

**Department of Social Work  
Masters of Social Work**

**Field Manual**



Contents

**INTRODUCTION ..... 4**

**MISSION STATEMENT ..... 4**

**GOALS..... 5**

**NATIONAL ASSOCIATION OF SOCIAL WORK CODE OF ETHICS ..... 5**

**NONDISCRIMINATION POLHI S..... 5**



## **INTRODUCTION**

The Department of Social Work was established in 1974 and its Bachelor of Social Work (BSW) degree program has been fully accredited by the Council on Social Work Education since that

## **GOALS**

1. Provide professional foundation and advanced generalist practice content that encompasses the history of social welfare policy, services, and the social work profession (Competency 1).
2. Enhance critical thinking skills for the analysis, formulation, advocacy, and implementation of social policies to advance human rights and community well-being in the dynamic context of global, national, regional and local needs (Competencies 2, 3, 5, 10).
3. Utilize, analyze, and evaluate culturally competent assessment, planning, and intervention strategies that promote human rights and social and economic justice at the micro, mezzo, and macro levels (Competencies 1, 2, 3, 5, 8).
4. Analyze and evaluate methods of scientific inquiry, and application of evidence-based research to advance social work knowledge for practice at all levels (Competencies 4,6,7, 9).
5. Incorporating multiple theoretical frameworks and therapeutic techniques and skills for ethical, competent and effective intervention across all client systems. (Competencies 3,4,6, 7,8,9,10).

## **NATIONAL ASSOCIATION OF SOCIAL WORK CODE OF ETHICS**

### **Preamble and Purpose**

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

“The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- x The first Section, "Preamble," summarizes the social work profession's mission and core values.
- x The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- x The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.
- x The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.





beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of



computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.”

### **NONDISCRIMINATION POLICY**

The Department of Social Work upholds the policy of nondiscrimination established by the University of North Alabama and stated in the *University Bulletin/Handbook*: “UNA adheres to all federal and state civil rights laws banning discrimination in public institutions of higher education. UNA will not discriminate against student or applicant for admission on the basis of race, color, sex, pregnancy, religion, creed, ethnicity, national origin, disability, age, sexual orientation, gender identity, veteran or military status, predisposing genetic characteristics,



Seminar for Social Work Practice (400 hours) and SW 630-633

# CURRICULUM CHECK SHEETS

## Two-Year MSW Program and the MSW Advanced Standing Program

### MASTERS OF SOCIAL WORK CURRICULUM CHECKSHEET

NAME \_\_\_\_\_ ID# \_\_\_\_\_ CATALOG YEAR 2021-2022

#### Two-Year MSW Program: First Year

COURSE NO.	SOCIAL WORK REQUIREMENTS – 30 HRS	CREDIT HOURS	SESSION
SW 501	Orientation to Social Work Values, Skills, and Ethics	2	1
SW 503	Foundations of Social Work History, Policy, and Philosophy	2	1
SW 515	Human Behavior I	2	1
SW 530	Field Internship and Seminar for Social Work Practice	3	1
SW 516	Human Behavior II	2	2
SW 561	Foundations of Generalist Practice with Individuals and Families	2	2
SW 531	Field Internship and Seminar for Social Work Practice	3	2
SW 565	Foundations of Generalist Practice with Groups	2	3
SW 524	Social Justice, Human Rights, Advocacy and Sustainability	2	3
SW 532	Field Internship and Seminar for Social Work Practice	3	3
SW 570	Foundation Research Methods	2	4
SW 533	Field Internship and Seminar for Social Work Practice	3	4
SW XXX	Elective (see below)	2	4
	<b>TOTAL</b>	<b>30</b>	

#### Two-Year MSW Program: Second Year (also Advanced Standing curriculum)

COURSE NO.	SOCIAL WORK REQUIREMENTS – 30 HRS	CREDIT HOURS	SESSION
SW 670	Social Service Program Evaluation: Practice Implications	2	5
SW 610	Clinical Assessment and Diagnostic Psychopathology	2	5
SW 630	Field Internship and Seminar for Social Work Practice	3	5
SW 665	Advanced Generalist Practice with Groups	2	6
SW 661	Advanced Generalist Practice with Children, Adolescents, a13.3 (t) ( )		

SW 680	Non-Profit Management and Agency Administration	2	8
SW 633	Field Internship and Seminar for Social Work Practice	3	8
SW 600	Social Work Licensure for Workforce Readiness	2	8
SW XXX	Elective (see below)	2	8
	<b>TOTAL</b>	<b>30</b>	

Students may register for **ONE** of the following courses each Spring Semester as an elective for a total of **TWO** electives:

- x SW 540: Family Violence: Social Work Strategies for Prevention and Intervention
- x SW 541: Grant Writing Skills for Social Services
- x

SW 541: C

5. Students must submit an application for the Field Internship to Director of Field by designated due date.
  
6. Approval of the Director of Field who will verify that the criteria have been met.

Students applying for admission into Field Education must meet all the required eligibility criteria **SW 530-533 and SW 630-633) Field Internship and Seminar for Social Work Practice**. Only student successfully fulfilling these requirements will be admitted to the Field Education program.

### CRITERIA FOR SELECTING FIELD SETTINGS

The field setting must have a social service program with standards and philosophy acceptable to the community, the profession and the Department of Social Work at the University of North

ad4 (de)-10 (S)  
aili(s)4 ,t120 ((g)10 (r)7 ho)

(rt)2 (h)0 (s)1 (c)1 (w)4 (l)0 (s)4 (r)2 (l)2 (l)1 (0)2 d)0 (e)1 (k)0 (t)2 'D16 (s)4 o Fi16 (el)16 (dlt)12.1 n(s)4 (t)2 a)le/nterwic)g)tted  
-0 ng)10 gl (ac)2 (i)2.1 (c)4 ()14 ( )-10 (en)10 csi(s)4 oparvue ent(a(o)10 ((s)4 ,t120 (p)10 (0 Tw313.87 0 T7 u69-14  
t)-8 (eaS).9 d4 (dw(s)4 , (er)4 -i16l(0 Tw313.87 0 T6.0)-14 (t(-LBod (S)11 (r)[T7 0 Td0.31-14 (t)2be10 (s)4 :S)] (0 T

minimum of two years post post-masters social work degree practice experience in social work, including one year in the field setting agency.

2. In instances, where the agency 's supervision of the intern's is provided by someone other than a social worker, another social worker with the preferred academic credentials as described above may be identified to meet with the student regularly and provide social work supervision. The CSWE-accredited masters

that the placement is proceeding successfully and to affirm that the program's identified social work competencies inclusion in the student's individualized learning experiences within the field setting. The Director of Field will engage with the Field Intern, Field setting supervisor, and/or Field Liaison in resolution of any conflicts that may occur during the progression of the Field Internship.

Field Students are required to participate in an integrative seminar facilitated by the Department's Field Faculty. A component of the weekly integrative seminar is a discussion of the Field interns electronically submitted Weekly Log which documents the intern's advanced generalist practice experiences in the field settings. The seminar provides the field faculty the opportunity to monitor students' professional development as they articulate their field experiences in class discussions, presentations, role-play exercises, and assignments. Field Faculty have individual conferences with each field intern to assess the intern's acclimation to their field settings and on-going professional development. Monitoring include routine phone contact, zoom meetings and e-mail communication with Field Supervisor(s).

### **SUPPORTING STUDENT SAFETY**

Students admitted to Field Instruction/Internship attend will receive and review information pertaining to safety issues in the Field Education application packet. Director of Field will review safety issues information with all students enroll in **SW 530-533 and SW 630-633) Field Internship and Seminar for Social Work Practice.**

**The student** will sign and submit the Safety and Acknowledgement of Risks form prior to the start date of placement.

Individual Agency field settings will inform students of their safety protocol as a component to the Field intern's orientation. This includes a review of the Field Setting's policies and procedures for approved and appropriate home visits and transporting. The field seminar provides opportunities for continuing emphasis on safety issues and concerns as interns relate their practice experiences.

All Field Interns are required to secure student liability insurance available to student members of NASW.

### **EVALUATING STUDENT LEARNING**

#### **Course Requirements:**

The MSW Field Education Program has established criteria for evaluating the extent to which the student's performance demonstrates the mastery of the Department 's social work competencies. The evaluation tools include two rated evaluations per semester (mid-term and final) completed by agency field setting supervisors, 2 major assignments, 1 case staffing, weekly logs and integrative seminar participation.



Following is the criteria for evaluation for **SW 530-533** and **SW 630-633**

## **EDUCATIONAL POLICY AND ACCREDITATION STANDARDS**

### **PURPOSE: SOCIAL WORK PRACTICE, EDUCATION, AND EDUCATIONAL POLICY AND ACCREDITATION STANDARDS**

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and masters level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate. EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or

values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies. Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes. Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

## **MASTERS OF SOCIAL WORK PROGRAM - REQUIRED SOCIAL WORK COMPETENCIES**

In preparation of **Masters of Social Work for Advanced Generalist Practice**, the University of North Alabama Department of Social Work adopted the nine required social work competencies as well as one that is consistent with the department's mission and responds to the context of the MSW program. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective





- 20) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- 21) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 22) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

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

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

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





2. Use self-reflection to Identify and manage one's own personal reactions to interactions with clients and in supervisory sessions
3. Consult with field supervisor for clarity, directions and feedback

**Competency 2**

4. Conduct assessment of a client system and identify elements of human diversity that have shaped life experiences
5. Recognize clients are experts of their own experiences and empower clients to identify factors that oppress/marginalize/alienated

**Competency 3**

6. Research and analyze social policies impacting agency to determine how they advance

21.

# APPENDIX I

## UNA MASTERS OF SOCIAL WORK FINAL EVALUATION OF STUDENT'S FIELD PERFORMANCE

Rating Scale for Evaluation of Field Placement Performance
--

Final †

Name of Intern \_\_\_\_\_

Date \_\_\_\_\_

~~10~~ 0

~~10~~ 1



Comments:

~~10/10~~

~~5/5~~

The standard by which an intern is to be compared is that of an **advanced generalist level social worker**. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

5

The standard by which an intern is to be compared is that of an **advanced generalist level social worker**. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
1	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance.

**Competence #4: Intern engages in practice-informed research and research-informed practice**

4.1	uses practice experience and theory to inform scientific inquiry and research;	1	2	3	4	5	n/a
4.2	applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	1	2	3	4	5	n/a
4.3	uses and translate research evidence to inform and improve practice, policy, and service delivery.	1					

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but there is hope that

1	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance.

<b>Competence #6: Intern engages with individuals, families, groups, organizations, and communities.</b>
--

6.1	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	5	n/a
6.2	uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	1	2	3	4	5	n/a

Comments:

~~10/10~~

~~10/10~~

The standard by which an intern is to be compared is that of an **advanced generalist level social worker**. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to 10



Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance.

**Competence #7: Intern assesses individuals, families, groups, organizations, and communities**

7.1	collects and organizes data, and applies critical thinking to interpret information from clients and constituencies	1	2	3	4	5	n/a
7.2	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	5	n/a
7.3	develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3			

<b>Competence #8: Intern intervenes with individuals, families, groups, organizations, and communities</b>
--

8.1	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and p03ct constituencies	1	2	3	4	5	n/a
-----	--	---	---	---	---	---	-----

indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance.

**Competence #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.**

9.1	selects and uses appropriate methods for evaluation of outcomes	1	2	3	4	5	n/a
9.2	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5	n/a
9.3	critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1	2	3	4	5	n/a
9.4	applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1	2	3	4	5	n/a

Comments:

**Competence #10: Intern engages in community engagement and service learning.**

10.1	is cognizant of community needs and resources	1	2	3	4	5	n/a
10.2	is cognizant of social issues, and their impact upon communities	1	2	3	4	5	n/a
10.3	is cognizant of the interplay of and interventions at the micro, mezzo, and macro systems levels	1	2	3	4	5	n/a
10.4	applies knowledge of human behavior in the social environment, person-in-environment, diversity, research, and social work practice and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5	n/a

**10.10**

**10.10**

The standard by which an intern is to be -6 (y)8.9 ( )Jv h an inter h uc

2	The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future
1	The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement, if Td( )T (y ~~MC~~)-6.6 s (ea)]JEdtt me thhQ Td[

I agree with the evaluation I do not agree with evaluation
---

Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

Adapted from Rating Scale for Evaluation of Field Placement Performance developed by Charles Zastrow, Ph.D

## **POLICY FOR TERMINATING STUDENTS FROM THE SOCIAL WORK PROGRAM**

Students enrolled in the Department of Social Work are expected to conduct themselves professionally, to follow the principles of the NASW Code of Ethics, and to understand that grades earned in order to meet academic requirements

6. Emotional instability which results in impaired ability to maintain appropriate professional conduct, behavior, and roles in the virtual classroom and/or field practicum setting
7. Personality, emotional, attitudinal, or personal issues and difficulties which impair performance, interaction, and relationships with classmates, faculty, agency staff, clients, and others
8. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability which are necessary for professional social work practice
9. Inability to appropriately handle personal problems in an effective manner, resulting in disruption of student functioning in the virtual classroom and/or field practicum setting, educational setting and/or in agency settings
10. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships (such as denial of client self-determination, inability to exercise a nonjudgmental attitude toward clients, inability to separate personal values from acceptance of client differences, and others)
11. Dishonesty (including lying, cheating, plagiarism) in coursework and/or field practicum setting
12. Falsification of Department of Social Work documents and/or agency documents
13. Engaging in and/or condoning discrimination against clients on the basis of race, ethnicity, national origin, age, religion, gender, sexual orientation, marital status, socio-economic status, disability or other aspects of diversity
14. Violation of University policies and other behaviors specified in the University Student Code of Conduct which result in suspension from the University; see the Student Affairs section in the University Catalog, the University Student Handbook, and the link to the Office of Student Conduct in the University's website: <http://www.una.edu/student-conduct/JudicialProcess.html>
15. Failure to demonstrate the willingness and/or ability to develop the basic competencies identified by the Department of Social Work as minimum standards for professional social workers, including the following:
  - xDemonstrate Ethical and Professional Behavior
  - xEngage Diversity and Difference in Practice
  - xAdvance Human Rights and .9 (anc)-2 (e H)2.6 (um)ody #MCID ( A)12.0078 (i)2.6 5.9 (an6 (ye7 0 57 0 7

16.



