

**SOCIAL WORK DEPARTMENT
STUDENT HANDBOOK
2007-2008**

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THE SOCIAL WORK PROGRAM AND THE PROFESSION

THE SOCIAL WORK PROGRAM

In September 1978, the social work program at Millersville State College became the Department of Social Work. Previously it had been a major course of study for two years within the Department of Sociology, Anthropology, and Social Work, leading to a Bachelor of Arts degree. From 1965 to 1976, the program consisted of four sequential courses. It was then expanded because the Pennsylvania Department of Education designated this college to have an institutional mission in the social aspects of human services. Today, the primary mission of the social work program is to prepare students to achieve entry level professional competence as generalist social work practitioners.

The social work program has been developed within the framework of curriculum content outlined by the Council on Social Work Education Accreditation Standards. (<http://www.cswe.org/>) It is designed so as to assist students in developing social work values and professional ethics as described in the National Association of Social Workers Code of Ethics. (Appendix A)

The courses are carefully sequenced so that students may build upon previously acquired knowledge and have opportunities to experience the integration of various bodies of knowledge. The general education requirements of Millersville University provide a foundation for social work courses in the major. Social work courses are taught during the regular school day and several nights a week during the fall and spring semesters. Depending on student enrollments, the Social Work Department will offer the prerequisites for SOWK 300/400 level courses, including SOWK 102: *Modern Social Welfare Dilemmas*, SOWK 202: *Social Welfare as a Social Institution* and SOWK 203: *Human Behavior in the Social Environment I*, in summer to permit smooth transfer in the major. You may talk with your Faculty Advisor during his/her office hours or pre-arranged appointment for detailed information about the social work curriculum requirements, sequencing of courses and availability of course offerings.

SOCIAL WORK PROGRAM MISSION AND OBJECTIVES AND THEIR IMPLEMENTATION

Affirming the mission of Millersville University, the Social Work Department provides a learning environment designed to prepare social work practitioners as lifelong learners able to live in an increasingly diverse, multicultural, and technologically complex society. Building on a liberal arts foundation, we seek to develop educated, ethical, productive professional social worker able to meet human needs, enhance human well being, and promote social and economic justice through generalist social work practice and social action.

The goals of the Social Work Program are listed below, with objectives most closely related to each. Many objectives relate to multiple goals. Numbers of relevant CSWE CPS objectives are listed for each program objective.

EXPECTED EDUCATIONAL OUTCOMES OF THE SOCIAL WORK PROGRAM

Goal 1: To help students integrate liberal arts and professional knowledge, values, and skills into competent beginning generalist practice.

Objectives: graduating social work majors can:

1. Understand and explain the generalist model of practice and the bio-psycho-social-spiritual theoretical/empirical frameworks underlying this model (B5.7.6, .11);

2. Identify and assess social work-relevant situations (B5.7.1,.6,.8);
3. Develop and implement plans for improving the well-being of people, groups, communities, and society (B5.7.6, 7);
4. Empower and enhance the problem solving, coping, and developmental capacities of people;
5. Link people with systems and systems with people (B5.7.5, .6, .7);
6. Evaluate the effect of intervention efforts (B5.7.1, .9).

Goal 2: To sensitize students to issues of human diversity and populations at risk, and assist them in pursuing equity in professional and institutional relations.

Objectives: graduating social work majors can:

7. Appreciate the contributions made by diverse groups in a heterogeneous society (B5.7.5,.10);
8. Empower oppressed people to use their specific social and cultural resources to enhance their problem solving, coping, and developmental capacities (B5.7.4);
9. Pursue equity for oppressed people within generalist practice, including attention to institutional policies and procedures. Taking appropriate initial steps in specific situations (B5.7.4, .8, .10).

Goal 3: To prepare students to understand social policy issues and participate in efforts directed toward their resolution.

Objectives: graduating social work majors can:

10. Intervene effectively on behalf of all clients by creating more justice, equity, and responsiveness in service systems (B5.7.2, .4);
11. Identify leverage points and processes available to entry level professionals for promoting effective and humane operations of systems (B5.7.9, .12);
12. Plan how to improve service, resource, and opportunity systems and how to participate actively with others in bringing about change (B5.7.8,.9,.12).

Goal 4: To prepare students to be ethical practitioners

Objectives: graduating social work majors can:

13. Uphold the standards and ethics of the profession (B5.7.2, .3);
14. Accept responsibility for working with others to improve the quality of life for all people (B5.7.4, .10);
15. Understand the importance of developing their own skills, knowledge, and values (B5.7.3).

Goal 5: To motivate and prepare students for continuing professional development and education.

Objectives: graduating social work majors can:

16. Evaluate research studies and apply findings to practice; engage in research with others (B5.7.1);
17. Identify with the developing social work profession (B5.7.3, .5);
18. Find and utilize resources for their own education (B5.7.11).

Competence related to these educational outcomes is achieved when students can apply their abilities in a manner that reveals their traversing the bridge between student and social work professional roles.

Because this process constitutes a rite of personal, as well as professional, passage, results necessarily take markedly individualized form. Nevertheless, appropriate application requires all students to take responsibility for their own, continuous learning. It means that students are expected to take initiative in identifying learning needs and in obtaining professional knowledge resources; to prepare for and appropriately use supervisory conferences, conferences with liaisons, and other consultations; to write journals for Field Instruction showing reflection on and evaluation of activities and relationships taking place through the field placement; to use professional literature, government documents, and primary policy statements when studying practice and policy issues. In addition, appropriate application requires students to take responsibility for professional use of self in relation to clients, colleagues, the agency, the profession, and society. It means that students are expected to conduct themselves in a manner consistent with the values and Code of Ethics of the profession; to value self-awareness, personal growth, and the development of personal attributes into professional assets; to affiliate with professional activities and organizations; and to consider the University as a way station of education. Thus, in order to demonstrate acquisition of professional identity, students are expected to have integrated commitment to professional development and education into their guidance system for practice.

Summary and Future Directions

In order to demonstrate entry level professional competence as generalist social workers, students must develop interrelated sets of abilities and must organize and integrate these abilities into internalized systems for guiding direct practice efforts that are diversity-sensitive, agency- and policy-based, and continuously developing. The four sets of expected outcomes that are outlined above, and their integration into individualized models for practice, constitute the repertoire of skills, values, and knowledge owned by successful graduates of Millersville Social Work Program.

SEQUENCING AND PREREQUISITES IN THE SOCIAL WORK MAJOR

Courses are carefully ordered and sequenced in the social work major, and particularly for students transferring into social work from other colleges and universities, and students changing major after the freshman year, this can cause some difficulty. Three prerequisites have been added to SOWK 203: *Human Behavior and the Social Environment I* at the suggestion of consultants and social work faculty members who have taught that course. The prerequisites and sequencing may increase the time it takes for some transferring social work students to complete the major. Here is a summary of prerequisites and/or corequisites for required social work courses.

SOWK 202: *Social Welfare as a Social Institution*

SOWK 102 and sophomore status, or permission.

SOWK 203: *Human Behavior and the Social Environment I*

SOWK 102, Prereq. or Coreq. BIOL 204, PSYC 100, SOCY 210

SOWK 301: *Social Work Practice I*

SOWK 102, Coreq. 202, and 203, or permission.

SOWK 302: *Social Work Practice II*

SOWK 301

SOWK 303: *Social Welfare and the Law*

SOWK 102 or permission.

SOWK 321: *Social Work Research*

SOWK 320

SOWK 320: *Social Work Statistics*
SOWK 102
SOWK 403: *Social Work Practice III*
SOWK 302
SOWK 401-402: *Field Instruction I and II*
SOWK 403, 24 credits of SOWK professional courses.
SOWK 404: *Senior Seminar*
SOWK 403, Coreq. 401-402
SOWK 405: *Human Behavior and the Social Environment II*
SOWK 301

SOCIAL WORK ELECTIVE COURSES: Students Choose Three

SOWK 304: *Social Work and Corrections*
SOWK 305: *Social Work and Child Welfare*
SOWK 306: *Social Work and Aging*
SOWK 307: *Social Work and Health Care*
SOWK 308: *Social Work and Alcoholism*
SOWK 309: *Social Work and Mental Health (W)*
SOWK 312: *Social Work and Women's Issues (W)*
SOWK 313: *Family Violence*
SOWK 350: *Encounters in Human Diversity*

NOTE: SOWK 313 and SOWK 350 may be used as a Perspective or SOWK Elective Course

Recommended Course Schedule for Social Work Majors, Revised Fall 2007

FALL SEMESTER		SPRING SEMESTER	
ECON 100: <i>Intro Economics</i>	3	WELL 175: <i>Wellness</i>	3
ENGL 110: <i>Composition</i>	3	COMM 100: <i>Fund of Speech</i>	3
PSYC 100: <i>General Psychology</i>	3	GOVT 112: <i>State/Local Govt.</i>	3
SOWK 102: <i>Mod.Soc.Wel.Dilem.</i>	3	BIOL 204: <i>Human Biology</i>	3
BIOL 100: <i>General Biology</i>	<u>3</u>	SOCY 210: <i>Sociology of the</i>	
Total	<u>15</u>	Family	<u>3</u>
		Total	<u>15</u>
SOWK 202: <i>Soc. Welf. Inst.</i>	3	SOWK 203: <i>HBSE I</i>	3
General Education Elective	3	General Education Elective	3
General Education Elective	3	General Education Elective	3
General Education Elective	3	General Education Elective	3
General Education Elective	<u>3</u>	General Education Elective	<u>3</u>
Total	<u>15</u>	Total	<u>15</u>
SOWK 301: <i>SW Practice I</i>	3	SOWK 302: <i>SW Practice II</i>	3
SOWK 303: <i>Soc. Welf. & Law</i>	3	SOWK 321: <i>SW Research</i>	3
SOWK Elective	3	SOWK 405: <i>HBSE II</i>	3
SOWK 320: <i>SW Statistics</i>	3	General Education Elective	3
ENGL 312: <i>Technical Writing</i>	<u>3</u>	300+ Perspectives or General	
Total	<u>15</u>	Education Elective	<u>3</u>
		Total	<u>15</u>
SOWK 403: <i>SW Practice III</i>	3	SOWK 401: <i>Field Instruction I</i>	6
General Education Elective	3	SOWK 402: <i>Field Instruction II</i>	6
SOWK Elective	3	SOWK 404: <i>Senior Seminar</i>	<u>3</u>
General Education Elective	3	Total	<u>15</u>
300+ Perspectives or General			
Education Elective	<u>3</u>		
Total	<u>15</u>		
		TOTAL SEMESTER HOURS	120

General Education courses must include 12 s.h. Humanities and Fine Arts, 12 s.h. Science and Mathematics, and 12 s.h. Social Sciences. Four of the five Required Related Courses in the Social Work Major Sequence may be used toward meeting these general education requirements.

***NOTE: SOWK 102 and SOWK 202 are offered during summer sessions to provide an opportunity for students transferring into the junior year to take these courses that are prerequisites for SOWK 301. SOWK 301 (Fall), 302 (Spring), 403 (Fall), and 404 (Spring) must be taken in sequence in the indicated semesters over the course of two years.**

FIELD LEARNING SEQUENCE

The experiential component of the social work program begins with student observation visits to social agencies and 40 hours of volunteer experience in the sophomore social work courses, (SOWK 202 & 203) and continues with field trips and other experiences in subsequent courses. Next comes a total of 50 hours of junior field placement in *Social Work Practice I and II*. To register for Social Work Practice courses, students must be a declared social work major. Role-playing, simulations, case studies and other experiences are included as a part of Social Work *Social Work Practice I & II*. Field trips, observations, volunteer experiences, and other experiential learning are incorporated in the social work professional elective courses. The experiential component of the program culminates with senior year field instruction with related integration in *Social Work Practice III* and the *Senior Seminar*. *Field Instruction I & II* is required of all senior social work majors. In order to register for field practicum and the accompanying *Senior Seminar* class, the student must be an accepted social work major; i.e., have passed Screening and Selection, and have completed all other required social work courses with grades of C or higher. The field practicum is designed to produce reflective, self-evaluating, knowledgeable, and developing professional social workers. The practicum provides the student with the opportunity to participate in supervised social work activities, providing practical experience in the application and integration of the theory, values, and skills acquired in earlier coursework. The field learning sequence is outlined below.

<u>Course</u>	<u>Hours</u>	<u>Objectives</u>	<u>Evaluation</u>	<u>Responsibility</u>
SW 202 (Soph.)	20	Agency Observation	Descriptive Paper	Instructor
SW 203 (Soph.)	20	Life Cycle Awareness	Life History Paper	Instructor
SW 301 (Junior, Fall Sem.)	25	Helping Experience with Individuals in a variety of settings	Performance Eval. Focused on Beginning Practice with Individuals	Instructor
SW 302 (Junior, Spr. Sem.)	25	Observing/Helping Experience with Various Groups	Performance Eval. Based on Beginning Practice with Families/Groups, Journal, Paper	Instructor
SW 403 (Senior, Fall Sem.)	30	Helping Experience with Macro-Systems, Research & Field Orientation	Performance Eval. Based on Assuming Professional Role in Agency	Instructors & Field Instructor
SW 401-2 (Senior, Spr. Sem.)	450	Implement Generalist Model Effectively	Performance Eval. Based on Problem Solving Model in Generalist Framework	Liaison & Field Coord.
	570	Total Field Hours		

CAREERS IN SOCIAL WORK (Adapted in part from Careers in Social Work, National Association of Social Workers ((NASW), 1987).

Social work is the professional activity of helping individuals, groups, or communities to enhance or restore their capacity for social functioning and creating societal conditions favorable to this goal.

The formal education that prepares entry-level social workers for their professional roles takes place primarily in accredited colleges and universities at the undergraduate (BSW) level. Here students acquire and develop the knowledge, values, and practice skills of the social work profession.

Social work graduates are prepared through a generalist approach to work in a wide variety of settings such as child welfare, juvenile delinquency/troubled youth, health care, drug and alcohol abuse, schools, aging services, rehabilitation of the disabled, mental health, adult criminal justice, and emergency shelters.

Professional social work is a dynamic, growing profession based on knowledge drawn from the social sciences and its own research and practice. It has a code of ethics, a variety of practice standards, and a nationwide system of accredited education programs designed to meld the impulse to help others with the skills and knowledge needed to provide that help.

Those who seek a career in social work should be willing to commit themselves to a special way of life, as does any professional. A professional is expected to have a sense of autonomy, a belief in self-regulation, a commitment to service, and a conception of work as a calling rather than a job. Social workers fit that description aptly.

CSWE ACCREDITATION

The Millersville University Social Work Baccalaureate program has been continuously accredited by the Council of Social Work Education (CSWE) since 1981. A program is accredited by CSWE only when it has demonstrated that it meets and maintains the rigorous standards set by the Council.

There are many advantages in graduating from a CSWE-accredited program. Employers and licensing boards throughout the United States recognize the value of accreditation and use it as a criterion in hiring and granting licenses to practice. In Pennsylvania, a student from an accredited program, attending social work graduate school, may apply for a provisional license. Students applying to graduate social work schools are eligible for Advanced Standing programs (fewer credits required for degree) only if they have attended and graduated from an accredited program. The most important advantage is that accreditation provides you with reasonable assurance that you have the opportunity to participate in a high quality (BA in Social Work) program designed to prepare you for entry into the social work profession and/or graduate school.

SOCIAL WORK PROGRAM POLICIES AND PROCEDURES

SOCIAL WORK PROGRAM ADMISSIONS POLICIES AND PROCEDURES

When students are admitted to the University, they may declare their intention to major in social work. They are assigned a course load including required related courses as recommended by the social work department. For other students entering the social work major through internal change of major or transfer from another institution, the chairperson must approve the change and uses this opportunity to give the student written information on the social work major, and discuss the program and the profession with the applicant. Upon declaring a social work major, the student is assigned a

faculty advisor by the Social Work Department, and individualized consideration of the decision can continue in the context of advising. A formal Screening and Selection process takes place for each student prior to placement in a social service setting for senior field instruction.

Screening and Selection

The Social Work program differs from substantive academic disciplines like sociology, economics, or history, because it is preparation for professional practice. Social Work is an art that draws mainly on the social and behavioral sciences for its knowledge base. In practicing social work, the professional person must make conscious use of self as an instrument to help individuals, families, groups, and/or communities improve their functioning. Social work knowledge is essential to effective practice, but, in addition, the professional person needs to be able to apply that knowledge skillfully to concrete situations.

Intervention in client systems can produce harm instead of good if the practitioner lacks the appropriate knowledge; the ability to apply what one knows; the personality qualities needed to engage clients positively in the helping process; or if the practitioner has values or preconceptions about human nature or a given population group that prohibits positive intervention. In short, social work is action-oriented. Therefore, programs of education for social work -- both at the undergraduate and graduate levels -- have the responsibility to assess the student's motivation, commitment, capacity, and limitations for social work practice. It would be unfair to students to mislead them into thinking that upon graduation they would be employable social workers, if they did not have that potential. Also, it would be unrealistic to expect cooperating social agencies to accept such students for field placement.

The Screening and Selection process determines which students may continue in the program. No student may be considered for the senior field instruction placement without being accepted through Screening and Selection.

In general, the Screening and Selection process is designed to assess the student's motivation, commitment, capacity, and limitations for social work practice. Specifically, this assessment addresses four criteria:

1. Be able to communicate clearly, both orally and in writing, in order to establish and sustain relationships. Accurate communication is demonstrated through performance in written classroom assignments. ENGL 110: *English Composition* must be completed satisfactorily before the screening process can be completed. The student cannot be placed in an agency for field instruction without demonstrating the ability to communicate clearly and intelligibly in writing, because agency work involves records and various other forms of written communication.
2. Have certain personality qualifications such as:
 - a. commitment to social work professional values;
 - b. commitment to pursuit of the knowledge and skills necessary for social work professional practice;
 - c. motivation to engage actively in the professional education process;
 - d. ability to establish and sustain a relationship;
 - e. understanding and concern about social problems and public/social policy;
 - f. understanding and appreciation of cultural diversity;

- g. ability to see persons as individuals and avoid stereotyping;
 - h. personal warmth, sensitivity, and maturity;
 - i. capacity for compassion and empathy;
 - j. personal and professional self-awareness.
3. Have value systems consistent with the humanistic objectives of the social work profession and with the scientific knowledge base upon which it rests. Social work values include the democratic values of respect for the dignity and worth of the individual, self-determination, confidentiality, and equality of treatment. Scientific values include objectivity, and respect for the scientific method in acquiring knowledge.
 4. Have the industry and intellectual capacity to acquire and integrate the knowledge, understanding, and skills necessary for competent practice. The student will need to maintain an overall average of "C" and a grade of no lower than "C" in required social work courses.

Some criteria are measured objectively. For example, the fourth criterion requires the student to maintain an overall average of "C" (cumulative QPA of 2.00 or higher) and grades no lower than "C" in required social work courses. It should be noted that our QPA of 2.00 is higher than the university C- QPA. Other criteria are measured by judgment, and the basis is readily available for scrutiny. For example, the first criterion requires the student to write intelligibly, and the student provides a writing sample. Still other criteria are measured chiefly by professional judgment. For example, the second criterion assesses personality characteristics. Although the faculty reserves the right to make such judgments and may take into consideration evaluations from social agencies where the student has served as a volunteer, every effort is made to ensure fairness to the student. To this end, students and faculty engage in a formal procedure for screening and selection.

Procedure for Screening and Selection

The formal procedure for Screening and Selection takes place during the junior year (60 credit hours completed) or before registration for SOWK 401-402: *Field Instruction I & II* in the case of transferees from other colleges or from other majors within the University.

The student completes a Personal Data Form (Appendix B), including an autobiographical statement that focuses on factors influencing the student's decision to apply for admission to the Social Work Program. After completing these materials, the applicant is assigned to a faculty member for an assessment interview. During the interview, the two conducts a mutual, individualized evaluation, centered upon the foregoing criteria, examining the student's strengths and weaknesses as both a person and a prospective social worker.

If the applicant requests it, one student observer, drawn from a panel of social work majors with senior class standing, who are nominated by the Social Work Organization and selected by the faculty, may sit in on the faculty-student assessment interview. This option is seldom requested.

The assigned faculty member presents the results of the assessment interview to the Social Work Department faculty, who sit as an Admissions Committee for the Program. After study of all the application materials, this faculty Admissions Committee confers and votes on whether to approve the student as an accepted major.

The applicant receives written notification of straightforward acceptance into the Program, of provisional acceptance, or of denial of acceptance. In the case of any disposition other than

straightforward acceptance, reasons for the faculty's decision and requirements for acceptance are set out in writing. The faculty review their decision at designated times to determine if terms have been met.

If a student is concerned about the objectivity or fairness of the process or its outcome, the student may initiate the Problem Resolution Process.

Admission of Transfer Students

Students who transfer from other colleges or from other majors at Millersville must be formally accepted into the Social Work Program, following the Screening and Selection Policy and its procedures. No acceptance decision is made until they have completed at least 1 full semester of course work at Millersville University. Once accepted to the major they must fulfill all academic and practicum requirements of the Millersville Social Work Program.

Transferees from Other Colleges

When students from other colleges apply for admission to Millersville, the Registrar of the University determines what course credits may be transferred to meet general University requirements and what courses are equivalents. The Registrar accepts the recommendation of the Chair of the Social Work Department concerning social work equivalents. Students transferring in from other schools require significant collaboration with the Social Work Department Chairperson prior to admission. Only courses from Council on Social Work Education accredited programs may be transferred in for 300 level or higher Social Work courses. Students may not receive academic credit for Social Work courses for life experience and previous work experience. When the faculty advisor receives the student's file, the Registrar and Chairperson's decisions are reviewed. In most cases there is agreement. If, after examining course syllabi, course content, assignments and experiences, there is disagreement with the decisions, the advisor can raise questions. Faculty of the Social Work Program reserve the prerogative to require that all curricular requirements are adequately accomplished before certifying the student for graduation, and that prerogative is enforced through the chairperson's signature on each graduation application.

Transferees from Other Majors

When students transfer within the University, the same criteria prevail. Admission into the Social Work major from other departments is upon approval of the chairperson of the Social Work Department. The department chairperson interviews the student upon application to the major, sets a course of study that is communicated to the assigned social work advisor, and signs the change-of-major form. The Social Work faculty has complete control over whether to substitute any course equivalents. Before being accepted into the Social Work Program, all freshman and sophomore level social work courses and required related courses should be completed.

ADVISING IN THE SOCIAL WORK PROGRAM

Within the Social Work Program, advisement is conceived as a comprehensive process, involving much more than just helping students develop a curriculum plan and approving semester course loads. Each student is assigned a specific faculty adviser, and mentoring is a goal of this relationship. Also, students are encouraged to seek and receive advisement from the faculty person who seems most likely to be helpful regarding a particular concern, and students discuss certain advisement issues, such as career interests and goals, with faculty members most knowledgeable about the subject, who may not be the student's assigned adviser. Thus, students are anchored with a single faculty adviser, but have access to consultation with all Department members. The Departmental functions of gate-keeping and professional nurturing are facilitated by faculty having personal contact with students in

the advising relationship. Faculty advising is not a therapeutic relationship or activity. Students with difficulties requiring psychosocial intervention are referred first to the University Counseling Center, sometimes with recommendation for additional evaluation and referral.

All of the faculty advisers in the Social Work Department have Masters Degrees in Social Work and at least two years of experience in social work practice. **All but one have Ph.Ds in social work.** All are well versed concerning the mission and objectives of the Program, the curricular plan, the learning process and styles of student learning, the functions of advising for the University and the Program, and professional opportunities for both continuing students and commencing seniors. The academic/professional advisement system is viewed not as a discrete function, but as a comprehensive process that is an integral part of each student's educational experience.

Additionally, because freshman social work majors are assigned their schedules by the registrar's office, the department has begun regular meetings with freshman and sophomore social work majors early in each semester, to discuss advising issues and deal with any developing problems. Students will be informed when these meetings are scheduled. The social work faculty members strongly encourage all social work majors to make appointments or come during office hours to meet their advisors, to begin the process of learning about social work through individualized advising.

Procedures for terminating enrollment in the social work program: problem resolution process

The faculty of the Department of Social Work may require a student to discontinue the Social Work program at the end of any semester if performance in the classroom and/or field instruction is not satisfactory, based on the above criteria. The social work faculty reserves the right to make such judgments, and also may take into consideration evaluations from social agencies where the student has served as a volunteer.

Each semester, a period of one Departmental meeting is set aside to reassess the aptitude, motivation, and performance of each accepted social work major as she/he progresses toward graduation. Names are presented by advisers, and all faculty participate in evaluative discussion. If problems are indicated, the student is informed by the adviser of the results of the reassessment. The student is continued as an accepted social work major until the Problem Resolution Process is completed.

When problems concerning academic and professional performance are noted by or brought to the attention of the advisor by any appropriate interested party, and cannot be resolved in the normal course of advising, the following Problem Resolution Process will be followed.

1. When a student, advisor, or other involved person believes a problem exists, she/he shall communicate that belief in writing to the involved student and advisor.
2. Further attempts should be made to resolve the problem within the advising process.
3. If the problem persists, a Problem Resolution Committee shall be convened and chaired by the department chairperson. The convening of the Committee may be requested by the advisor, the involved student, or any faculty member. All members and the involved student must receive notice of the meeting one (1) week prior to the meeting. In addition to the department chairperson, the committee shall include:
 - a. the advisor,
 - b. all other full-time faculty and part-time faculty as appropriate,

- c. one student from a panel of five selected annually by the Student Social Work Organization (at the option of the student with the problem).
4. The Problem Resolution Committee will assess the situation objectively on the basis of information presented, with appropriate attention to confidentiality. The committee must provide for a hearing of the involved student and accept written materials that the student may present. The committee may consult or invite to meetings anyone with relevant information.
5. The advisor will draw up a written assessment of the situation after full discussion, including:
 - a. a problem statement,
 - b. possible problem causes,
 - c. actions to be taken to resolve the problem,
 - d. criteria indicating when the problem is resolved,
 - e. a specific time for reconvening.

This assessment will be made available to all members of the committee and the involved student within one week after the committee has met.

6. Upon reconvening, the committee will re-examine the situation and evaluate progress toward problem resolution. The faculty committee will recommend one of the following decisions for implementation by the advisor and department chairperson:
 - a. Adequate change in the situation has occurred, and the problem is considered resolved.
 - b. Adequate change has not yet occurred, but progress is such that it likely will occur in the near future. Additional actions should be specified.
 - c. The student has not made the required changes, and should be asked to discontinue the social work major either temporarily or permanently.

This process is conducted with full attention to affirmative action guidelines. The Affirmative Action Plan for Millersville notes that in addition to recruitment of qualified minority students, special attention will be paid to retention of those students. The Problem Resolution Process is seen not only as a method to fairly and expeditiously "counsel out" any students whose choice of social work as a major is inappropriate, but also as an important tool to help resolve student problems and retain qualified minority and majority students.

STUDENTS' APPEAL AND GRIEVANCE PROCEDURES

Millersville University has several appeal and grievance procedures for students. The Social Work Program uses an administrative procedure to protect the due process of students.

1. A student may appeal to the Social Work Department Chairperson throughout. If the student chooses, the student's adviser may be involved, providing the dispute is not with the adviser.
2. After hearing the student's complaint, the Social Work Department Chair discusses the issue with the involved parties. If the dispute is with a social work faculty member, the

Social Work Department Chair suggests change to the faculty member if it seems that he/she is in error.

3. After discussion with the faculty member, the Social Work Department Chair indicates to the student her/his perspective on what is fair. If the student is not satisfied, a conference is arranged between the student, the faculty member, and the Social Work Department Chair.
4. If remaining dissatisfied after the conference, the student may either institute the Problem Resolution Process or may appeal to the Dean of the School of Humanities and Social Sciences.
5. If the student chooses to carry the appeal further, the order is to the Provost or Vice President for Academic Affairs and then to the President of the University.

A preliminary administrative procedure applies to problems related to Junior or Senior level field experience.

1. A student may state the problem to the Coordinator of Field Instruction. If the student chooses, the student's faculty field liaison may be involved, providing the dispute is not with the liaison.
2. After hearing the student's complaint, the Coordinator of Field Instruction consults with the Faculty Field Liaison and suggests methods of mediation, if change seems to be indicated.
3. If the student remains dissatisfied after a reasonable effort has been made to mediate the problem, she/he may appeal to the Social Work Department Chair and follow the foregoing procedure.

If students become involved in issues of discrimination or harassment, they may appeal to the University's Social Equity Office and may file grievance. (Student Handbook)

The academic grievance committee of the Student Senate investigates student complaints about academic matters. The committee is composed of two senators and a non-senator. (Student Handbook)

SOWK 401-402: *FIELD INSTRUCTION I & II* AND SOWK 403: *SOCIAL WORK PRACTICE III*

FIELD PLACEMENT POLICIES

The following policy from the April 16, 1985 social work department meeting, updated to reflect block instruction, summarizes several requirements for entering Social Work 403: *Social Work Practice III* and SOWK 401-402: *Field Instruction I & II*.

To enter SOWK 403: *Social Work Practice III*, SOWK 320: *Social Work Statistics* and SOWK 401-402: *Field Instruction I & II*, students must:

- have a cumulative 2.0 QPA
- have a C or higher grade in all social work courses except professional electives
- have a 2.0 overall QPA in all social work courses

Students will not be enrolled in SOWK 403 or SOWK 401-402 unless all these requirements are met. In cases where student performance is poor in the semester prior to SOWK 403, preregistration may be withheld until semester grades are recorded.

Upon departmental review, students not meeting the above criteria may enter SOWK 403: *Social Work Practice III* on a probationary basis with approval by the advisor and the department.

Field placement is subject to the availability of appropriate learning experiences in approved agencies mutually acceptable to the student and the department, with approved field instructors who have interviewed and accepted the students.

SOWK 401-402: *FIELD INSTRUCTION I & II* GRADING POLICY

Senior Block Field Instruction is graded Satisfactory-Unsatisfactory (S/U). Grading for the field instruction experience is different from grading in academic classes. Simply stated, we have much less direct control over the content of field instruction, and you are directly monitored by someone else, your field instructor. Inevitably, different field instructors have somewhat different standards for your evaluation. Faculty field liaisons charged with grading you on the usual scale had to make nearly impossible decisions concerning grades.

We have found that other social work programs and many other programs that use internship experiences use S/U grading with no difficulty. In pursuing employment or graduate education your field instructor's and faculty liaison's written evaluations are probably much more important to you than letter grades for field instruction. In the field placement you should be concentrating on achieving practice competence through acquisition of the skills, values, and knowledge for generalist social work practice.

SOCIAL WORK DEPARTMENT STATEMENT ON AFFIRMATIVE ACTION

(Adapted from Council on Social Work Education policy and including the official protected classes of the University and the Commonwealth of Pennsylvania.)

In compliance with Title VI of the Civil Rights Act of 1964, the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Pennsylvania Executive Order 11246, the Americans With Disabilities Act of 1990, and in compliance with the administrative policies of Millersville University, the Social Work Department at Millersville University will ensure that no persons, students, faculty, or staff, will be discriminated against on the basis of race, color, religion, sex, national origin, age, disabled status, marital status, ancestry, sexual orientation, creed, life style, union membership, or veterans' status.

The Social Work Department has the responsibility of promoting the highest level of educational achievement for every student. The scope of this policy governs student, faculty, and staff interactions and relations. These should be geared toward academic requirements and faculty/student performance, rather than to personal characteristics.

The objective of this policy is to express social work values and ethics, in accordance with Council on Social Work Education policy, and to promote societal values of equal access to opportunity and social justice within the Social Work Program.

The Social Work Program attempts to provide an environment where each person can learn and work to his/her fullest capacity, and to create an environment of respect for the dignity and worth of all its members, i.e., students, faculty, staff, and administration. Establishing a supportive environment and excluding potentially discriminating practices applies especially to admission to the Program, employment in the Program, treatment and evaluation of students in classes, the Screening and Selection process necessary for Senior Placement, and the Problem Resolution Process applied when students are having difficulty with or not meeting program requirements. Discrimination is defined as action or inaction, based on one or more of the aforementioned categories or characteristics (see first paragraph), which affects a person's educational or employment opportunities. Discrimination is frequently based on prejudice, stereotypes and negative attitudes toward classes or categories of people.

The Social Work Department is responsible for developing procedures to carry out this policy and for making the policy available and known to all students, faculty, and staff. This includes educating its students and employees about what constitutes prejudice, discrimination and harassment and about what steps to take to report and resolve such issues. Specifically, the Social Work Program's practices should include procedures to protect rights to fairness and pursuit of equity for individuals of differing age, gender, race or ethnicity, physical ability, or sexual orientation.

The Social Work Department recommends that if a student experiences a problem regarding affirmative action, that the student engage the Departmental Problem Resolution Process, Students' Appeal and Grievance Procedures as stated in the Social Work Department Student Handbook. If the problem has not been adequately addressed at the Departmental level, then the student is advised to speak to the Director of Social Equity and to follow the sequence of the University grievance procedures as reported in the Millersville University Student Handbook, as well as the Millersville University Undergraduate Catalog. Each student has the responsibility to obtain a copy of the Social Work Department Student Handbook containing the statement on affirmative action (<http://muweb.millersville.edu/~sowk/undergrad.php>).

AGENCY PLACEMENT POLICIES AND GUIDELINES ON CONFIDENTIALITY, RELATIONSHIPS, AND OTHER ISSUES

Social workers work with many people who are members of stigmatized groups, such as people who are developmentally disabled, mentally disordered, prisoners and probationers, and recipients of stigmatized public social services. Discrimination against these groups of people is inappropriate. Nevertheless, to deny its existence is unrealistic. In some situations revealing our knowledge of such persons' status may be harmful to them.

Social workers come to know the most private thoughts and feelings of many clients. Sharing this information with others might lead to their increased vulnerability to exploitation.

Our first concern is with potential negative effects of breach of confidentiality or inappropriate relationships on clients and client systems. However, we also have concern about ethical and legal liability of our students, agencies in which we have community experiences, the University, the social work department, and individual social work faculty. Please see the NASW Code of Ethics: Overview, Preamble, Purpose and Ethical Principles, approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly online at <https://www.socialworkers.org>, for more information and guidelines regarding client confidentiality.

Therefore, the following guidelines are suggested for all community experiences. In some cases they may seem cumbersome, but as students are learning social work, it is much better for them to err on the side of too much concern for confidentiality than on the opposite side, and on the side of too much caution in professional relationships rather than on the side of poor judgment.

1. Never share names of clients with anyone outside the agency in which you are having the experience, unless under the auspices of the agency.
2. Never put names of clients in journals or reports of the volunteer experience or field experience. Papers can be lost and confidentiality thus violated.
3. Never share information on a client that would allow his/her name to be readily guessed.

(You may share client names verbally with your instructor if there is need to coordinate services with another student or agency, or in other cases where knowledge of a specific client name is important. Such sharing should occur in private rather than in the classroom).

4. If you see clients from your agency on campus, in stores, etc., it is best to let them initiate interaction. Let them greet you or not greet you as they wish.
5. According to the NASW Code of Ethics (1997), it is unethical to develop relationships with your clients outside of the agency context.
6. Your agency may consider you responsible for reporting certain types of behaviors of your clients when you see them in the community. There have, for example, been instances of students working with juveniles and seeing them using alcoholic beverages at parties. If this type of situation is possible in your placement, talk with your supervisor about how it might be

handled. It is best to consider it beforehand rather than being dumbfounded when it occurs, and not knowing what to do.

7. Be careful about agreeing to do things for/with your clients outside of your specific volunteer/field hours and settings. If additional services are badly needed, contact your supervisor.

TUTORING FOR SOCIAL WORK COURSES

The **MU Tutoring Center** is located on the first floor of Lyle Hall and is responsible for coordinating tutoring services at no cost to all Millersville University students.

Individual tutoring is a great way for students to get the extra help they need to succeed in course work at Millersville University. Students may request tutoring in courses offered by the School of Humanities & Social Sciences, the School of Science & Math, and the School of Education. Sessions are set up by the tutor and the tutee and typically take place in a convenient public place. The **Tutoring Center** is also available for initial meetings and individual tutoring.

In order to be hired as a tutor or arrange tutoring for a social work class please go to this website: <http://muweb.millersville.edu/~tutorctr/info.php>.

SOCIAL WORK DEPARTMENT

SOCIAL WORK DEPARTMENT FACULTY

Dr. Richard H. Fulmer, Professor

Room #230, McComsey Hall

Ext. 3979

Usual courses: SOWK 202, 303, 304, Field Instruction Coordinator & Liaison, Gerontology 100 & 210

Dr. Ann L. Gantt, **Assistant Professor**

Room #231, McComsey Hall

Ext. 3385

Usual courses: SOWK 308, 309, 350, 405, **510**, Field Liaison

Dr. Heather L. Girvin, Assistant Professor

Room 229, McComsey Hall

Ext. 871-2157

Usual courses: SOWK 405, 520, 530, Field Liaison

Dr. Kathryn A. Gregoire, Professor & Chairperson

Room #232, McComsey Hall

Ext. 871-2475

Usual courses: SOWK 211, 301, 305, 308, 350, Field Liaison

Dr. Carol A. Heintzelman, Professor

Room #227, McComsey Hall

Ext. 3577

Usual courses: SOWK 307, 312, & 404, Field Liaison

Dr. James Kunz, Assistant Professor
Room #218A, McComsey Hall
Ext. 5757
Usual courses: 403, 615, Field Liaison

Dr. Thomas L. Kruse, Professor
Room #228, McComsey Hall
Ext. 3572
Usual courses: SOWK 302, 306, 309, 320, 350, 404, 405, Gerontology 100 & Field Liaison

Dr. Kathleen Walsh, Assistant Professor
Room #218B, McComsey Hall
Ext. 4896
Usual courses: SOWK 301, 520, 679

Faculty Office Hours

Each full-time faculty member schedules at least five office hours per week to be available to speak with students. These hours are posted on faculty office doors and at the secretary's office. You may also obtain this information from the department secretary. If you are unable to meet with faculty during office hours, appointments may be scheduled at other times.

Faculty Advisors

Each social work major is assigned a social work faculty advisor. Your advisor is prepared to assist you in making course selections and registering each semester, in planning your academic and social work career, and in identifying and accessing resources you need to successfully complete your baccalaureate degree. Students find it useful to become acquainted with their advisor early so they can benefit from experienced guidance.

SECRETARY

Ms. Katherine Kuhns
Room #233, McComsey Hall
Ext. 3739

MSW SECRETARY

Ms. Jacquelyn Troyer
Room #219, McComsey Hall
Ext. 3563

OFFICES AND CLASSROOM

The faculty and department secretary's offices are located in McComsey Hall, 43 E. Frederick Street. Voice mail is used at times when the secretary is not available. The secretary's office hours for fall and spring semesters are Monday through Friday, 8:00-12:00 & 12:30-4:00. Summer office hours are 8:00-11:45. The Social Work Department's telephone number is (717) 872-3739 and the Fax number is (717) 872-3959.

The regular social work department classrooms are rooms 134 and 120, McComsey Hall Building the first floor.

PROFESSIONAL ADVISORY COMMITTEE

The Professional Advisory Committee consists of representatives of social agencies. The committee meets a minimum of once a semester for the purpose of contributing to the development and evaluation of education policies and curriculum content of the social work program.

MU SOCIAL WORK DEPARTMENT ADVISORY BOARD

2007-2008

Anna Moore
2 Lark Lane
Lancaster PA 17603

Anne Floyd
CAP
630 Rockland Street
Lancaster PA 17608

Becky Powell
Domestic Violence Services of Lancaster County
P.O. Box 359
Lancaster PA 17608-0359

Bill Rennecker
46 West Frederick
Millersville PA 17551

Jill McVey
1614 Wiker Avenue
Lancaster PA 17602

Julie Holtry
M/H-MR Case Management
1120 Frances Avenue
Lancaster PA 17601

Karen Hinson Polite
HACC
Social Work Dept.
1641 Old Philadelphia Pike
Lancaster PA 17602

Trudy Brandt
YWCA
New Choices
110 North Lime Street
Lancaster PA 17602

Laurie Anne Spagnola
Children's Home of York
77 Shoe House Road
York PA 17406

Deon Roth
Lancaster County Probation and Parole
40 East King Street
Lancaster PA 17602

Ken Marzinko
Lancaster School District
Carter & McCrae – 4th Floor
251 S Prince Street
Lancaster PA 17603

Leslie Hyson, Exec. Dir.
Lancaster County Human Relations Commission
225 West King Street
Lancaster PA 17603

Rachel Ortiz Zellers
Maple Farms Nursing Home
604 Oak Street
Akron PA 17501

Sherri Snyder
Lancaster County Office of Aging
150 North Queen Street
Lancaster PA 17602

Terri Cianci-Krall
3 Winsor Lane
Lititz PA 17543

Zipporah Ngarama
Community Service Group
790 New Holland Avenue
Lancaster PA 17602

DEPARTMENT CHAIRPERSON

The department chairperson has primary responsibility for the coordination and educational leadership of the social work program. He/she directs the activities of the department, subject to the approval of the Dean, and is responsible to the Dean for the development of department plans,

guidelines, and internal office operation. He/she is responsible for the department's administrative organization and assigns responsibility as appropriate. Along with the social work faculty, he/she represents social work on and off campus.

He/she recommends to the Dean personnel actions, curricular changes, course offerings, teaching assignments, and the department budget. In all phases of department affairs, he/she is sensitive to and reflects, but is not restricted to, majority department faculty sentiment.

The social work department chairperson is not only an administrator, but also a faculty member and advisor to majors in the department, with 1/4 of a full-time load released time during the academic year to attend to departmental administrative matters. He/she is on duty part-time to handle administrative duties during the summer.

When should you see the department chairperson?

If the department chairperson is your advisor or professor, you should relate to him/her just as you would any other faculty member in those roles. There are several other times when students may need to see the department chairperson in his/her administrative capacity:

1. Transfer students or students changing their major within Millersville University must see the chairperson for approval of the transfer or change of major. At that time the chairperson will wish to discuss implication of the change and develop a tentative schedule for the student to complete the social work program.
2. Students having a problem with a social work professor, which cannot be resolved by further discussion with him/her, should first talk with their academic advisor, and then talk with the department chairperson to seek resolution of the problem.
3. At the departmental level, both the advisor and the department chairperson must approve each student's curriculum and record of performance for graduation.
4. Certain other University forms require the signature of the department chairperson. Any deviation from the approved curriculum must be authorized by the chairperson.
5. General concerns or comments about the social work program should be directed to the department chairperson.
6. Like all the social work faculty, the department chairperson is an experienced social worker, and values input from students. Stop by to chat during office hours, which are posted on his/her office door.

SOCIAL WORK DEPARTMENT AWARDS

Social Work Faculty Award

A cash award is presented annually to a senior social work major for academic excellence.

Social Work Organization Award

A cash award is presented annually to a social work major for academic excellence and for contributions to the Social Work Organization.

Marion G. Foster Award.

A cash award is presented annually to a junior majoring in social work for academic excellence under extenuating circumstances, such as economic need, physical disability, or family responsibilities. The award, established by the University's Social Work Alumni, honors Dr. Marion G. Foster, faculty emeritus, and former chairperson of the social work department (1974-1984).

STUDENT SOCIAL WORK ORGANIZATION

LETTER TO SOCIAL WORK MAJORS

We are proud of our strong department and congratulate you on your selection of social work. You are only beginning the journey. It will sometimes be difficult, enjoyable, demanding, frustrating and rewarding. When it is finished you will have found the worthwhile fulfillment of friendship, learning, and most of all, becoming a well-rounded individual.

Please feel free to contact us with any questions or concerns that you may have regarding the social work major. Also, your Millersville University Student handbook is an excellent resource to consult for general information.

Again, welcome and good luck in your personal and academic endeavors.

Social Work Organization Officers and Members.

CONSTITUTION OF THE STUDENT SOCIAL WORK ORGANIZATION OF MILLERSVILLE UNIVERSITY OF PENNSYLVANIA

ARTICLE I. NAME.

This organization shall be known as the Social Work Organization of Millersville University of Pa.

ARTICLE II. PURPOSE.

The purpose of this organization shall be to utilize all methods to promote an interest in and an understanding of social work. In accordance with the Council on Social Work Education's guidelines, students should participate actively in curriculum development and evaluation. The student organization will also serve as a link between the educational focuses of the university and the service delivery focuses on social service agencies within the community. Purpose of this linking function is to promote a view of Social Work Programs at Millersville as responsive and valuable to the needs of the community in which it exists.

ARTICLE III. MEMBERSHIP.

This organization shall be open to all students of Millersville University of Pa. who are interested in social work.

ARTICLE IV. GOVERNING BODY.

The governing body of this organization consists of five officers elected democratically by the membership. The titles of these officers shall be President, Vice-President, Secretary, Treasurer, and Faculty liaison.

ARTICLE V. DUTIES OF THE GOVERNING BODY.

SECTION I. Duties of the President

- A. The powers of the President shall be confined to executive duties. The President shall have the power to appoint all committees, and the chairperson of any committee; to appoint any and all replacements for any vacancies; act as official representative of the organization at any function or meeting pertaining to the organization; and to preside at all meetings of the organization.

SECTION 2. Duties of the Vice-President.

- A. The powers of the Vice-President shall be to act as chairperson if the President is absent from an official meeting, and to act as ex-officio member of all committees.

SECTION 3. Duties of the Secretary.

- A. The powers of the Secretary shall be confined to the recording of the minutes at all meetings, and to taking care of any correspondence which is necessary to the organization.
- B. Prepare a newsletter to be distributed after each general meeting or as needed.

SECTION 4. Duties of the Treasurer.

- A. The powers of the Treasurer shall be confined to the keeping of all financial records and transactions of the organization.

SECTION 5. Duties of Faculty Liaison

- A. The powers of the Faculty Liaison shall be confined to representing the organization at social work faculty meetings, conveying student suggestions and concerns about program improvements, and reporting back to the organization decisions affecting the social work major.

SECTION 6. Term of Officers

- A. THE TERM OF OFFICERS SHALL BE FOR TWO SEMESTERS.

ARTICLE VI. PROCEDURE.

SECTION 1. Voting.

- A. Officers shall be elected by a simple majority of votes. Motions shall also be carried by a simple majority of votes.
- B. Amendments to this Constitution shall be carried by a simple majority of votes. Amendments are subject to approval of the Student Senate.

SECTION 2. Date of Elections.

- A. ELECTIONS SHALL BE HELD FOR THE OFFICERS IN THE FALL THE NEXT CALENDAR YEAR. (See Article V, Section 6)
- B. If a vacancy occurs in the office of the Presidency, the Vice-President shall become the President for the remainder of the original time specified for the President-elect.

STUDENT SOCIAL WORK ORGANIZATION BY-LAWS

I. Committees.

- A. The following committees shall be formed each semester to carry out the organization's activities.

1. Curriculum and Alumni Committee:

Function: to review curriculum and to be active in any project or goal which the organization established which has to do with curriculum, course content, faculty personnel, agency needs concerning curriculum, and the reaccreditation. Contact with alumni will be established to gain feedback on curriculum, new trends in practice, employment possibilities, and current legislation affecting the profession and employment opportunities. THE CHAIRPERSON OF THIS COMMITTEE SHALL REPRESENT THE ORGANIZATION AT SOCIAL WORK FACULTY MEETINGS, CONVEYING STUDENT SUGGESTIONS AND CONCERNS ABOUT CURRICULUM IMPROVEMENTS AND REPORT BACK TO THE ORGANIZATION DECISIONS AFFECTING THE SOCIAL WORK MAJOR.

2. Membership and Publicity Committee:

Function: to make social work majors aware of the organization; to recruit new membership; to publicize all organization activities; to make members aware of meetings; and to write a newsletter about the organization for members, alumni, prospective members, and agencies.

3. Social Action Committee:

Function: to extend the organization's involvement, and promote its value, within the community by assessing needs and possible direction for work with agencies, political issues, specific client groups, etc., and to organize such involvement BY PLANNING AND IMPLEMENTING ONE COMMUNITY SERVICE PROJECT EACH SEMESTER FOR TOTAL MEMBERSHIP INVOLVEMENT.

4. Program Committee:
Function: to explore possibilities for outside resources to enrich the EDUCATION OF SOCIAL WORK MAJORS AND OTHER MILLERSVILLE STUDENTS through speakers, workshops, conferences, etc. This will include involvement in P.A.U.S.W.E. if the organization sets this goal.
5. Fund-raising Committee:
Function: to plan events to raise money for various events planned by the organization.
6. Scholarship Committee:
Function: To recognize and promote scholarship and achievement in the social work major.

B. Every active member of the organization will be expected to work on a committee. Committee membership can change each semester, and the President shall submit a new list of committees each semester. However, membership of a particular committee may also remain constant, depending on projects and desires of the members.

C. Forming committee membership.

1. At the end of each semester, each active member will complete a committee selection form, giving the committee or committees he or she would most like to serve on and whether he or she would serve as chairperson.
2. From these forms, the President will form committees and appoint chairpersons for the next semester.
3. The list of committees and appointed chairpersons will be submitted to the current semester executive committee for review, suggestions, and approval.
4. Rationale: The President needs to retain solidarity and unity within the organization. However, organization member's desires and motivations need to be considered as well as other member's opinions as to the effectiveness of committees and/or chairpersons. This format should accommodate all three concerns.

D. COMMITTEES SHALL MEET AT LEAST ONCE A MONTH.

II. Executive Committee.

- A. The executive committee will consist of the four elected officers; President, Vice-President, Secretary, and Treasurer, and the five committee chairpersons. The advisor is considered an ex-official member.
- B. The function will be to coordinate the committee's activities and disperse information about plans. This format will help the President and Vice-President oversee and direct the committees.
- C. The executive committee will meet once a month prior to the first meeting of the month of the entire organization.

- D. At each executive meeting, each committee chairperson will submit to the President a brief written or oral summary of their committee's activities and plans since the last meeting.
- E. At the beginning of each semester, the executive committee will formulate a flexible operating budget for each committee and a fund-raising goal for that committee, considering goals, plans and past expenses of the organization.
- F. During the last six weeks of the Fall semester, the executive committee will, using the previous year's request form, draw up an Allocation Request Form to be submitted to the Student Senate Allocation's committee in February.
- G. The officers of this organization will be required to attend the meeting with the Allocations Committee to defend and explain the organization's request for funds.
- H. Each semester the executive committee will review the organization's Constitution and By-laws. Evaluations and suggested changes will then be brought before the organization for discussion and votes.

III. Format of Meetings.

- A. General meetings should include:
 - 1. Reading of the minutes of the last meeting by the Secretary.
 - 2. Treasurer's report.
 - 3. Old business.
 - 4. New business.
 - 5. Committee report from each committee chairperson of activities and plans.
- B. All decisions will be made by a majority vote of the membership present.

IV. Dues.

- A. Dues will be expected from each active member.
- B. In forming a budget, the executive committee will set a figure for dues when considering needs for that semester.
- C. This figure must then be approved by the organization membership.
- D. Dues should never exceed (\$5.00) five dollars.

Phi Alpha Honor Society

The purpose of the honor society is to recognize and promote scholarship and achievement in the social work major. Membership requirements include:

1. Declared social work as a major.
2. Achieved 60 or more credits overall.
3. Completed 9 semester hours of required social work courses.
4. Completed 12 credits at Millersville University.
5. Achieved an overall grade point average of 3.0.
6. Achieved a 3.25 grade point average in required social work courses.
7. For Distinguished Honors, achieved an overall GPA average of 3.25 and 3.5 in required social work courses.
8. Membership is available to all full-time social work faculty.

The first members of the Theta Alpha Chapter of the Phi Alpha Honor Society were initiated on May 15, 1998.

APPENDICES

APPENDIX A: NASW CODE OF ETHICS:

OVERVIEW, PREAMBLE, PURPOSE AND ETHICAL PRINCIPLES

Overview

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. The first section, "Preamble," summarizes the social work profession's mission and core values. 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. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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.¹ 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.¹

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

¹ For information NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

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 worker's 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 form 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 injustice.*

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

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

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

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to

ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling

evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

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

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

professional literature and participate in continuing education relevant to social work practice and social work ethics.

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for

refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate

for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

The Code of Ethics of the National Association of Social Workers was adopted at the 1996 Delegate Assembly on August 19, 1996. It becomes effective January 1, 1997. The complete text, including an expanded explanation of the ethical standards is available upon request from:

National Association of Social Workers
1425 H Street, NW
Washington, DC 20005

9. Employment Information (Include all kinds of work experience, full-time or part-time, and military experience.)

Name of Employer

Description of Work

Dates Employed

10. Volunteer and field work: Most recent first

Agency

Description of Work

Hours

Dates

11. Fall Semester Schedule of Classes:

12. Current and future social work interests:

*If there are any changes in these items please notify the Social Work Department.

Autobiographical Statement

Describe yourself and why you decided to become a social worker. Give your mission statement. Describe the values, gifts, and learning style that you bring to social work.

APPENDIX C: "Writers' Improvement Network"

Chryst Writing Center

WIN: Writers' Improvement Network

<http://muweb.millersville.edu/~engl-win/>

For Millersville students who want help with their writing, the English Department provides tutorial services staffed by competent, well-trained peer writing consultants. Any Millersville student who can benefit from additional help in completing course writing assignments should drop by Chryst Rm109B to sign up with a writing consultant. The Chryst Writing Center is supervised and coordinated by Dr. William Archibald (x3937).

The Chryst Writing Center offers three different kinds of tutoring in Chryst 109B:

1. **Tutoring by Appointment:** Students seeking help with their writing should come to the Chryst Writing Center, where they will be able to sign up for 30 minute tutoring session with a peer writing consultant. Student writers can sign up for at most two sessions per week.
2. **Drop-in Tutoring:** The center offers drop-in tutoring on a first come first serve basis.
3. **Online Tutoring:** Access to the link to the online tutoring service can be accessed at the following URL address: <http://muweb.millersville.edu/~engl-win/tutoring-request-form.htm>

APPENDIX D

FORMAT FOR CITING REFERENCES

FORMAT FOR CITING REFERENCES Using Adapted APA Editorial Style from Publication Manual of the American Psychological Assn. (4th ed). 1994 and Web Extension to American Psychological Association Style (WEAPAS): Proposed standard for referencing online documents in scientific publications (<http://www.beadsland.com/weapas/>) by M. Warmkessel & T. Kruse, 1998, Revised. Please refer to an appropriate style manual for more detailed information.

AUTHOR & YEAR PARENTHETICAL REFERENCES

Cite references briefly in parentheses () by author & year in the text. Full citations appear in the alphabetized reference list at the end of your paper. Use page numbers unless reference is to the whole work.

One Work by a Single Author

...in each of the local contests held under cumulative voting rules (Engstrom, 1992, p. 752-757).

One Work by Two or More Authors

If a work has two authors, cite both names in every reference throughout the text. If a work has more than two authors and fewer than six authors, cite all the names the first time the reference occurs; in subsequent citations include only the surname of the first author followed by "et al." and the year.

...reveals clear variation in these attitudes over time (Weaver, Shapiro, and Jacobs 1995, p. 612).

...typically a majority of respondents say that too much is being spent on welfare (Weaver et al. 1995, p. 618).

If a work has six or more authors, cite only the surname of the first author followed by "et al." and the year for all citations.

Corporate Authors

...34.2 percent were headed by women compared to 8.2 percent headed by men (Bureau of the Census, 1988, Table 714, p. 434).

Works With No Author

...considering the 30 million Americans with incomes below the poverty level in 1994 (*Statistical Abstract of the United States* 1997, p. 433).

Internet/World Wide Web/Electronic Media

As might be expected, the proposed guidelines for citing World Wide Web and other electronic documents following APA style can be found via the World Wide Web. (See Li, X (1997) citation in SAMPLE REFERENCE LIST). Insofar as possible these citations should be by author and year like those from print media. e.g.

...evolving standard. This document should be considered under construction. (Land, 1998).

Direct Quotes

You must use quotation marks (" ") and page numbers for direct quotes. Here is a fictitious example with an additional citation style: Ginsburg (1974, p. 73) states, "Employment is better than unemployment."

If you use a quotation of 40 words or more (seldom a good idea), indent the entire quote in a free-standing block of single-spaced lines and omit the quotation marks.

SAMPLE REFERENCE LIST

Arrange entries in alphabetical order by the surname of the first author of each work. References with the same author in the same order are arranged by year of publication (earliest first). Note that periodical titles are italicized, with first letters of words capitalized. Book titles are italicized, with only first letter and letter after a colon capitalized. Hanging indent preferred.

Besharov, D. (1987). Contending with overblown expectations. *Public Welfare*, 45(3), 7-11.
(Journal article by one author. 45(3) are the volume and issue numbers; pages 7-11.)

Bowles, S., Gordon, D.M., and Weisskopf, T.E. (1983). *Beyond the wasteland: A democratic alternative to economic decline*. Garden City, NY: Anchor Press/Doubleday.
(Book by two or more authors.)

Bureau of the Census. (1997). *Statistical Abstract of the United States*, 1997. Washington, DC: U.S. Government Printing Office.
(Book by corporate author--in this case also a government publication.)

Callicutt, J.W. & Lecca, P.J. (Eds.) (1983). *Social work and mental health*. NY: Free Press.
(Book by two editors.)

- Commonwealth of Pennsylvania (1982). *Session of 1982, Legislative Journal of the House of Representatives, Part 3*. Harrisburg, PA. (Government publication (legislative). Citation: (Commonwealth of PA, 1982)).
- Commonwealth of Pennsylvania (1983). *Department of public welfare, status report*. Harrisburg, PA: Governor's Office. (Government publication (administrative report).)
- Ginsburg, H. (1975). *Unemployment or full employment?* NY: Center for Studies in Income Maintenance Policy. (Book by one author.)
- Land, T. [a.k.a Beads] (1998, March 30). *Web extension to American psychological association style (WEAPAS) (Rev. 1.4.4)* [WWW document]. URL <http://www.beadsland.com/weapas/> (World Wide Web document.)
- Li, X., and Crane, N. (1997, October 29) *Bibliographic formats for citing electronic information* [WWW document]. URL <http://www.uvm.edu/~ncrane/estyles/> (World Wide Web document.)
- Meyer, C.H. (1993). Not alms but a friend. *Affilia: Journal of Women and Social Work*, 8(4), 365-67. (Two articles by the same author--see next entry----)
- (1994) Confronting Domination and Violence. *Affilia: Journal of Women and Social Work*, 9(1), 5-8.
- Mickelson, James S. (1995). Advocacy. In *The encyclopedia of social work*, (19th ed). (Richard L. Edwards, Editor in Chief) (Vol. 2, pp. 95-100). Silver Spring, MD: National Association of Social Workers. (Article in an encyclopedia.)
- Moffit, R. & Wolf, D.A. (1987). The effect of the 1981 Omnibus Reconciliation Act on welfare recipients and work incentives. *Social Service Review*, 61(2), 247-260. (Journal article by two or more authors. 61 is the volume number; 2 is the issue number; 247-260 are the page numbers.)
- The Public's Agenda (1987, March 30). *Time*, 37. (Magazine article with no author; 37 is the page number.)
- Purdon's Pennsylvania Statutes Annotated, Cumulative Pocket Part (1982). *Title 62: Poor persons and public welfare*. Philadelphia, PA: George T. Bisel Company, 34-56. (Legal reference. Citation: (Purdon's PA Statutes, 1982).)
- Salvation Army of America. (1983). *Report*. NY.: Author. (Report by a corporate author.)
- Smith, A.D. & O'Brien, G.M.St.L. (1978). The carrot and the stick. In C.D. Garvin, A.D. Smith, & W.I. Reid, (Eds.), *The work incentive experience*, (pp. 152-166). NY: Universe Books. (Article by two authors published in a book edited by two editors.)
- Smith, Z.X. (1986, March). Graft and corruption. *Social Security Bulletin*, 23(2), 101-106. (Regularly published bulletin.)
- United States Conference of Mayors. (1983). *Hunger in American cities*. Washington, DC: Author. (Book or report by a corporate author.)
- Wenocur, S., Anikins, M., Boyd, J., Brown, D., Donato, P., Hunter, G., Pardow, J. & Varrichek, S. (1980). Non-governmental emergency food services: A descriptive study of the tertiary welfare sector. *Journal of Sociology and Social Welfare*, 7, 487-506. (Journal article by six or more authors.)

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