:00 a.m. – 6:00 p.m. Sun. – Noon – 6:00 p.m.
Sun.- 4:00 p.m. – 12 Midnight

The OIT Help Desk provides these services:
- We answer questions about common desktop products and services we support.
- We obtain answers to questions about University systems from other departments, such as MAP, STAR and football ticketing.
- We help solve problems with computers and related items.
- We provide desk side support for administrative network users.
- We log call and create trouble tickets for:
  - Microcomputer Repairs
  - Telecommunications and Networking problems
  - CTEC classroom problems
  - Software licensing questions
  - ITRC and WebCT Vista Support
  - Purchase advice from the Technology Support Center
• We enter IOT workshop registrations and cancellations; we maintain the workshop database and its forms/reports and monitor its performance.

• We provide trouble call information to departments, such as nature of calls, call frequency, and other data of use in determining training needs.

• We provide and operate knowledgebase software that the entire University community can use to resolve problems.
Where Do I Get My Books?

In getting your books for your classes you have a couple of options!

Choice 1: WVU Barnes and Noble Bookstore [http://bncollege.com](http://bncollege.com)

This will take you to the WVU Barnes and Noble bookstore website. From here you click on textbooks and from there you will enter your course information. All books that will be required for your course will come up along with the ISBN number. The Barnes and Noble bookstore is located beside the Mountainlair (the student union) on the Morgantown – Downtown Campus.


The WVU Book Exchange allows students to trade and buy used books at a reduced price that are often times lower than what is found at the bookstore. The book exchange is located on Willey Street across from White Hall (Morgantown – Downtown Campus) and on Patteson Drive next to the Kroger Grocery Store (Evansdale Campus – Morgantown)

Choice 3: Internet Resources

There are some available websites that offer new and used text books at reduced prices. You can simply type in the title of your text book or using the WVU Barnes and Noble website, retrieve the ISBN number and type it in to find your text book. However, remember, it can take a few days before your text book delivered!

[www.amazon.com](http://www.amazon.com)
[www.half.com](http://www.half.com)
[www.abebooks.com](http://www.abebooks.com)
[www.bigwords.com](http://www.bigwords.com)
[www.bookholders.com](http://www.bookholders.com)
Compiled by Monit Cheung, PhD, LCSW, August 1, 2009

Text Citations

1. If the name of the author occurs in the text, cite the year:

According to Caline (2001) and Bison (2009), social work is a profession.

In 2009, Peters and Olson compared social work and politics.

Petersen, Peters, Caline, Lees, and Alisczen (2000) found that

2. If the author is not named in the text, cite the author (in alphabetical order for multiple citations) and the year in parentheses [If more than six authors appear in a citation, cite only the surname of the first author followed by et al. and the year; 3 to 6 authors, list all names when the citation appears the first time, then use (first author et al., year); 2 authors, list both names throughout]:

Culture is an important determinant in social work practice (Caline, 2001).

According to recent surveys of more than 20,000 social workers (Bison, 2001, 2002, Peters & Olson, 2009, Peterson, Peters, Caline, Lees, & Alisczen, 2000, Kereon et al., 2009), social work is both an art and a science. An added comparative analysis found that social workers believe their work is more an art than a science (Petersen et al., 2000).

3. If the citation is a direct quotation, provide page number after quote:

Peters and Olson (2009) found that the media effect, which had been verified in previous studies, “disappeared when behaviors were studied in a group” (p. 276).

In 2000, Peters and Olson coined the term mutual celebration effect and believed it to be “the most important component in statistical analysis” (p. 271).

4. If the reference has no author, use the title or publisher:

Social work is a profession that is politically oriented (“The new social work innovations,” 2000).

The American Psychological Association (ADA, 2009) describes five major characteristics of a professionally prepared article.

5. If two authors with the same surname, include the initials in the text in all citations:

R. A. Peters (2008) and P. Peters (2009) also found...

J. Goldenberg and Terillo (1998) and M. Goldenberg (1999) studied ...

6. If the citation is to a personal communication, cite the surname and initials of the communicator and the exact date of the communication:

S. Limon (personal communication, January 17, 2009) of Houston

Prepared by Monit Cheung, PhD, LCSW (mcheung@email.edu)  Reference: APA 2009
Professor of Social Work, University of Houston  8/2009: page 1
Company stated that social work is a politically oriented field. From a professional perspective, social workers are political advocates (B. Simons, personal communication, January 17, 2009). 

7. **If the citation is to a statute or bill, cite the year:**

According to the Child Abuse Prevention and Treatment Act (1974), mandatory reporting system has many advantages. In policy, prevention is a key to treatment success (§. 596, 1994).

8. **If the citation is to a court decision, cite Name v. Name (year):**

Lessard v. Schmidt (1972) is a classical case to connect drug abuse and child abuse. A classical case on drug abuse (Lessard v. Schmidt, 1972) revealed that 52% of parents who abuse drugs are also child abusers.

9. **Electronic media:**

According to the most recent studies by political scientists (Last, 2003, Chap. 3), social work has been ranked fifth among all social science disciplines that deal with political matters. This conclusion is similar to the research finding by Smith (2003, Conclusion section, para. 2) that identities ...

10. **Statistics in the text:**

Only two areas indicated statistically significant differences: (1) emotional responses ($t(45) = 2.07, p = .001$ one-tailed) and (2) cognitive recognition of feelings ($t(45) = 4.92, p = .015$).

For immediate responses, the main effect of emotional responses was statistically significant, $F(2, 121) = 4.22, p = .03$.

In terms of visual effects of the hospitalized subjects ($n=45$), the average anxiety level ($M=7.12, SD=1.11$) has been increasing since the start of the intervention program. However, clients' perceived level of discomfort ($M=2.11, SD=.11$) has been stabilized.
References

1. Double-space all reference entries in a hanging indent format. List only entries cited in the text in alphabetical order.
2. Use italics for titles of books and periodicals.
3. Date or month may be included within the parentheses of (year) for monthly magazines, newsletters, or newspapers.
4. Use upper/lower cases for journal titles, but lower cases only (except in the first word) for book or journal article titles. Capitalize only proper nouns.

Book:

Book of a new edition, no author, with a proper noun in the title:

Chapter in an edited book (three editors):

Chapter in an edited book (two editors):

Journal article, two authors:

Journal article, three to six authors:

Journal article, more than six authors:

Statute:

Case citation:

Bill discussed in Congress:

Personal communication:
Simmons, A. (January 17, 2002). Schools and Kids. Personal communication.

Newsletter article, no author, time of issue included:

Dissertation (if unpublished):
Prepared by Marian Chang, PhD, LCSW (mchang@unm.edu)
Professor of Social Work, University of Mission

Reference: APA 2000
8/2009, page 3
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