Faculty / Student Handbook

“Majoring In Social Work”

Northwestern State University

Natchitoches, LA 71497
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Are You Interested In Social Work?

Those who are considering a career in social work should be "people oriented," because helping people is what social workers do best. Social Workers help people by using a variety of techniques to assist people to work through crises, deal with issues that impair their ability to function at their best, and assist them in efforts to live healthier, fuller lives. Social workers do these things by learning to work with multiple interventions addressing issues faced by individuals, families, and community systems. Social work seeks to enhance the way in which people function on a daily basis. Many social workers assist individuals and families whose lives are being torn apart by poverty, alcoholism, drug abuse, behavior problems, and illness. They find families to adopt or provide foster care for children whose parents are unable to take care of them. They see to it that needy families are able to give their children proper food, health care, and schooling.

Child protection workers step in when there is evidence of parental neglect or abuse. School social workers help students who have severe personal or family problems that interfere with their educational goals or abilities to obtain a quality level of education. Group-workers give guidance and support so that young people will develop into responsible adults or so adults will function better socially. Some social workers do corrections work, by counseling juvenile delinquents and serving as probation officers and parole officers. Medical social workers provide case management services to hospital patients and advise and support the patient and family with arrangements to meet their medical, emotional, and financial needs. One example of this might be the arranging for home care services to support the client after they leave the hospital.

Psychiatric social workers, usually employed in hospitals, clinics, or mental health centers, help clients work toward their goals for treatment. The goals, designed with the client’s input, are often centered on achieving emotional and mental stability. Sometimes the client may just desire to enhance their skills in regard to coping with adversity, improving social functioning, or enhancing their self-perceptions. In all of these settings the social worker serves as a link between the individuals and their
families and the community at large.

The social work profession advocates directing and influencing social change. Social workers can be seen advocating for clients who are subject to prejudice and discrimination in the healthcare, education, and other major institutions that people interact with in their lives. By advocating for equal opportunities within institutional settings, the social worker often engages in interventions that help to make communities more wholesome places in which to live. Social workers use various forms of direct action to help people deal with some of the forces that shape their lives. They may, for example, do research to identify community needs, draft legislation, or comment on government proposals in areas such as housing, health, and social and welfare services. They may help organizations in the community work for social betterment.

People who enter the profession of social work come from a variety of backgrounds. To a certain extent, an applicant's formal education determines the amount of responsibility given and advancement opportunities. With the undergraduate degree you obtain from Northwestern you will be considered an entry-level generalist practitioner. That means, will be qualified to use a variety of skills and knowledge to assist the clients served in any of the agencies or organizations previously mentioned. This ability to assist diverse groups in a variety of settings is called “Generalist Practice” and it is what we specialize in training our BSW graduates to do.

Department Mission Statement

The Mission of the Northwestern State University of Louisiana Department of Social Work is to develop competent, solid, beginning level generalist social workers. The program offers an appreciation of human diversity by developing lifelong learners whose values and ethics are consistent with the profession of social work. (Triche, 1998.) In its rural setting, NSU maintains a commitment of service to the local community and the populations who experience oppression due to social and economic injustice. Our program seeks to provide a caring, student-centered environment that encourages professional
The mission and goals of the NSU baccalaureate social work program support and uphold the purposes, values and ethics of the social work profession. Morales and Sheafor, (2000), report that one of the fundamental values of Social Work includes: “Serving people in need, and, at the same time, making social institutions more responsive to people” (p.33). In 1958, The National Association of Social Worker’s, (NASW) identified a working definition describing the function of social work practice by reporting, “The profession serves a supportive, preventative and curative function.” NASW further recognizes that the focus of social work is on the interactions between people and their environment and the responsibility of social workers is to provide services to individuals, as parts of various groups, and as members of communities. The Mission of the Department of social work at NSU seeks to meet these purposes. Our program encourages students to intervene with and on behalf of people with all types of diverse backgrounds and presenting issues and assist people to the resources needed to promote a higher quality of life. The repetitive theme of the program is “Those who have the least deserve the best.” Therefore, social workers seek to enhance the social functioning of individuals through micro practice (working with individuals) as well as addressing the needs in mezzo (family) and macro (community) areas too. It is in this train of thought that populations-at-risk are served toward the achievement of social and economic justice.

The purpose of professional social work education is to enable students to integrate the knowledge, values, and skills of the social work profession. In addition, students are provided with an opportunity to transfer their learning into the field practicum setting. The baccalaureate social work curriculum at NSU provides content concerning the profession’s knowledge, values and skills. In addition the application of these learning experiences are put to practice during the field instruction sequence of the professional educational experience. Students are placed in various settings during their field placements due to the transferable set of knowledge and skills provided in the program. Many of our graduates enter various agency settings and serve a variety of population groups with diverse issues, needs, and strengths. The NSU undergraduate social work program includes a liberal arts perspective and
the professional foundation content, which prepares students for direct services with client systems of various sizes and types.

NSU seeks to assist the students to become familiar with Social Work values and ethics by infusing the following set of beliefs throughout the curriculum requirements:

a. Social workers respect the individuals’ right to make independent decisions and to participate actively in the helping process.

b. Social workers are committed to assisting client systems to obtain needed resources

c. Social workers strive to make social institutions more humane and responsive to human needs.

d. Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations

e. Social workers are responsible for their own ethical conduct, the quality of their practice, and for seeking continuous growth in the knowledge and skills of their profession.

In sum, Social workers’ professional relationships are built with regard for the worth and dignity of individuals. The NSU department actively seeks to engage in emphasizing an acceptance of diversity, the appreciation for the client’s right to self-determination, as well as issues protecting client confidentiality, and responsible handling of conflict.
PROGRAM GOALS

In order to achieve the Mission of the Department of Social Work at NSU, the following program goals have been developed:

1. To enable students to integrate the knowledge, values, and skills of the social work profession into competent practice.

2. To prepare students for generalist social work practice at the professional entry level and graduate education in social work.

3. Provide a professional foundation curriculum that contains the common body of the profession’s knowledge, values, and skills. This base is transferable among settings, population groups and problem areas.

4. Include a liberal arts perspective and the professional foundation content, which prepares students for direct services with client systems of various sizes and types.

5. Prepare graduates to practice with diverse populations.

6. Provide content about the social contexts of social work practice, the changing nature of those contexts, the behavior or organization, and the dynamics of change.

7. Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

8. Prepare graduates who are aware of their responsibility to continue their professional growth and development.

9. Contribute knowledge and support to the professional community who serves at risk populations suffering from oppression due to social and economic injustice.

10. To offer students an appreciation for the special concerns affecting the rural population.

The Social Work Departments program objectives have developed out of the departmental goals and serve to ensure that we strive to engage in active steps toward achieving the mission of the program. These objectives are stated to address what a student can expect as a result of the completion of their professional education and program actions.
PROGRAM OBJECTIVES:

Graduates of the NSU Department of Social Work will be able to:

1. Apply critical thinking skills within the context of professional social work practice.

2. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.

3. Demonstrate the professional use of self.

4. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

5. Understand the history of the social work profession and its current structures and issues.

6. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.

7. Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks of understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).

8. Analyze the impact of social policies on client systems, workers, and agencies.

9. Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.

10. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

11. Use supervision appropriate to generalist practice.

12. Function within the structure of organizations and service delivery systems and under supervision, seek necessary organizational change.

13. Demonstrate proficiency in the use of communications technology and resources.

14. Students who pursue social work careers after graduation will be highly employable in the profession and all others will be at least as employable as graduates of programs who choose not to pursue careers in their major.

15. Students who seek admission to graduate education in social work will be admitted, and of those who are admitted to full-time graduate education in social work, 95% will complete the program in the required time limit.

16. Use the skills, values and knowledge to meet the special needs of the rural population.

17. Encourage and enhance students’ continued learning experience through continuing
education, workshops and graduate school.

The previous materials were intended to help students become acquainted with what social workers do in their professional practice. The mission statement, goals and objectives outlined by the Social Work department aim to assist students in obtaining and realizing the knowledge, skills, and values of the profession. Now that these issues have been addressed, how to go about majoring in Social Work at Northwestern State University will be explored.

### Admission to the Social Work Program

Social Work majors begin their academic preparation in the “pre-professional social work” curriculum (A71). Core curriculum requirements are scheduled along with two social work introductory courses. These include: Social Work 2090, "Social Welfare as an Institution,” and Social Work 2100, "Social Work as a Profession.” Both of these courses provide the student with a comprehensive introduction to what it means to be a social worker. Most students will take about two years to complete the pre-social work curriculum.

Upon completion of all of the first two year preliminary foundation courses, an application can be submitted by the student to the Social Work Office located in 118 Keyser Hall. The application will be forwarded to the Admission’s Director who will begin the process of assessing student’s eligibility for admission into the social work professional program (274). Acceptance is based upon the student’s overall grade point average, **which must be at least a 2.5, with grades of a "C" or better** in Social work 2090, Social Work 2100, English 1010 and English 1020. (NSU, 2000) The application for admission to the Social Work Professional Program should be submitted prior to the dates of pre-registration for the next regular fall or spring semester. Students who are within 12 hours of completing the first 2-year’s preliminary foundation courses and who meet the GPA course completion requirements may apply for consideration of provisional admission status into the professional program. When the application materials are submitted, the student is also expected to read and sign the agreement to abide
by the values and ethics as set forth by the National Association of Social Workers (NASW). (See Appendix.)

It is important that the students acquaint themselves with their advisors and the professional degree requirements as set forth in the course catalog. There are three courses in the professional degree program that must be taken in sequence. These courses are social work: 3120 (practice I), 3130 (practice II) and 3140 (practice III). Please note each must be taken in order and by meeting with your advisor early in the professional degree program, students can establish schedules to increase the likelihood of meeting their anticipated graduation dates. Students are assigned advisors alphabetically, according to the student’s last names. The following outlines the advising schedules for faculty and students:

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<td>D – E &amp; R</td>
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<td>F – G &amp; S</td>
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Your academic advisor should handle the following academic advising issues: Substitutions, academic plans, audit requests and entering schedules.

When students are admitted to the social work program, usually in the third year of their undergraduate career, they begin an intensive two-year program of study that will prepare them for employment in entry-level professional practice. The knowledge and skills they acquire will enable them to work with individuals, families, groups and organizations. Student will be provided with knowledge of human behavior and its relationship to the social environment, social work practice techniques with individuals, families, and larger community groups, social welfare policies, research processes, human
diversity, the values and ethical standards of the social work profession, interviewing techniques, and an increased understanding of how social systems work in a rural setting.

An important part of the educational process requires spending one or two semesters in a human service agency or department within the field that provides social work services. It is in the field that the student is provided with the opportunity to put into practice the skills, knowledge and values gained in the classroom settings. This experience is called "Field Instruction" and occurs in the student's last year of undergraduate study.

**Criteria for Dismissal From The Program**

Dismissal from the Social Work Program can be for both academic and non academic reasons. Including, but not limited to:

1. Failure to earn at least a C when repeating or enrolling for the 2nd time in the same required social work course.

2. Failure to maintain a 2.5 average for two consecutive semesters.

3. Academic cheating or plagiarism.

4. The unlawful or unauthorized use, abuse, possession, distribution, transportation, manufacture, concealment, consumption, promotion or sale of alcohol, illegal drugs, legal drugs obtained illegally, controlled substances, or designer drugs.

5. Illegal possession of weapons.


8. Psychiatric disturbances that, in the professional judgment of the social work faculty could impair quality provision of services to clients while enrolled and in the Social Work Professional Program.

**Policy on Academic and Professional Performance**

Students admitted to this program of social work education are expected to progress in their command of social work knowledge, their skill in the application of social work methods, and their demeanor as an entry-level professional. While most students adjust well to the performance
expectations, the following policy guidelines ensures that students experiencing difficulty are monitored and given appropriate corrective intervention, and that appropriate procedures are established in the event that a student cannot or will not use corrective action, and must be asked to consider alternative educational goals.

1. **Student Agreement:**

   There must be a signed Student Agreement in the student folder of each student who has been admitted into the social work program following successful application and screening.

2. **Reviews:**

   2a. Scheduled reviews are to take place at the time of admission (when the student signs the student agreement), annually thereafter, and in the field practicum application and interview process. These reviews are held between the student and the assigned advisor, with the exception of that held in conjunction with the field practicum application and interview, which follows those established procedures.

   2b. Unscheduled reviews may take place as circumstances warrant, and may be initiated by the advisor, a faculty member, field instruction liaison, or the student.

3. **Responsibility of Faculty:**

   It is the responsibility of advisors, classroom instructors, field practicum instructors, and agency fieldwork supervisors to monitor students relative to appropriate social work values, ethics, comportment, knowledge and skills. Any faculty member observing behavior or performance not in keeping with expectations and standards of the program has a duty to express these concerns to the student and to initiate corrective action.

4. **Responsibility of Faculty:**

   Three levels of corrective action are established. Generally, the first level (a) should be used first, with higher levels engaged in succession with repeated infractions. It is permissible, however, in consultation with the Department Head, to engage directly in level (c) as circumstances warrant.

4a. **Verbal discussion:** The concern faculty member should discuss privately with the student on the specific concerns perceived. A note indicating only that the discussion took place should be placed in the student’s file. It is advisable that faculty member keep a personal record of the discussion.
4b. **Verbal discussion with written record**: Following a second meeting, a written record outlining the concerns and corrective action taken, signed by the student (signifying receipt) and faculty member is placed in the student’s file, with a copy going to the student.

4c. **Academic hearing**: Continued substandard performance, including GPA and/or failing grades as noted in point 5 below, warrants a program academic hearing. A hearing committee of five persons will be appointed by the Department Head, selected from five names submitted by the student, and one faculty member of the Department head’s choosing. The student may submit the names of two students out of the list of five submitted for the hearing committee. The committee is to interview all appropriate parties, weigh all sides of the issue, and submit a written report with recommendation to the Department Head. Possible recommendations include: 1) continuance in the program, 2) continuance in the program with prescriptive correction action, and 3) dismissal from the program. It is the responsibility of the Department Head to inform the student of any decision made, whether in concurrence with the recommendation or not.

The student will have the right (and is expected) to appear in person before the academic hearing committee, to choose to submit a written statement in addition to oral statements made, to have a classmate or faculty member in attendance with the student, and the right to choose to follow the established procedure for appeal.

5. **Grade and Grade Point Average Standards**

Admission into the social work program is contingent on, among other things, a GPA of 2.5 on a 4.0 scale. Students are expected to maintain an overall GPA of 2.5 **AND** a GPA of 2.5 in social work courses to remain in the program. Any student failing to maintain the minimum GPA for two consecutive semesters (excluding summer terms) will appear before a program academic hearing committee. Any student with two or more failing grades in social work courses will be required to have a hearing.

**Student Admission Agreement**

The “**Statement of Understanding and agreement**” presented on the following page is to be signed by each student as part of their admission to the Social Work Program. Please copy and submit with your application into the professional program.
Expectations of Professional Behavior

Social work is a professional in which professional behavior and demeanor are important. We expect the same professional behavior of you in the classroom that we expect you will exhibit with clients. The following are expectations for classroom behavior.

We expect that you will:

1. **Attend** all scheduled classes and **be on time** for them.

2. **Attend to the lecture** or other classroom activity fully rather than engage in talking or side conversations with classmates.

3. Attend to your surroundings by **taking all trash** with you when you leave the classroom and **NOT eating food in class**. Drinks are welcome.

4. Be courteous and turn off your cell phone while in class.

I sign this form to confirm that I have been notified of these behaviors and agree to engage in professional behavior in class and with my clients.

________________________________________
Student Signature

________________________________________
Date
Statement of Understanding and Agreement

I understand that although I am admitted to the Social Work Program, if my professional development is not deemed satisfactory by the appropriate social work faculty (including agency field placement supervisors, the program has the right and responsibility to request reassessment of my suitability for the major in social work.

I hereby agree to abide by the standards outlined in this document and the NASW Code of Ethics. I also understand that I must maintain an overall GPA of 2.5 and a Social Work GPA of 2.5 in order to remain in the program. Failure to maintain an overall 2.5 average for two consecutive semesters will result in dismissal from the Social Work Program.

_________________________________________  __________________________
Student Signature                              Date
Acknowledgement of the Meaning and Consequences of Plagiarism

I understand that the term plagiarism describes any attempt to present another person’s work as my own. That includes copying sentences, paragraphs, or longer passages from material found in print or electronic sources and presenting them as my own work, without quotation marks around words written by another person and parenthetical citation that names the sources and, if the source is printed, a page number or other identifying number.

I understand that changing a few words in another person’s sentence does not make that sentence my own work. I understand that quotations must always be copied accurately (and enclosed in quotation marks, with a parenthetical citation following).

I understand that if I do rewrite another person’s idea in my own words and any own sentence structure, I still need to give credit to the other person for that idea by putting a parenthetical citation at the end of the sentence in which the idea appears. The only exception is for “common knowledge,” which means information that is widely available and not controversial. For example, the date of the President’s birth is common knowledge; an interpretation of an idea or theory written by another author, not me, is not.

I understand that the consequences of plagiarism will include, at the least, a zero on the assignment.

I understand that the Student Handbook of Northwestern State University lists suspension or expulsion from the university as possible penalties for plagiarism. Further, I understand that plagiarism violates the NASW Code of Ethics.

Print Name ____________________________ Date ____________________

Sign Name____________________________________________________

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Social Work Classes

**Social Work 2090: Social Welfare as a Social Institution.**
History and perspectives of social welfare as a social institution. Specific attention paid to those welfare policies affecting populations at risk.

**Social Work 2100: Social Work as a Profession.**
Development of social work as a profession. Value, knowledge, and skill bases of social work in the perspective of generalist philosophy.

**Social Work 3030: Human Behavior and the Social Environment I**
Cultural diversity, growth, and change in individual and families, utilizing an ecological systems framework. Content will be organized around human development within the social environment from a micro perspective.

**Social Work 3040: Human Behavior and the Social Environment II.**
Cultural diversity, growth, and change in groups, communities and organizations utilizing an ecological systems framework. Content will be organized around human development within the social environment from a macro perspective.

**Social Work 3120: Generalist Practice I.**
Social work processes, concepts, and theories applied to generalist practice intervention. Establishment of professional relationships and skills applicable to multi level systems emphasizing individuals. Specific attention paid to problem solving and the roles of generalist social work. **Prerequisite: Admission to the professional Social Work Program (274).**

**Social Work 3130: Generalist Practice II**
Social work processes, concepts, and theories applied to generalist practice intervention. Establishment of professional relationships and skills applicable to multi level systems emphasizing families and groups. Specific attention paid to the professional development of use of self within the context of a diverse society. **Prerequisite: Social Work 3120 with a grade of C or better.**

**Social Work 3140: Generalist Practice III.**
Social work processes, concepts, and theories applied to generalist practice intervention. Establishment of professional relationships and skills applicable to multi level systems emphasizing community and organizations. Specific attention paid to the issues of social and economic justice. **Prerequisite: Social Work 3130 with a grade of C or better.**

**Social Work 3180: Techniques of Interviewing.**
Interviewing skills for individual, group, and family casework. Treatment techniques and the use of self in interviewing. **Prerequisite: junior standing or consent of instructor.**

**Social Work 4030: Statistics in Social Work Research.**
Descriptive and inferential statistics for social workers. Levels of measurement, measure of central tendency and variability, cross tabulation analysis, correlation, and hypothesis testing including chi-square, analysis of variance, and multiple correlation and regression analysis.
**Social Work 4040: Social Work Research Methods.**
The fundamentals of social work research, practice and program evaluation. Quantitative and qualitative methods of problem formulation, measurement, research design, observation, and analysis of data for social workers. **Co-requisite: Social Work 4190. Prerequisites: Social Work 4030 and 3130.**

**Social Work 4190: Field Work.**
Placement concurrent with other classes. Sixteen to 32 hours per week directed field practice education and two-hour weekly seminar integrating theory and field instruction. Social work majors only. **Prerequisite: 3130. Co-requisite: 4040.**

**Social Work 4350: Analysis of Contemporary Social Policy Issues.**
Contemporary social policy issues will be examined and analyzed from varying perspectives. Evaluation of the implementation of these contemporary policies will be examined in relationship to populations at risk.

**Social Work 4450: Cultural Diversity.**
Examines the cultural characteristics of minorities, multicultural perspectives on families, and effective culture-sensitive social work practice with diverse populations.

It is important to note that the majority of Social Work courses require written research and term papers pertaining to the student's learning objectives. Most of the students entering the Social Work curriculum have been taught MLA writing styles in English 1010 and 1020.

The Social Work papers assigned are requested in the APA writing style, which differs from MLA. Due to our expectations we have enclosed a copy of the APA Format to assist Social Work majors in writing the papers needed to enhance their knowledge in the field.
Accreditation and Graduate Study

The Northwestern undergraduate Social Work Program is currently accredited through the year 2,008 by the Council on Social Work Education.

Council on Social Work Education
1725 Duke Street Suite 500
Alexandria, VA 22314-3457
Phone: (703)683-8080
Fax: (703) 683-8099
htpp://www.cswe.org

Students who complete the program and wish to pursue a Master of Social Work degree may apply for advanced standing in many graduate programs. If granted, advanced standing may reduce the amount of time needed to complete the Master of Social Work by as much as one year.

Faculty

The faculty in the Social Work Program are experienced, licensed social workers, with a range of professional backgrounds, including juvenile corrections, adult corrections, family social work, child welfare, gerontological social work. The faculty regularly attends professional conferences, meetings, and present professional papers. Our faculty strives to maintain frequent contact with other members of the profession and take an active interest in the welfare of their students.
Policy on Faculty Office Hours

1. All faculty are responsible for maintaining twelve office hours per week per semester;

2. Faculty teaching off campus for one or more classes must maintain nine office hours on campus and keep off campus office hours;

3. Faculty teaching online courses must maintain online accessibility in scheduled office hours online;

4. All faculty must post clearly stated office hours on the door of their offices.

5. In the event that circumstances prevent the faculty member from being available during office hours, please provide appropriate instructions to students on the office door and online. Please email the department head notification of non-availability during scheduled times. If absence is due to non-employment related issues, complete request for leave report.
Leave Policy

May 10, 2004

To: Dr. Anthony Scheffler, Vice President of Academic Affairs

From: Claudia Triche, Head, Dept. of Social Work

To the best of my knowledge, leave documents submitted to me by faculty and staff regarding leave requests are, to the best of my knowledge, accurate and appropriate. I will, at the beginning of every fiscal year request that faculty and staff adhere to the University's leave policy and state laws regarding leave. I will continue to review university payroll and leave records for all faculty and staff in the Department of Social Work to insure that violations of University sick leave policy do not occur. I will perform periodic reviews of faculty and staff leave documents for reasonableness.

cc. Dr. Randall J. Webb, President
    Dr. Donald W. Hatley, Dean, College of Liberal Arts
NORTHERN STATE UNIVERSITY
REQUEST FOR LEAVE

[ ] CLASSIFIED [ ] FACULTY [ ] NON-CLASSIFIED

TO: ___________________________ Date

FROM: ___________________________ ___________________________

Employee (Print Name) Budget Unit Title

[ ] ANNUAL [ ] SICK [ ] LWOP [ ] COMPENSATORY
[ ] MILITARY [ ] FMLA – sick [ ] FMLA-Annual [ ] FMLA – LWOP
[ ] CIVIL { } Jury Duty { } Witness Duty { } Civilian National Defense { } Voting
[ ] OTHER { } Act of God

{ } Local Conditions:
{ } Workers’s Comp:
{ } Bereavement:
{ } Faculty Other (1,2)

REQUESTED BY: ___________________________ DATE: ___________________________

Employee Signature

SOCIAL SECURITY NUMBER: ___________________________

EFFECTIVE DATE OF LEAVE: ___________________________ ___AM ___PM

DATE LEAVE TERMINATES: ___________________________ ___AM ___PM

TOTAL HOURS TAKEN ___________

HOW DUTIES ARE TO BE PERFORMED IN ABSENCE OF EMPLOYEE: ___________________________

COMMENTS: ___________________________

APPROVED: ___________________________ DATE: ___________________________

Supervisor

APPROVED: ___________________________ DATE: ___________________________

Budget Unit Head

(1) Denotes applicable leave for faculty members.
(2) Faculty Other leave must be approved by the President and may be charged against sick leave in accordance with University of Louisiana System Board of Trustees Policy.

APPROVED: ___________________________ DATE: ___________________________

President, for Faculty Other Leave Only

NOTE: Must be approved and returned to the employee to be attached to the Employee’s Daily Attendance and Leave Report. For Faculty, this form is retained by the Budget Unit Head to be submitted with the monthly “Sick Leave Report for Faculty Employees.”
Promotion Policy

Promotions Committee

Purpose: The responsibilities of the Promotions Committee include reviewing promotion applications and making recommendations concerning promotions of any applicant so requesting. Promotion applicants may request review by the Promotions Committee at any time during the promotion process.

Reports to: Vice President for Academic Affairs

Membership: 7

Five tenured professors and two tenured associate professors, to serve alternating two-year terms, appointed by the Committee on Committees, approved by vote of the Faculty Senate.

Promotion and Tenure Committees

Each department shall establish promotion and tenure committees composed of senior tenured faculty. This may be a single committee serving both functions, or it may be the case that a department has two separate committees, one for tenure and one for promotion. For purposes of this discussion, the committee(s) will be called the Promotion and Tenure Committee. The following guidelines for membership shall apply to all Promotion and Tenure Committees:

The Promotion and Tenure Committee shall consist of five tenured faculty members, each holding rank equivalent or higher than the rank sought by the applicant. A faculty member requesting promotion to the rank of associate professor, for example, must be evaluated by a committee of five faculty members all holding the rank of associate professor or full professor. One of the five will be elected chairperson. The department head/coordinator or dean is categorically forbidden from serving on the Promotion and Tenure Committee.

In the event the applicant is not part of an academic unit with a Promotion and Tenure Committee or if there are not enough individuals in the department to constitute a Promotion and Tenure Committee, an ad hoc committee will be authorized by the appropriate dean. The membership of this committee shall consist of four faculty members, two chosen by the applicant for promotion and two chosen by the department head/coordinator or dean. All must hold academic rank equal to or higher than the rank sought by the applicant; all must be tenured. All may be chosen from the faculty of Northwestern State University or may be chosen from the faculty of another university. A combination of faculty from Northwestern State University and another university is clearly permitted, but each selection is to be based on knowledge of the candidate’s field. None can be a close personal friend of or related to the applicant. One of the four will be elected chairperson. The department head/coordinator or dean is categorically prohibited from serving on the ad hoc Promotion and Tenure Committee.

The Promotion and Tenure Committee reviews applications and other relevant documentation, and makes recommendations to the department head/coordinator or dean, who in turn makes
recommendations to the Vice President for Academic Affairs. All non-tenured faculty shall be evaluated on an annual basis. Promotion and Tenure Committees shall follow timelines and procedures outlined in Chapter Two of the Faculty Handbook.

FACULTY EVALUATION

The Board of Supervisors for the University of Louisiana system requires each university under its jurisdiction to evaluate each faculty member on an annual basis. In addition to providing assistance to faculty members in performing professional duties, this evaluation process forms the basis for decisions concerning merit salary increases, retention, tenure, and promotion.

Criteria for Merit, Retention, Tenure, and Promotion

It is not possible to establish, at the University level, detailed criteria for retention, tenure, promotion and merit for the many academic units in the University. The basic criteria are clear: excellence in carrying out the responsibilities of the position, and significant promise for continued achievement. The responsibilities of a faculty member include, but are not limited to, teaching, advising students, scholarly achievement, public service, and contributing to the department and the University. Regardless of how the relevant factors are weighed in a particular case, no faculty member will be granted tenure or promotion who does not meet the requirements for overall excellence based on performance of those responsibilities. Concerning merit, the head/coordinator or dean of the department has the responsibility of weighing the different roles of each faculty member and evaluating strengths and weaknesses, taking into account the mission and needs of the department and University.

Teaching Effectiveness

Teaching of the highest quality is given top priority at NSU in any assessment of a faculty member's overall performance. All faculty are expected to be:

(a) Academically demanding in classes;
(b) Fully prepared, well organized, informative, and intellectually stimulating in teaching;
(c) Open to trying new teaching techniques;
(d) Most conscientious and prompt in evaluations of assigned student work during the term;
(e) Prompt in reporting of grades for students at the end of the term;
(f) Willing, outside of class, to discuss the special academic interests and problems which students may want to discuss; and
(g) Accessible, helpful, and responsible academic advisors.
METHODS OF EVALUATION

(a) Student evaluations of teaching: The NSU Student Survey of Instruction (Appendix J) is administered in every class in both Fall and Spring no earlier than the 12th week of the term. This questionnaire gives students an opportunity to express anonymously views of the course and the effectiveness of instruction.

(b) Department Head/Coordinator or Dean evaluation: In addition to the method of presentation of the material, the Department Head/Coordinator or Dean ascertains the currency of course material, the mastery of the subject, the fitness of instructional objectives, and the appropriateness of class standards, using such evidence as classroom visits, examination of grade distributions, course syllabi, examinations, assignments, and reading lists.

(c) Student Appraisal of Academic Advising: The NSU Student Appraisal of Academic Advising (Appendix I) is administered during registration for both Fall and Spring terms. Appraisals are considered valid if signed by the advising faculty member after advising the student and before the student completes the appraisal form. Student appraisals are to be done immediately after advising and submitted by the student to a designated third party within the department.

(d) Self-reported activities: The Faculty Activity Report (Appendix C) is filed annually. This report permits the description of new courses taught, revision of existing courses, innovative teaching projects, workshops, clinics, accomplishment of performance objectives, and other teaching-related activities.

Scholarly and Professional Activities

NSU is committed to its role as a "teaching institution," to developing a faculty composed of teacher-scholars. For effective teaching, it is essential that faculty be actively and continuously engaged in some form of scholarship, remaining a student of their discipline throughout their careers. Scholarship is at the heart of the teaching profession. Teacher-scholars keep abreast of their fields, maintain intellectual vigor, and retain excitement for their disciplines.

Research and other creative activities are absolutely indispensable for graduate education. For graduate students to understand, evaluate and, consequently, apply the results of research, they must be thoroughly familiar with research methods and procedures, an experience gained through active involvement in research problems. It is, thus, essential that graduate faculty be engaged in research because it is an essential part of the teaching of graduate students.

Considerable emphasis is placed at NSU on scholarly and professional activities. These include the following types of activities:

(a) Publication of books;

(b) Publication of articles in refereed journals;

(c) Invited articles in journals or anthologies;

(d) Book reviews;

(e) Publication of creative works such as novels, short stories, poetry, dramatic works,
musical compositions, etc.;

(f) Professional performances in the performing arts and exhibition of works of art such as paintings, sculpture, etc. in juried shows or selective galleries;

(g) Development of new areas or levels of academic competence;

(h) Refereed or invited presentations at professional meetings; participation in professional seminars or symposia;

(i) Participation in professional seminars or symposia;

(j) Attendance at professional meetings and official duties in professional organizations;

(k) Professional development through workshops and short courses;

(l) Pursuit, receipt, and fulfillment of grants, scholarships, and fellowships;

(m) Serving as a referee on grants, books, and articles; and

(n) Campus wide lectures, performances, or art exhibitions.

UNIVERSITY AND PUBLIC SERVICE

The success of governance, maintenance of academic standards, and the day-to-day workings of the University depend on faculty participation. An important part of the mission of the University is public service through training and educational programs, cultural activities, technical assistance, consulting, clinical services, and applied research. University and public service activities include:

(a) Service on departmental, college and university committees, and all other activities that contribute to the smooth functioning of the NSU academic program;

(b) Involvement in activities that promote and enrich the life of the NSU community;

(c) Recruitment of prospective students;

(d) Participation in an organizational capacity in local, regional, and national conferences and symposia;

(e) Service to professional organizations as an officer or committee member;

(f) Service on local, state, and national governmental boards; and

(g) Service to the general public through activities related to the faculty member's field of professional expertise or to the university's mission.

Evaluation Procedure

At the beginning of each academic year, each faculty member and the Department Head/Coordinator or Dean will jointly develop the faculty member's performance objectives for the year. These
performance objectives are developed with consideration of the individual’s potential contribution to the goals of the department and the University.

During each semester of the calendar year in which a faculty member is employed, evaluation documentation is assembled by the Department Head/Coordinator or Dean into an evaluation file for the faculty member. Evaluation items must include student appraisals of teaching and may also include, as appropriate, faculty activity reports; Department Head/Coordinator or Dean evaluations of teaching based on classroom visits; evaluation by advisees; course syllabi, reading lists, examinations, and/or assignments; grade distributions; evidence of scholarly productivity, publications and presentations; comments of committee service by committee chairmen; and/or documents indicating community and professional service and contributions to the Department, College, and the University. Faculty submit course syllabi at the beginning of each semester. Students assess the instruction in every class taught during the academic year (see Appendix J, Student Survey of Instruction). Department Heads/Coordinators visit a class taught by each instructor at least once a semester and complete a Classroom Visitation Appraisal form (see Appendix A). During registration for the Fall and Spring terms, students complete a Student Appraisal of Academic Advising form (see Appendix I). Department Heads/Coordinators have periodic conferences with faculty to discuss evaluations in a constructive, formative manner.

In February, each faculty member completes an activity report, detailing professional activities during the previous calendar year (see Appendix C, Faculty Activity Report). The Department Head/Coordinator or Dean reviews the faculty activity report, the other evaluation documents assembled during the year, and the performance objectives developed at the beginning of the academic year and the previous academic year, since the calendar year overlaps two academic years. Based on this review of documentation, a written evaluation of the quality of performance of each faculty member is prepared. The evaluation report is placed in the evaluation file which is used by the Department Head/Coordinator or Dean as the basis of a recommendation concerning merit for the past academic year, and by the departmental/college Retention, Tenure and Promotion Committee as the basis of a recommendation concerning retention, tenure, and promotion.

**Merit**

Upon completion of the evaluations in March, the Department Heads/Coordinators determine for each faculty member in the academic unit which of the merit rating classifications--no merit, merit, high merit, highest merit--best describes the faculty member's performance for the previous calendar year. The recommendations are forwarded to the College Dean for review. Merit ratings are forwarded from the College Dean to the Vice President for Academic Affairs. The Council of Deans, composed of the deans of all academic colleges in the University, meets with the Vice President for Academic Affairs to discuss evaluation. The College Deans and the Vice President seek to ensure that standards for merit applied by departments with comparable roles and missions are uniform. Final merit recommendations, as approved by the Vice President for Academic Affairs are forwarded to the President for approval and action. If the Board of Supervisors permits faculty salary adjustments and sufficient funds are available, faculty salary raises shall be awarded based, at least in part, on the merit category approved by the President.
Appeals Process for Annual Evaluation and Merit Recommendation

A faculty member may seek a review if, in the perception of the faculty member, there is sufficient cause to question the annual evaluation or merit recommendation. During the evaluation interview, the faculty member shall discuss differences with the Department Head/Coordinator or Dean. If these issues are unresolved at the department level, the faculty member may then follow the grievance procedure for academic appeals described in this chapter. The process shall be completed by the end of each academic year.

Retention and Tenure

Each department/college has written guidelines regarding their individual requirements for retention and tenure. A copy of these guidelines should be obtained from the Dean of the college supervising the individual faculty member’s department.

All non-tenure track faculty shall be evaluated annually using criteria established by the college/department.

The Retention, Tenure, and Promotion committee in each department/college shall review the performance of each non-tenured, tenure-track member of the department annually. This review is completed before March 1 for faculty in the first year of employment, before December 15 for faculty in the second year of employment, and before the end of the Spring semester thereafter. The committee has access to the evaluation file prepared by the Faculty Department Head/Coordinator or Dean. The departmental Retention, Tenure, and Promotion Committee reviews the evaluative material and recommends to the Department Head/Coordinator or Dean either continued employment or termination of the faculty member. Termination is subject to review within the University (see Non-renewal and Termination), and subject to policies concerning notification; continuation is subject to policies concerning the maximum probationary period. The committee's recommendation along with the Department Head/Coordinator's recommendation is forwarded to the College Dean. The College Dean's recommendation, together with that of the departmental Promotion and Tenure Committee and the Department Head/Coordinator, is forwarded to the Vice President for Academic Affairs. At all levels of the retention review process, applicants shall be kept apprised of decision outcomes.

Non-tenured faculty members should apply for tenure only toward the end of the probationary period (sixth year). Application for tenure should be made at the time the faculty activity report is submitted in February. Normally, faculty members are not considered for tenure until the end of the prescribed probationary period. The probationary period for tenure consideration in the Board of Supervisors for the University of Louisiana System is six years. However, the departmental Retention, Tenure and Promotion Committee may, in extraordinary cases, make a recommendation for tenure before the probationary period is complete. In this case, the recommendation must be accompanied by an accounting of compelling reasons for this action.

The above stated tenure policy shall supersede all existing policies with the following exceptions:

1. All persons holding tenure on the effective date of this policy shall retain their tenure.

2. Any person already employed at the University on the effective date of this policy shall be eligible to earn tenure under the terms and conditions of the policy in force and in effect.
at the time of that person's initial tenure-track appointment.

3. This policy shall in no way affect any rights acquired by any person employed by an institution prior to the effective date of this policy.

During the review of tenure applications, the tenure committee shall have access to the cumulative evaluation file for the applicant. After reviewing all applications and supporting material, the committee shall forward recommendations to the Department Head/Coordinator or Dean. Disapproval of tenure at the end of the probationary period is equivalent to recommending termination of the faculty member. The Department Head/Coordinator forwards recommendations for tenure or termination to the College Dean for his/her recommendation. When the tenure committee and the Department Head/Coordinator disagree, the College Dean will seek to resolve this difference. The College Dean forwards recommendations to the Vice President for Academic Affairs. The President shall make the final decision for the University, and his/her recommendation shall be submitted to the System President. Final authority for granting or denying tenure shall rest with the Board of Supervisors for the University of Louisiana System. Under no circumstances shall tenure status be achieved without specific action of the Board of Supervisors. Upon request of the affected faculty member, negative departmental/college recommendations may be reviewed by the University Promotion Committee for a recommendation to the Vice President for Academic Affairs and the President. Faculty members initially employed at the rank of professor may be granted tenure upon appointment or, may be required to serve a probationary period not to exceed four years. Faculty members initially employed at the rank of associate professor shall serve a probationary period of at least one year, but no more than four years.

Promotion

Each department/college has written guidelines regarding their individual requirements for promotion. A copy of these guidelines should be obtained from the Dean of the college supervising the individual faculty member’s department.

The Retention, Tenure, and Promotion Committee in each department shall review applications for promotion. The committee shall have access to the cumulative evaluation file for promotion applicants. Promotion applications are submitted with faculty activity reports in February. After reviewing the applications and supporting material, the committee recommends promotions to the Department Head/Coordinator or College Dean, in colleges without departments. The applications recommended for promotion which receive the Department Head/Coordinator's concurrence are forwarded to the College Dean. Applications recommended for promotion which receive the College Dean's concurrence are forwarded to the Vice President for Academic Affairs. Recommendations approved by the Vice President will be forwarded to the President for approval.

At all levels of the promotion review process, applicants shall be kept apprised of decision outcomes and may ask for a review by the University Promotions Committee.

Minimum Criteria for Promotion in Rank

Instructor. A person holding the rank of Instructor must possess the master's degree or generally comparable professional certification in his/her field of specialization. Appointment to the rank of instructor is renewable on an annual basis.
**Assistant Professor.** To be considered for promotion to the rank of Assistant Professor, a person must have: (1) demonstrated ability and professional promise in teaching, creative activity, scholarship and service; and (2) attained the minimum academic qualification of the master's degree in the field plus approved graduate work or a equivalent professional experience as determined by the appropriate department and college and the Faculty Committee on Promotion.

**Associate Professor.** To be eligible for promotion to the rank of Associate Professor, a person must possess an earned terminal degree appropriate to the individual’s academic assignment (unless extraordinary service to the University and other significant credentials can be documented), and have at least five complete years of full-time teaching or academic support experience at the level of Assistant Professor; and must have given continued evidence of competency and promise in teaching, scholarship, research/creative activity, and service. Application can be made during the sixth year, at the faculty member’s discretion.

**Professor.** To be eligible for promotion to the rank of Professor, a person must hold an earned terminal degree and have completed at least five years of full-time teaching or academic support service at the level of Associate Professor; must have made significant contributions to the achievement of the goals and purposes of the University; and must have an established record of distinguished teaching, scholarship and research/creative activity, and service. Application can be made during the sixth year as Associate Professor, at the faculty member’s discretion.

The entire body of the applicant's professional life will be considered when promotion is at issue, although continued achievement must be demonstrated since the last promotion.

Promotion considerations will focus on activities while employed by Northwestern State University, but past performance at other institutions will be considered when deemed relevant by the review committees. Time at rank at other universities or colleges may be counted toward the required years of experience listed above.

**Levels of Rank**

Levels of academic rank recognize progressive levels of achievement and stature within the profession.

**Procedure for Application for Promotion in Rank**

Each department/college has written guidelines regarding their individual requirements for promotion. A copy of these guidelines should be obtained from the Dean of college supervising the individual faculty member’s department. The following procedures apply to all faculty seeking promotion in rank.
PART 1

A faculty member applying for promotion at Northwestern State University is expected to assemble a well-organized package of materials in support of the application so it can be reviewed with ease by the department or college promotion committee and the University Promotion Committee. These guidelines are designed to help an applicant assemble an application package. An applicant must assume the responsibility of submitting a complete and accurate package to the appropriate departmental or college promotion committee.

A PROSPECTIVE APPLICANT FOR PROMOTION SHOULD READ CAREFULLY THE SECTION ON FACULTY EVALUATION IN THE FACULTY HANDBOOK.

Ideally, any faculty member who expects to apply for promotion should begin collecting the supporting materials described below upon being hired by the University. These materials should be filed in one place, making them readily available for review if promotion in academic rank is requested.

Although the various departments and divisions may have slightly different criteria for determining whether to recommend a faculty member for promotion, the University Promotion Committee employs an evaluation form to rate the applicant in three areas:

1. Teaching;

2. Research, scholarship, and creative work; and

3. Professional service activities.

An applicant should keep these three areas in mind when preparing the application and supporting materials. A serious deficiency in any one of these areas will reduce the likelihood that the applicant will be recommended for the requested promotion. A promotion is not given on the basis of longevity at Northwestern but for substantial accomplishments in the listed areas.

The term "teaching," as it is used throughout this procedure, refers to the primary work of all faculty who are eligible for both promotion in academic rank and tenure. Included in this definition are the classroom teaching faculty, librarians, and others on whom faculty status has been conferred. Individuals other than the classroom teaching faculty presently have their primary work evaluated under section 1 a. (2) Other Teaching-related Activities of the Faculty Activity Report now in use.

Applicants for promotion should first submit their applications and all supportive materials to their departmental or college promotion committees. These materials should be assembled in a maximum of two large ring binders. Any additional materials, or those that will not fit in these binders, should be kept by the applicant and supplied to the University Promotion Committee as requested. Applicants requiring assistance should consult with the chairperson of the University Promotion Committee who can advise them on presentation of their materials.

A special meeting will be held for all prospective applicants for promotion within two weeks after the beginning of each fall semester, at which time the Vice President for Academic Affairs will discuss the procedures for applying for promotion and will answer questions about the process.
An application should contain the following, in the order given

1. A copy of the checklist of items (see Appendix N), signed by the applicant and the chairperson of the departmental or college promotion committee attesting to the completeness of the application.

2. A completed copy of form C (available from the office of the Vice President for Academic Affairs), signed by all members of the department or college promotion committee and the department or division head.

3. A letter from the department head or coordinator explaining reasons for the recommendation. (Note: Department heads cannot recommend themselves for promotion; those recommendations must come from the appropriate dean. A dean applying for promotion must apply directly to the Vice President for Academic Affairs).

4. Letters from external evaluators written in support of the applicant's candidacy may be enclosed when appropriate. Applicants holding joint academic appointments must submit letters of support from all appropriate departmental or divisional chairpersons, even though applicants submit their credentials to the department or division that holds the majority of supervisory authority.

5. A signed copy of the recommendation of the department or college promotion committee, giving that committee's reasons for recommending the candidate.

6. Signed copies of any letters initiated by the candidate in support of promotion (such letters may be contrary to the recommendations made by either the department or division promotion committee, by the head of the department, or by the approving dean).

7. A concise narrative by the applicant, summarizing accomplishments.

8. A complete and current copy of the applicant's curriculum vitae.

9. Copies of the following since the beginning of employment at Northwestern University or since the date of the last promotion at this university.
   a) All annual activity reports.
   b) All student evaluations for every course taught.
   c) Annual evaluations by department head/Coordinator or dean

10. Any other materials that give clear evidence of the quality and efficacy of the applicant's teaching.

11. Copies of books, articles, reports, reviews, syllabi of courses, grant proposals, and papers delivered at professional meetings indicating the applicant's research and scholarship. An applicant in the creative and performing arts should include (for example) programs, reviews, videotapes, exhibition catalogs, fliers, and other materials that provide evidence of accomplishments. Although a manuscript submitted for publication counts as research, it DOES NOT constitute a publication.
unless the manuscript has been accepted for publication and proof of acceptance is submitted.

12. Letters of commendation, newspaper articles, grant proposals, evidence of recruiting activities, departmental or divisional and university committee work, sponsorship of student organizations, and other materials documenting the applicant's professional service activities.

13. Any other material directly relevant to the application

PART II

The following is a step-by-step description of the entire promotion procedure and a calendar of critical dates.

**CALENDAR OF EVENTS IN THE PROMOTION PROCESS**

1. Applicants who have carefully evaluated their eligibility for promotion in academic rank meet with the Academic Vice President within two weeks after the beginning of the Fall Semester.

2. By October 1, the Faculty Senate appoints new member(s) to the University Promotion Committee.

3. By February 1, all applicants for promotion must notify their department or college dean, in writing, of their intention to apply for promotion and specify the desired academic rank.

4. By February 10, all applicants must submit their application for promotion to their department head/coordinator or dean, who shall immediately convene the department or college Promotion and Tenure Committee, and hand over to that committee the application for promotion and any other relevant documentation. If an ad hoc committee must be convened, it shall be the responsibility of the department head/coordinator to notify the dean of that necessity. The composition of the ad hoc committee is described in Chapter One, Departmental/College Committees.

5. When the department or college promotion committee (the ad hoc committee will be regarded as one of these, henceforth) has reached its decision, the chairperson of the committee will notify both the department head/coordinator or dean, as well as the applicant, of the committee's decision in writing. If the decision is not to recommend for promotion, specific reasons will be given. At this juncture the applicant must be given the opportunity to respond in writing to any and all negative comments and evaluation statements before the evaluation file can be considered complete. The applicant shall have a term of ten (10) working days to prepare the response. At this time the applicant also has the options of withdrawing the application altogether, asking for a review by the University Promotions Committee, or allowing it to go forward to the next level of review authority. Notification must be received within five (5) working days.
6. The department head/coordinator must then write a letter to the appropriate dean that either endorses the findings of the promotion committee or offers justification for an opinion that differs from that of the promotion committee; i.e., the head may agree with the candidate's reasons for justifying promotion, should the applicant and the promotion committee be at odds. The recommendation of the department head/coordinator, along with the recommendation of the promotion committee and all supporting materials, must then be sent to the appropriate dean under the cover of Form C, part one.

7. When the faculty member and committee are at odds, the appropriate dean has three options.
   a. The dean may choose to write a letter in support of either the promotion committee or the department head/coordinator; or
   b. The dean may choose to write a letter supporting the opinion of the individual faculty member; or
   c. The dean may choose not to support either, and merely indicate that the application has been reviewed by signing the "No Action Taken" line on Form C, part two.

8. If, however, the dean chooses to write a letter that does not support the candidate's request for promotion, the candidate shall again have the right to write a letter supporting reasons for promotion. The candidate shall again have a term of ten (10) working days to prepare the response.

9. The appropriate dean must then send all forms, correspondence, and credentials, to the office of the Vice President for Academic Affairs before, but no later than April 1.

   Applicants receiving notification of a negative judgment shall have the option of withdrawing their applications or asking for a review by the University Promotions Committee.

By May 1, the Academic Vice President shall present recommendations to the President of the University. The ultimate decision for promotion rests with the Board of Supervisors. This decision will be communicated to the faculty member as soon as possible.

**Rank Distribution**

Special care shall be exercised in assigning faculty ranks to new appointees and in making promotions in rank from year-to-year. The following table provides guidelines on assignments of rank within each institution, as recommended by the Board of Supervisors:

Academic Rank of Professor: Typical Range 20-30%, Maximum Range 35%

Academic Rank of Associate Professor: Typical Range 25-35%, Maximum Range 35%

**Schedule for Faculty Evaluation**

1. Beginning of Fall Term: Department Heads meet with faculty to discuss objectives for the school year: expectations, strengths, and weaknesses.
2. Fall (Prior to December): Department Retention/Tenure committees review second-year non-tenured faculty and recommend retention/non-retention to Department Head.

3. First Week in December: Department Head, College Dean make recommendation concerning retention/non-retention of second-year faculty to Vice President of Academic Affairs.


5. First Monday in February: Faculty submit documentation:
   - Faculty Activity Report
   - Letter of Intent for Promotion, by Feb. 1.
   - Application for Tenure (in the 6th year).

6. February 10: Tenure Committee and Department Head review material and evaluations.

7. February 20 (Feb. 15 for first-year faculty): Department Retention/Tenure/Promotion committees review faculty evaluation files and make recommend to Department Head.

8. February 28 (Feb. 20 for first-year faculty): Department Head submits evaluations to the College Dean.

9. February 28: College Dean submits first-year evaluation recommendations to Vice President for Academic Affairs.

10. March 1: First-year faculty informed of retention decision.

11. Third Week in March: Vice President for Academic Affairs meets with College Deans’ Council to discuss any adjustments in evaluation, merit ratings.

12. First Week in April: Individual faculty members notified of evaluation and merit decisions by Vice President for Academic Affairs; opportunity for faculty response.

13. First Week in May: Faculty members informed about President's tenure and promotion decisions (final decision is subject to Board of Supervisors approval).

**Evaluation of Department Heads/Coordinators**

Promotion and tenure decisions for Department Heads/Coordinators are determined by the policies described above. Performance of administrative duties is evaluated by the faculty, the College Dean, the Vice President for Academic Affairs, and the President. Faculty members shall complete an annual questionnaire (see Appendix B, Evaluation of Administrative Personnel) which provides an opportunity to express anonymous views of the effectiveness of management and leadership skills of the Department Head/Coordinator.
**Evaluation of College Deans**

College Deans are evaluated annually by faculty and staff within the reporting unit. The faculty and staff shall complete an annual questionnaire (see Appendix B, Evaluation of Administrative Personnel) which provides an opportunity to express anonymous views of the effectiveness of management and leadership skills of the College Dean.

**NONRENEWAL AND TERMINATION**

**Non-Tenured Faculty With The Rank of Instructor (on continuing appointment) or Above**

An appointment carries no assurance of reappointment, promotion, or tenure. Reappointments are made solely at the discretion of the institution with the approval of the Board. The non-reappointment of a faculty member does not necessarily reflect on the faculty member's work record or behavior. The determination to reappoint, or not to reappoint, should be based upon a review of the specific conditions relating to the position and the faculty evaluation procedures specified in this chapter. When a faculty recommendation or decision not to renew an appointment has first been reached, the faculty member involved will be informed in writing. As specified in the section on faculty evaluation procedures, the faculty member may request a review of the decision by the University Promotion Committee. The grievance procedure specified in this chapter can also be utilized. Unless an appointment is of a temporary nature for a fixed term, notice that a probationary appointment is not to be renewed shall be given to the faculty member in advance of the expiration of the appointment as follows:

1. Not later than March 1 of the first academic year of service if the appointment expires at the end of that year; or if a one-year appointment terminates during an academic year, at least three months in advance of its termination.

2. Not later than December 15 of the second academic year of service if the appointment expires at the end of that academic year, or at least six months in advance of its termination.

3. At least 12 months before the expiration of an appointment after two or more years of uninterrupted service at the institution.

4. Instructors on fixed-term appointments (specifying beginning and ending dates), lecturers, and other special appointees are employed on term contracts and are not covered by 1, 2, and 3 above. Non-tenured faculty may be terminated before the end of their term of appointment for cause, subject to the same procedures and policies regarding termination for cause that apply to tenured faculty, as specified below.

**Tenured Faculty**

Tenured faculty may be terminated for cause. Cause for discharge, termination of contract, or demotion in rank shall consist of conduct seriously prejudicial to the college or university system such as infraction of law or commonly accepted standards of morality, failure to follow proper orders, violation of institutional or Board rules and regulations, neglect of duty, incompetence, or other conditions that impair discharge of duties and the efficiency of the institution. Financial
exigency also constitutes cause. The foregoing enumeration of cause shall not be deemed exclusive. However, action to discharge, terminate, or demote shall not be arbitrary or capricious, nor shall it infringe upon academic freedom.

The President shall appoint a committee of faculty members who shall hear charges against the faculty member being considered for termination for cause. The President or his designee will provide a written statement of charges, framed with reasonable particularity, to the faculty member and the committee. The committee will provide an opportunity to the faculty member to respond to the charges, in writing or orally. The committee will forward its findings and recommendation to the President who shall make the final determination. Further appeals by the faculty member shall be in accordance with the Grievance procedures described in this chapter.

The member of the faculty who has exhausted due process procedures at the University level may petition the Board of Supervisors within 30 days when the institution is in session for a review and no official action shall be taken by the institution until a final determination is made by the Board.
The granting of tenure to a faculty member in the Department of Social Work shall be based on faculty activity reports, ample evaluations by the Head of the Department of Social Work, annual reviews, and consideration of all appropriate documentation.

OVERVIEW

The Department of Social Work Faculty Tenure and Promotion Committee consists of four tenured faculty members of the Department of Social Work, appointed by the Head of the Department of Social Work. The Department Head, with the approval of the Dean of the College of Liberal Arts, will follow guidelines set forth for the appointment of ad hoc committees should there not be qualified faculty members within the Department to serve on this committee. The department head will select two members and the faculty member will select two members. The Dean of the College will appoint the committee. It is permissible for faculty members to have different tenure/promotion committee membership compositions.

The Department of Social Work Faculty Tenure and Promotion Committee reviews the performance of each non-tenured, tenure track member of the Social Work faculty annually. This review is completed before March 1 for faculty in the first year of employment, before December 15 for faculty in the second year of employment, and before the end of the spring semester thereafter. The Department of Social Work Faculty Tenure and Promotion Committee will have access to the evaluation file prepared by the department head.

The Department of Social Work Faculty Tenure and Promotion Committee reviews the evaluation material annually and recommends to the head of the Department of Social Work either continued employment or termination of the faculty member. The Department of Social Work Faculty Tenure and Promotion Committee makes recommendations to the head of the Department of Social Work about areas of strength and weakness that should be addressed with the faculty member in the annual evaluation interview. Termination is subject to policies concerning notification; continuation is subject to policies concerning the maximum probationary period.

Normally, Social Work faculty are not considered for tenure until the end of the prescribed probationary period. The probationary period for tenure consideration by the University of Louisiana System is six years. The Department of Social Work Faculty Tenure and Promotion Committee may, in extraordinary cases, make a recommendation, but it must be accompanied by an accounting of compelling reasons for this action. Non-tenured faculty should apply for tenure only toward the end of the probationary period (sixth year). Application for tenure should be made at the time the faculty activity reports for that year are submitted, and should include the following items:
a. A letter of application for tenure
b. An updated curriculum vitae
c. Faculty activity reports for the probationary years

Any supporting documentation (i.e. letters of support, publications, etc.) should be submitted in three 3-ring binders. These binders are given to the department head who will forward them to a university designee assigned to oversee the process. This designee will convene the various committees to put the process in action. The department head is no longer involved in the process until the decision comes back from the Tenure and Promotion Committee.

During the review of tenure applications, the Department of Social Work Faculty Tenure and Promotion Committee has access to the cumulative evaluation file for the applicant. After reviewing all applications and supporting material, the committee shall forward recommendations to the head of the Department of Social Work. Disapproval of tenure at the end of the faculty member’s probationary period is equivalent to recommending termination. The head of the Department of Social Work forwards the recommendations for tenure or termination to the Dean of the College of Liberal Arts, who in turn submits a recommendation to the Provost and Vice President for Academic Affairs. When the Department of Social Work Faculty Tenure and Promotion Committee and the head of the Department of Social Work disagree, the Dean and/or Provost will seek to resolve this difference. The Vice President for Academic Affairs then forwards a recommendation to the President, whose action shall be submitted to the System President. Final authority for granting or denying tenure shall rest with the Board of Supervisors of the University of Louisiana System. Under no circumstances shall tenure status be achieved without specific action of the Board of Supervisors. (Faculty Handbook)

**CRITERIA FOR TENURE**

**Teaching**

Teaching activities may include (but are not limited to):

- Classroom teaching
- Computer-assisted teaching
- Directing internships
- Collaborating with students on research
- Student advising
- Curricular innovation: developing courses, course materials, software
- Development or restructuring of departmental, divisional, or university
- Development of new instructional techniques or pedagogies
- Research, writing, consulting in curriculum and development
- Creation of public programs and issues seminars
- Course or curriculum assessment
• Bibliography or syllabus development for dissemination
• Contributions to electronic discussions on teaching

Scholarly/Creative Work

Among the qualities that may be considered in evaluating scholarship and/or creative work include:

• Originality of the work
• Actual or likely impact of the work
• Contribution to theory
• Contribution to practice
• Thoroughness of analysis
• Scope, depth, and significance of subjects covered
• Clarity of expression
• Reputation and selectivity of the forum in which it is presented

The publication or public presentation of scholarship and creative work may occur in a variety of forms, and may involve dissemination to fellow scholars, professional audiences and the general public.

Among specific forms of scholarship and creative work to be considered appropriate include:

• Scholarly books or textbooks
• Peer-reviewed and invited chapters in books
• Peer-reviewed and invited journal articles
• Other articles that advance knowledge in the field
• Other works in professional and consumer publications if they demonstrate high standards of professional practice
• Invited and peer-reviewed monographs
• Published proceedings of scholarly or professional presentations
• Book review
• Editorships of scholarly material
• Reviewed electronic or film production in which the individual exhibits principal creative control and which contributes to scholarly knowledge or demonstrates superior professional performance
• Peer-reviewed and invited scholarly papers
• Mass media-related software patented, widely accepted, or peer reviewed
Service

Service activities may include (but are not limited to):

- Department and campus committee work, including in standing, ad-hoc and search committees
- Consultancy to departmental or campus committees
- Department and campus leadership
- Student organization advising
- Advisory committee
- Professional service: editing journals, newsletters; organizing conferences; leadership in professional organizations
- Teaching workshops
- Peer review of teaching
- Recognition as national/regional authority
- Peer reviews of grants for foundations, or articles for journals
- Course, curriculum, program, or university assessment, both within one's institution and in service of others
- Electronic discussion development or management
- Community service, including public lectures or consultancy
- Consultancy with the media, textbook publishers, education groups
- Media appearances
Checklist of Items
Application for Tenure
Department of Social Work

Applicant's Name__________________________________________________________

Date of Application________________________________________________________

Current Academic Rank____________________________________________________

Letter of Application for Tenure____________________________________________

Updated Curriculum Vitae__________________________________________________

Faculty Activity Reports for entire probationary period (list years)

__________

__________

__________

__________

__________

Supporting Documentation (maximum of three 3-ring binders)
I have received and read the Tenure Policy of the Social Work Department at Northwestern State University. At this point all of my questions have been answered.

________________________________________
Faculty Member

________________________________________
Date
Professional Organizations/Associations

There are a number of professional social work organizations and credentialing groups. Those which follow are only a few of these groups and may include some with which you are already familiar.

NASW: The National Association of Social Workers is the national professional membership organization that addresses issues of concern to social workers. It provides opportunities for continuing professional development through meetings and seminars.

The Local Association Chapter is:
700 N. 10th Street, Suite 200
Baton Rouge, La. 70802
1-800-899-1988
(225) 346-1234
www. intersurf.com~NASWLA

ACSW: The Academy of Certified Social Workers. This certification is awarded to MSW's who are NASW members with two years supervised experience and who have passed the ACSW exam.

LCSW: This is a Social Work Licensure category in the state of Louisiana granted to MSW's with two years supervised post-master's clinical experience, and who have passed the LCSW licensing exam. Louisiana does not currently license a bachelor level Social Worker, although some other state do. However, LCSW graduates can register with the state.

CSWE: The Council on Social Work Education. This is the accrediting body for schools of Social Work. It establishes educational standards for both graduate and undergraduate schools of Social Work. The Social Work program at Northwestern State University is currently, accredited through the year 2000. This means that our department will soon be going through the re-accreditation evaluation process.
THE NSU SOCIAL WORK CLUB

Northwestern has a student organization or Social Work Club that serves as an important aspect of our Social Work Program. It is comprised of students from the Program that have organized to begin to put into practice the values of helping in our local community. The motto chosen by the students is, "Daring To Make A Difference," and is directed at changing and helping the local community. In addition to helping out in the community the Social Work Club sees that there are several major purposes in their organizing, which include:

1. To promote the development of the undergraduate Social Work education major at NSU.
2. To provide fellowship and support for the student majoring in Social Work.
3. To explore community needs and implement some of the knowledge learned in the classroom to assist special, vulnerable, or oppressed populations in our community.
4. To encourage an understanding and an appreciation for the importance of networking in the educational environment that can be transferred to the working or professional environment.

Some of the recent activities sponsored by NSU’s Social Work Club include:

1. Traveled to Baton Rouge and New Orleans to tour graduate schools.
2. Winter Drive: Collected winter clothes and gave to local agency.
3. Clothes Drive: Collected clothes for need family in Natchitoches, La.
4. Fundraisers: Bake sale and Pizza Fundraiser for trip in Fall, 2001 to Denver, Colorado for a convention.
5. Field trips: Planned a trip to a restored plantation with information about slave quarters.

The club recently sponsored a trip to South Louisiana where club members toured the first Orphanage in Louisiana, The Ursuline Convent. The club also visited the Kingsley House and Covenant House, which are two large Social Services organizations aimed at helping children in South Louisiana. We invite you to come join our club with your enthusiasm and innovative ideas we can continue to make a difference in our community.
What if You Have More Questions About Social Work as a Major?

This brief introduction gives you some idea of what majoring in Social Work at Northwestern involves. To give you a better idea of what social workers do, a brochure entitled, “Choices”, is enclosed on page 55. If you have questions that are not answered here or need any further assistance please call the social work Department at (318) 357-5493. For information about admission at Northwestern State University, call (318) 357-4503. For information about financial assistance, call (318) 357-5961. Any inquiries in writing should be sent to:

Department of Social Work

Room 118, Kyser Hall

Northwestern State University

Natchitoches, LA. 71497

The following addendum includes an application to the Northwestern State University Social work Professional Program. A copy of the NASW Coded of Ethics is also included with a Statement of Understanding, which must be read and signed with the Application to the Program.

An application to join the National Association of Social Workers is included. The NASW is an excellent connection to the ideas, information, and resources that will help you achieve your full potential as a student and future Social Worker. Finally, there is an attachment outlining the writing style that is required for papers within the Social Work Program. The APA guideline should help you with your research required in most social work courses.
ADDENDUM
### Bachelor of Social Work  
Nationally Accredited by the Council on Social Work Education

<table>
<thead>
<tr>
<th>FIRST SEM.</th>
<th>SEM. HRS</th>
<th>GRADE</th>
<th>SECOND SEM.</th>
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<tr>
<td>Orientation 1010</td>
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<tr>
<td>*English Literature</td>
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<td>___</td>
<td>*Eng. Lt or Spch 1010</td>
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<tr>
<td>History 2010</td>
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<td>___</td>
<td>History</td>
<td>2020</td>
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<tr>
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<td>Economics</td>
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<td>Social Work 3040</td>
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<td>Social Work 4350</td>
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<td>Social Work 3180</td>
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<td>Fine Arts</td>
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**Total hours required for degree:** 122  
*Must satisfy core requirements.*  
**Social Work 4190 (field instruction) may be taken concurrently with SOWK 4040 at six hours credit per semester for two semesters or in one semester concurrently at twelve hours credit with SOWK 4040.**  
Both foreign languages must be in the same language.
# SOCIAL WORK ADVISING SHEET: LSUA PARALLEL WITH NSU-CENLA

## FIRST YEAR

<table>
<thead>
<tr>
<th>NSU Courses</th>
<th>LSUA Parallel courses</th>
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</thead>
<tbody>
<tr>
<td>ENGL 1010 Composition and Rhetoric I</td>
<td>ENGL 1001 English Composition</td>
</tr>
<tr>
<td>ENGL 1020 Composition and Rhetoric II</td>
<td>ENGL 1002 English Composition</td>
</tr>
<tr>
<td>MATH 1</td>
<td>MATH 1021 &amp; 1022 or 1100 or 1431</td>
</tr>
<tr>
<td>COMP 1020 Intro to Computer Applications</td>
<td>CSC 1200 Intro Use of Computers</td>
</tr>
<tr>
<td>PSYC 1010 General Psychology</td>
<td>PSYC 2000 Intro to Psychology</td>
</tr>
<tr>
<td>SCI 1010 Concepts of Physical Science I</td>
<td>PHSC 1001 Physical Science</td>
</tr>
<tr>
<td>SCI 1020 Concepts of Biological Science I</td>
<td>BIOL 1001 General Biology I</td>
</tr>
<tr>
<td>HED OR HEC</td>
<td>HPRD1600</td>
</tr>
<tr>
<td>Orientation 1010 Orientation</td>
<td>HPRD 2601</td>
</tr>
<tr>
<td>SOC 1010 Principles of Sociology</td>
<td>SOCL 2001 Introductory Sociology</td>
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### SECOND YEAR

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<th>NSU Courses</th>
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<tr>
<td>ENGL LIT</td>
<td>ENGL 2020, 2070, 2370, or SPCH 1061</td>
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<tr>
<td>ENGL 1040 Exploring the Arts</td>
<td>FIAR 1002 Humanism of Arts</td>
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<td>Foreign language 1</td>
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<td>Foreign language 2</td>
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<tr>
<td>HIST 2010 History of the United States</td>
<td>HIST 2055 American History</td>
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<tr>
<td>HIST 2020 History of the United States</td>
<td>HIST 2057 American History</td>
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<td>PSCI 2010 Gov’t of the United States</td>
<td>POLI 2051 American Government</td>
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<td>PSCI 2020 State and Urban Government</td>
<td>POLI 2056 Louisiana Government</td>
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<tr>
<td>SCI 2020 Concepts of Biological Science II</td>
<td>BIOL 1002 General Biology II</td>
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<tr>
<td>SOWK 2100 Social Work as a Profession</td>
<td>SOWK 2000 Intro to Social Work</td>
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### THIRD YEAR (Begin Social Work Program at NSU-Cenla)

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<tr>
<td>SOWK 3180 Techniques of Interviewing</td>
<td>Economics 2020</td>
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<tr>
<td>Economics 2010</td>
<td>Elective (Free)</td>
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<td>ELEC</td>
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<tr>
<td>SOWK 3030 HBSE I</td>
<td></td>
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<tr>
<td>SOWK 3040 HBSE II</td>
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<tr>
<td>SOWK 3120 Generalist Practice I</td>
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<tr>
<td>SOWK 3130 Generalist Practice II</td>
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<td>SOWK 4350 Cont. Issues in Social Policy</td>
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<td>SOWK 4450 Cultural Diversity</td>
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### FOURTH YEAR

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<td>SOWK 3140 Generalist Practice III</td>
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<tr>
<td>SOWK 4030 Statistics in Social Research</td>
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<td>SOWK 4040 Soc. Wk. Research Methods</td>
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<tr>
<td>SOWK 4190 Field Work</td>
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</table>

1 Six hrs taken in pairs indicated and in sequence: MATH 1020 and 1060; 1020 and 1090; 1020 and 2010; 1100 (6 hours); or 1810 (6 hours).

2 From Health Education 1010, 1090, Physical Education 1110, or one from the following: Nutrition 1020, 1030, 1050.

3 Choose from ENGL 2050, 2060, 2070, or 2080.

4 All six (6) semester hours must be in the same foreign language - NSU: 1010, 1020; LSUA: 1001, 1002.

5 Social Work, 4190 (field instruction) may be taken concurrently with SOWK 4040 at six hours credit per semester for two semesters or in one semester concurrently at twelve hours credit with Social Work 4040.

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NORTHEASTERN STATE UNIVERSITY OF LA
Department of Social Work  
Bachelor of Social Work  
Nationally Accredited by the Council on Social Work Education  
Tentative Articulation Agreement with  
Bossier Parish Community College

<table>
<thead>
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<td>MATH 102, 114</td>
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<td>MATH 1020,1060</td>
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<td>SLGY 201</td>
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| **Sophomore Year**          |       | **Sophomore Year**        |       |
| ENGL 201, 202, or SPCH 110  | 6     | ENGL LIT OR SPCH 1010     | 6     |
| Spanish or French 101, 102  | 6     | Foreign Language          | 6     |
| HIST 201, 202               | 6     | HIST 2010, 2020           | 6     |
| POSC 201, 202               | 6     | PSCI 2010, 2020           | 6     |
| BLGY 106                    | 3     | SCI 2020                  | 3     |
| BADM 202                    | 3     | ECON 2010                 | 3     |
| HMAN 201 or 202             | 3     | Fine Arts 1040            | 3     |
| Electives                   | 2     | Electives                 | 3     |
| Total                       | 35    | Total                     | 36    |

Based on the BPCC-Northwestern Course Equivalency Index 1998-99 year. Total Hours: 68
NASW Code of Ethics 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 final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves nearly 160,000 social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

- strengthen and unify the profession
- promote the development of social work practice
- advance sound social policies
- Promoting high standards of practice and protecting the consumer of services are major association principles.
- Approved by the 1996 NASW Delegate Assembly.
Preamble

The Primary mission of the social work profession is to enhance the human well-being and help to 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 worker's 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 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 professional 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.

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

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

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

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

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

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

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture 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. These 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.

**Values: 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).

**Values: Social justice**

**Ethical Principle:** *Social workers challenge social injustice.*

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

**Values: 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 in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Values: 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.

**Values: 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.

**Values: 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 based 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 client's 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 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 client's informed consent before audio taping 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' culture and be able to demonstrate competence in the provision of services that are sensitive to client's 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 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 client's 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 interest.

(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 parities 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 parities 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 or when laws or regulations require disclosure without a client's consent. 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 the circumstances where confidential information may be legally required. This discussion should occur as soon as possible in the social work-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 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 semi-public 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, creates the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social worker 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 interest.
(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 client fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional services 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 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, psycho-social 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 for 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 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 area 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 other 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 settings.

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 clients' current relationship with other service providers and the implications, including possible benefits or risks, or 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 administrator 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 professional'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.
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.

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 participant's interest primary.

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 conform 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.
STUDENT AGREEMENT TO ETHICS AND VALUES

, __________________________, have read and agree to abide by the National Association of Social Worker's Code of Ethics. I understand the ethics and values held by the profession are important to uphold and serve to guide Professional Social Workers as well as Social Work students.

________________________________________
Signature

________________________________________
Date
Running Head: METAPERCEPTION OF SELF-CONCEPT

Metaperception of Self-Concept by
Title of the paper
Same-Sex Adolescent Friends and
Nonfriends
Lonna M. Murphy Author's name(s)
Purdue University

Institutional affiliation (your college, university, or institution).

Title, name, and affiliation are centered. Heading is right justified. Running head is left justified.
Abstract

Metaperception is the process by which people understand what others think of them. Among adults, metaperception is more accurate for friends than strangers, and for female friends than male friends. To see if this is also true among adolescents, eighth graders (n = 74) and eleventh graders (n = 86) were paired with same-sex, same-grade friends or nonfriends. They reported their own self-concept, their partners' self-concept, and what they thought their partner thought of their self-concept. There were no differences between friends and nonfriends. Girls were more accurate than boys regarding behavioral conduct. Eighth-grade girls were more accurate than eighth-grade boys regarding scholastic performance. Possible differences between adolescent and adult metaperception and suggestions for future research are discussed.

Notice that the abstract is less than 120 words, but still gives the reader a very good idea of what the paper is about.

The author tells us who the subjects/participants are.

The author informs the reader that the implications of the findings will be discussed in the paper. Usually, it is best to give the reader an idea of what the implications are in the abstract. However, if the findings are complicated, as they are in this case, the implications are difficult to explain in a few words.
Metaperception of Self-Concept by
Same-Sex Adolescent Friends and Nonfriends

Peers become a major influence in a person's life
during adolescence (Berndt, 1999; Brown, 1990; Douvan
& Adelson, 1966). Friends, especially, become a major
influence during this era of the life course (Berndt &
Keefe, 1995; Urberg, Degirmencioglu, & Pilgrim, 1997).
Researchers are beginning to look at the effects of
friendships on children's and adolescents' development
(Hartup, 1996), but more work still needs to be done
examining how the characteristics of an adolescent's
friends and the characteristics of an adolescent's
friendships affect the individual adolescent's
development. Currently, we know very little about how
an individual benefits or suffers developmentally as a
consequence of his or her friendships (Hartup, 1996).
We especially know very little about the role that
friends might play in the development of adolescents'
self-concepts. We know that self-concepts become more
complex and multifaceted with age (Harter, 1998), but
little is known about possible influences on this
development. Indicates that the current information
out there is not sufficient to explain the
phenomenon.
A growing area of research in social psychology examines how well people understand what others think of them, that is, interpersonal perception (Funder, 1995; Kenny, 1994; Laing, Phillipson, & Lee, 1966; Sullins, 1992). In this study the methodology of interpersonal perception was used to examine the role that friends might play in the development of self-concept. The first section of this introduction addresses what is known about the role of significant others in the development of the self-concept. The next section discusses theories of friends' influence on an individual's self-concept development. The third section addresses the role of friends in interpersonal perception. A fourth section, which concludes the introduction, addresses how these three distinct areas of research can be integrated to shed light on the role of friends in the development of self-concept.
The Development of Self-Concept

The self-concept is multidimensional (Bracken, 1996; Harter, 1998; Marsh & Hattie, 1996); that is, people develop distinct self-concepts in several domains. Decades ago, researchers assumed that the self-concept consisted of one global construct (e.g., Coopersmith, 1967). More current researchers, using more sophisticated methods, have found that the self-concept consists of many domains, and that the number of domains increases with age (Bracken, 1996; Harter, 1985; Marsh & Hattie, 1996). Typically, children and adolescents are given a series of questions about the self that consists of items that represent many possible domains (i.e., physical appearance, behavioral conduct, etc.). A factor analysis is then performed on these items. Factor analyses always show more than one factor, which has led researchers to conclude that there are many domains in the self-concept.

The author only describes the main findings, relevant methodological issues, and/or major conclusions of other research; it is not necessary to describe every study in detail.
A smaller body of work has examined the role of friends in the formation of the "looking glass" self. For example, Oosterwegel and Oppenheimer (1993) asked children and adolescents to list nine self-descriptions. Then the children and adolescents were asked how they thought a same-sex friend, an opposite-sex friend, and both their parents would rate them on the same self-descriptions. [...] The researchers were interested in determining whether the children's and adolescents' self-concepts matched their perceptions of their parents' and friends' concepts of them. They found that the difference between the children's perceptions of both the same- and opposite-sex friends' concept of the children and the children's self-concepts was larger than the difference between the children's view of the parents' concept of the children and the children's self-concept.

The author describes the methodology of this study to point out how it is flawed.
Unfortunately, the researchers did not make the comparison between the friends' actual concept of the student and the parents' actual concept of the student to determine which of these more accurately matched the student's self-concept. Because the students did distinguish between their self-concepts, their perceptions of their friends' concepts of them, and their perceptions of their parents' concepts of them, it is clear that the students were aware of others' opinions about themselves. Therefore, they should be able to transform these perceptions into the "looking glass" self.

Notice how headings nicely indicate to the reader what the author is going to discuss

Friends' Influence on the Self-Concept

Little theory has directed research in the area of adolescent friendships (Berndt, 1992; Furman, 1993). Furman humorously suggested that many researchers make a minor reference to Harry Stack Sullivan's (1953) theory of interpersonal psychiatry and then go about their business without referring to the theory again.
Most research within the Neo-Sullivanian perspective has focused on the hypothesis that children and adolescents with high-quality friendships should increase in their self-esteem (Buhrmester & Furman, 1986; Keefe & Berndt, 1996). There has been no evidence supportive of this hypothesis. In some studies children with higher-quality friendships show higher self-esteem (Dubow, & Ullman, 1989; Townsend, McCracken, & Wilton, 1988), but children do not show an increase in self-esteem over time when they have higher-quality friendships (Keefe & Berndt, 1996).

In this paper, I propose a different process, which is that friends validate adolescents' self-concepts instead of their self-esteem. Friends are in this view, more concerned about helping their friends arrive at an accurate self-concept than about boosting their friends' evaluation of themselves. For example, it is more important for adolescents to help their friends understand who they are than for them to make their friends feel better about who they are.

This paragraph states the major hypothesis for the paper.
The Role of Friends in Interpersonal Perception

Metaperception as defined for this paper is the process of understanding what someone else thinks about you (Kenny, 1994). Originally, work in metaperception examined how well people understood what other people in general thought about them (Colvin, Vogt, & Ickes, 1997; Kenny, 1994). More current research in metaperception is trying to understand how well people understand what particular others in their lives think about them.

R. D. Laing and his associates (Laing, Phillipson & Lee, 1966) were some of the first researchers to examine metaperception within relationships. They proposed that healthy marital relationships consist not necessarily of two people who are similar to each other or who understand each other, but of two people who understand what each thinks of the other. Laing and his colleagues (1966) suggested that individuals who understand what their spouse thinks about them can use this information to change their behavior and/or to make their spouse happier.
To test this hypothesis, Funder and his colleagues (Funder & Colvin, 1988; Funder, Kolar, & Blackman, 1995) had college students either matched with a friend whom they brought to the laboratory or matched with a student from a different class whom they did not know. The students rated their partner on a trait checklist and then rated how they thought their partner would rate them on the same trait checklist (metaperception). When the students’ metaperception ratings were compared with how their partner rated them, Funder and his colleagues found that college-aged friends were more accurate in metaperception of personality traits than were nonfriends (Funder & Colvin, 1988; Funder, et al., 1995).

Afterwards, just use the last name of the first author followed by “et al.”
Another issue that has been ignored empirically is the development of the skill of metaperception. Kenny (1994) has suggested that metaperception ability should increase as general social cognitive abilities increase. Selman (1980) proposed that social cognition, especially perspective taking, increases with age throughout childhood and adolescence. Unfortunately, the developmental process of metaperception has not been addressed. To date, all studies of metaperception have involved only adults. Typically, these participants have been students who were enrolled in psychology classes at a university.

No work to date has involved children or adolescents to test the proposed developmental increase in metaperception skill. This study will examine the proposed developmental increase in metaperception accuracy by examining the metaperception skills of early and late adolescents.

Explanation of the purpose of the study and the reasons for its importance.
The Role of Friendship and Metaperception in the Development of the Self-Concept

If adolescents are using their friends to learn about themselves, then they should be aware of what their friends think of them. In other words, they should be high in metaperception. Also, Funder’s (1995) hypothesis that friends have more accurate metaperception because they observe more and more varied behavioral information suggests the importance of the features of friendship. The neo-Sullivanian perspective (Buhrmester & Furman, 1986) stresses that better friends will be more supportive and interact more frequently. This should also lead to the observation of more and more varied behavioral information. Close friends should also be more motivated to pay attention to this information. Therefore, the first hypothesis of this study is that friends should be more accurate in metaperception of self-concept than mere acquaintances.

States the first hypothesis and its basis.
Sullins' (1992) finding that women were better at metaperception than men was confounded by sex role of trait and sex of respondent, but Kenny (1994) and Laing, Phillipson and Lee (1966) have suggested that metaperception should be higher for more intimate relationships because of their increased intimacy, sharing, and self-disclosure. Adolescent girls typically have more intimate friendships than adolescent boys (Aboud & Mendelson, 1996; Furman & Buhrmester, 1992). Therefore, the second hypothesis is that girls will be more accurate in metaperception than boys, but only for metaperception of friends.

States the second hypothesis and its basis.

Finally, Kenny (1994) has suggested that the developmental process of metaperception might follow a trajectory similar to general social cognition. The development of metaperception should be specifically linked to the development of perspective taking. Selman (1980) suggests that this process takes place throughout adolescence.
Also, the amount of self-disclosure and intimacy among friends increases with age (Buhrmester & Prager; 1995, Savin-Williams & Berndt, 1990). This suggests that adolescents are having more discussions with friends about more personal topics, and they should have greater opportunity to discuss their self-concept and to discuss their friend's self-concept. They should also be more committed to their friend and the relationship, and therefore want to be more helpful within this process of self-concept development. Therefore, the final hypothesis is that older adolescents should be better at metaperception than younger adolescents due to the increase in social cognitive abilities. Because friendships become more intimate with age (Berndt, 1982; Newcomb & Bagwell, 1995), and because social cognitive abilities have been theorized to increase with age (Selman, 1980), the difference between friends and acquaintances should increase with age.

States the final hypothesis and its basis.
This is especially a concern for friends. Friends have been found to be more similar than nonfriends in many ways (Guralnick & Groom, 1988; Maccoby, 1990). In addition, friends have been found to perceive that they are more similar to each other than they really are (Aboud & Mendelson, 1996; Tesser, Campbell, & Smith, 1984). Therefore, because friends perceive that they are similar and because friends actually are more similar their metaperception scores might be inflated because of similarity. Analyses will be performed to see if metaperception scores are inflated by friends’ tendency to perceive that they are similar to one another. Also, to examine the possible roles of perceived and actual similarity, conservative analyses will be performed to see the extent of metaperception when perceived and actual similarity are controlled.

This is one way to segue into the Method section.
Method

Participants

Students (n = 201) from three schools were recruited for the study. The final sample consisted of 160 students. Two students were dropped because of experimenter error, two students were dropped because they completed the questionnaires incorrectly, thirteen students were absent during the first questionnaire and therefore were not able to participate in the second questionnaire, and 24 students did not meet the matching criteria described below. In total, 12 eighth-grade boys, 8 eighth-grade girls, 10 eleventh-grade boys, and 11 eleventh-grade girls were not included in the final sample, which consisted of 74 eighth graders (mean age = 14 years 1 month), from two different middle schools (40 girls and 34 boys) and 86 eleventh graders (mean age = 16 years 11 months) from one high school (42 girls and 44 boys). All three schools were from the same county in the Midwest. Of all the students that were asked to participate, 64% agreed to participate.

Describes who the participants were: the total number of subjects and their basic demographic information (e.g., age, sex, location, race/ethnicity)
Many researchers combine "Measures" and "Procedure" into a "Measures and Procedures" subsection.

**Measures and Procedure**

**Identifying partners for students.** The students participated in two small-group administrations of questionnaires that consisted of the following measures. Each group contained between 20 and 30 students. During the first session, the participants rated each of their same-sex classmates on liking. They were asked "How much do you like _____?" The liking scores were on a rating scale of 1 to 5 with a score of 1 for not at all and a score of 5 for very much, as much as a best friend. Students were also asked to rate how well they knew their classmates using a 1 to 5 scale. A score of 5 indicated that they knew their classmate extremely well and a score of 1 indicated that they knew their classmate not at all.

Pairs of same-sex friends at each grade were selected based on these ratings. The members of each friendship pair rated each other 4 or 5 on both the liking and the knowing scales. Pairs of same-sex nonfriends at each grade were selected based on the same ratings. The members of each nonfriend pair rated each other 2 or 3 on both liking and knowing.

This whole section describes how the students were selected and assigned to groups, and how many students were in each group. No information is given that would enable others to identify the participants.
Metaperception of Self-Concept 18

The scores from the liking scale were also used to judge the popularity of each student. The popularity score was the average of all the liking ratings that a student received from same-sex classmates. Students were included in the final sample only if they could have been assigned either to a friend or to a nonfriend for a partner. This criterion was established so that the nonfriend condition did not mostly contain students who had no friends. The criterion was also intended to prevent the friend condition from containing more popular students than those in the nonfriend condition. Clarification that "nonfriend condition" does not mean that these students don't have any friends.

To verify that the students in the two conditions were similar in terms of popularity, a 2 (gender) x 2 (grade) x 2 (condition) analysis of variance (ANOVA) was performed with popularity as the dependent variable. There was no main effect of condition and no interactions with condition. Thus, students in the two conditions did not differ on popularity. There was a main effect for grade, $F(1, 159) = 19.94$, $p < .0001$, which was qualified by a Grade x Gender interaction, $F(1, 159) = 9.94$, $p < .01$.

The author provides enough information so that readers will understand how this part of the experiment was conducted and how they could replicate it.
To verify that the two conditions differed on partner liking and partner knowing, two 2 (gender) x 2 (grade) x 2 (condition) ANOVAs were performed with partner liking and partner knowing as the dependent variables. Both analyses showed a main effect for condition, Fs (1, 152) = 1149.03 for liking and 1159.68 for knowing, both ps < .001. Students in the friend condition were more likely to like and know their partners (both Ms = 4.73, both SDs = .45) than students in the nonfriend condition (both Ms= 2.30, both SDs = .46). The main effect of condition was qualified by a Grade x Condition interaction for partner knowing, F (1, 152) = 8.16, p < .01. Post hoc analyses revealed that in the nonfriend condition eighth graders (M = 2.47, SD = .51) knew their partners better than eleventh graders did (M = 2.15, SD = .36), but students in the friend condition knew their partners equally well at both grade levels (M = 4.68, SD = .47 for eighth graders and M = 4.76, SD = .43 for eleventh graders).

Analyses that refer mainly to the measures used and not the hypotheses are frequently included in the Method section following the description of the measure
View of self. During the second session students completed the Harter (1985) Self-Perception Profile for Children. This scale includes 6 items for each of six domains of self-concept. The scale for scholastic competence assesses adolescents' self-concept in the domain of academics (e.g., "Some kids do very well at their classwork but other kids don't do well at their classwork"). The scale for social acceptance assesses the extent to which adolescents think they have friends and are well-liked by their peers. The scale for athletic competence assesses the degree to which adolescents think they are skilled and successful in outdoor sports and games. The scale for physical appearance assesses how adolescents feel about their looks, weight, body shape, and so on. The scale for behavioral conduct assesses students' thoughts about the appropriateness of their behavior. Finally, the scale for global self-worth assesses students' overall thoughts about themselves.

The author gives the name of the questionnaire and describes its subscales, supplying some sample questions.
As the examples show, each item contains two statements. The students were instructed to determine which statement was most like them. Then they decided if the statement was very true or sort of true for them. Responses were scored such that the most negative self-concept ratings received a score of 1 and the most positive self-concept ratings received a score of 4. The Appendix contains information about gender, grade, and condition differences in students' self-concept, and the correlations among the scores for different domains.

View of partner. To determine the partner's views of the adolescent, each adolescent again filled out the Harter (1985) Self-Perception Profile for Children, but this time each student was asked to determine which statement per item was most like their partner. They were then asked to determine if the statement they chose was very true for their partner or sort of true for their partner.

It's not necessary to restate all of the subscales and sample questions since a modified version of the measure previously explained is being used; Just point out what's different.

The author cites the individual who created the measure; Failure to cite this implies that the author of the paper created the measure, which is plagiarism.
Perceptions of partner's view of self. To determine how adolescents thought their partners thought of them, they again completed the Harter (1985) Self-Perception Profile for Children (SPPC), but this time they reported which statement they thought their partner would choose to describe them. They then decided if their partner would think that the statement was very true for them or sort of true for them. Again, responses were scored such that the most negative ratings received a rating of 1, and the most positive ratings received a score of 4.

The three versions of the SPPC were given in the order described above so that the participants answered self-concept items for themselves before they thought about their partners and their partners' views of them. Any other order of the self-concept measures might have made the purpose of the study transparent and possibly affected the answers of the participants.
Metaperception. To assess the accuracy of students' metaperceptions, the partner's rating of the participant on each item on the "View of Partner" version of the SPPC was subtracted from the participant's rating on the corresponding item on the "Perceptions of Partner's View of Self" version of the SPPC. Each difference was then squared (Nunnally, 1978).

Perceived and actual similarity. In order to assess the possible inflation of metaperception scores by high perceived and actual similarity, perceived similarity scores were calculated by subtracting the student's self-reported rating from their rating of their partner for each item that was included in the final measures of metaperception. Each of these differences was then squared and the squared differences were summed across the three dimensions of self-concept that were comparable to the three dimensions of metaperception (scholastic, behavioral, and other). Finally, the square root of each sum was taken to derive a final perceived-similarity score.

These sections essentially include analyses that need to be conducted before the hypotheses can be tested.
Metaperception of Self-Concept 24

When reporting the findings of an inferential test, state the one-letter abbreviation, the degrees of freedom, the value, and the probability that the score is due to random chance.

Results

Metaperception

To test the major hypotheses a 2 (condition) x 2 (gender) x 2 (grade) MANOVA was performed with the dimensions of metaperception as the multivariate dependent variables. Contrary to the hypotheses, there were no main effects of grade or condition (both Fs < 1), and no significant interactions with condition. There was a significant multivariate F for the main effect of gender, $F(3, 150) = 2.97, p < .05$, and for the interaction between gender and grade, $F(3, 150) = 2.81, p < .05$.

Univariate tests revealed a significant ($p < .05$) gender difference in metaperception for the dimension of behavioral conduct which was not qualified by an interaction with grade. Girls ($M = .80$, $SD = .45$) were more accurate in the behavioral dimension than boys were ($M = .99$, $SD = .49$). Univariate tests also revealed a significant main effect of gender for metaperception of the scholastic dimension which was qualified by a significant Gender x Grade interaction. Means and standard deviations are reported, not individual scores.
Actual Similarity of Self-Concept

A comparable MANOVA were performed for actual similarity. There were no multivariate effects. Thus, friends were not significantly more similar than nonfriends.

The Relationship between Metaperception, Perceived Similarity, and Actual Similarity

Perceived similarity and actual similarity were significantly correlated for all three dimensions ($r = .57$, $p < .001$ for scholastic; $r = .25$, $p < .05$ for behavioral; and $r = .49$, $p < .001$ for the other dimensions). Thus, students who actually were more like their partners thought that they were more like their partners. There were no significant differences when the correlations were examined by gender, grade, and condition.
None of the variables were significant predictors of metaperception in the scholastic dimension. For metaperception of behavioral conduct, actual similarity predicted metaperception, and for the other dimensions perceived similarity predicted metaperception, but these effects were qualified by the interaction between the two (see Table 3). To clarify these interactions, regression coefficients for perceived similarity were calculated for students with values of actual similarity at the mean and one standard deviation above and below the mean (Aiken & West, 1991). As both Figure 1 and Figure 2 suggest, the coefficient for perceived similarity was significant only for students who were high in actual similarity (i.e., with difference scores 1 SD below the mean), \( \beta = .50, p < .01 \) for the behavioral dimension and \( \beta = .36, p < .01 \) for the other dimensions. The positive coefficients imply that accuracy of metaperception was greater for students who were high in actual similarity when they were also higher in perceived similarity. Figures are used here to convey a pattern of results that would be difficult to see in a table.
Metaperception of Self-Concept 27

Discussion

Previous theories and research suggest that the self is socially constructed (Harter, 1998), but little work has examined how different types of people might affect this construction. The purpose of this study was to examine the role that friends might play in self-concept development. To test the hypothesis that friends are more aware than nonfriends of what the other thinks of them, friends were compared to nonfriends on metaperception of self-concept. These results will be discussed first. Metaperception has also been proposed to be a social-cognitive skill which should develop with age (Kenny, 1994) and vary by gender (Sullins, 1992). The evidence or lack thereof of age and gender differences in metaperception will be discussed second. Third, the role that perceived and actual similarity might play in metaperception will be considered. Finally, the relationship between popularity and metaperception will be considered.
Friendship and Metaperception of Self-Concept

Contrary to hypothesis friends were not higher in metaperception of self-concept than nonfriends. This might be because the measure chosen for this study (Harter, 1985) is mainly concerned with self-concept domains related to school and peers, and both friends and other peers may have similar information about a student’s performance and behavior at school. If so, no difference in metaperception scores for the two groups would be expected, and both groups would be expected to do better than chance. Points out that the hypothesis was not supported and gives a possible explanation

Further research should examine metaperception among domains that are not school-related. A meta-analysis of gender and age differences in self-concept (Wilgenbusch & Merrell, 1999) listed two major domains that have been studied by researchers using other measures of self-concept. These are family/parent-relations and emotion. Suggestion for future research
Metaperception for two of the three dimensions, scholastic and behavioral, was better for girls than for boys, regardless of condition. Previous theory and research has suggested that there should only be a gender difference in metaperception for more intimate relationships (Laing, et al., 1966; Sullins, 1992). However, this study suggests that for metaperception of the scholastic and behavioral dimensions the gender difference exists for friends and nonfriends. The author discusses how the results of the study fit in with other studies that have already been published. Many studies have found that women are more receptive to and more expressive of emotion than men are (Hall & Halberstadt, 1981; Kring & Gordon, 1998; Saarni, 1993). These findings suggest two reasons that girls are better at metaperception than boys. First, the girls who are trying to understand another’s view are more emotionally sensitive than boys are. Second, the girls who are sending the cues to be interpreted are being more expressive than their male counterparts. Therefore, the female advantage in metaperception might be due to the greater emotional sensitivity of the student and the greater emotional expressiveness of the partner.
Conclusions

The friends and nonfriends in this study were equally accurate in their metaperception of self-concept, and both groups are generally better than chance. Therefore, both friends and nonfriends have sufficient knowledge about their classmates to have better than chance metaperception. There were, however, no age differences in metaperception. There was a gender difference in the expected direction, but not for all measures. Girls were better than boys were at metaperception of the behavioral dimension. Early adolescent girls were generally better at metaperception of the scholastic dimension than early adolescent boys were, but by late adolescence this gender difference disappeared. There were no differences between the two age groups or genders for the other dimension.

Ending with a conclusion is a nice way to summarize your findings and why they are important. Also, discuss how your study adds to the existing literature and emphasize your study's strengths to leave the reader with a strong impression of your work.
Future research in this area needs to address a couple of major issues. First, are friends better than nonfriends in the metaperception of other constructs? In this study no differences between the two groups on metaperception of self-concept were significant. Secondly, more work needs to be done to better understand the developmental trajectory of the social-cognitive skill of metaperception. Future research should examine a wider range of age groups, and should also compare college students to adolescents using multiple techniques. For example, metaperception in this study compared friends to acquaintances, while the typical college student study has compared friends to strangers. Also, in this study students were only asked about metaperception of one other person. Researchers would learn more about the developmental trajectory, and have a fuller picture of metaperception, if they used both types of research methods with both children and adults.

Notice that the author did NOT quote directly from ANY of her sources in the entire paper. Your own ideas and integration of previous findings is more important than using a previous researcher's original words.
References


When the author is the same, list sources in order by year of publication, starting with the earliest.
Berndt, T. J. (1999). Friends' influence on students' adjustment to school. *Educational Psychologist, 34*, 15-34. When an author appears both as a sole author and, in another citation, as the first author of a group, list the one-author entries first.

Berndt, T. J., & Keefe, K. (1995). Friends' influence on adolescents' adjustment to school. *Child Development, 66*, 1312-1329. References that have the same first author and different second authors are arranged alphabetically by the last name of the second author.


Since there is only 1 appendix, there is no need to label it "Appendix A"

Appendix

In order to examine differences in self-concept scores a 2 (condition) x 2 (gender) x 2 (grade) MANOVA was performed, with the domains of self-concept as the multivariate dependent variables. There was a significant multivariate F for the main effect of gender, $F(6, 147) = 7.81, p < .001$, which was qualified by a significant multivariate Gender x Grade interaction, $F(6, 147) = 4.23, p < .001$. Univariate tests revealed significant gender differences for physical appearance, $F(7, 152) = 29.23, p < .001$, and global self-worth, $F(7, 152) = 5.10, p < .05$, which were not qualified by any interactions. Boys rated themselves higher in physical appearance ($M = 2.74, SD = .68$) and global self-worth ($M = 3.14, SD = .59$) than girls did ($M$s = 2.17 for physical appearance and 2.91 for global self-worth, $SD$s = .71 and .65, respectively).

Because appendixes can contain various types of information, the actual format of the appendix will vary depending on the content; there is no single format, but the content of an appendix should conform to the appropriate APA style rules.
Table A1

Self-Reported Athletic Competence and Behavioral Conduct by Gender and Grade

<table>
<thead>
<tr>
<th>Group</th>
<th>Athletic M (SD)</th>
<th>Behavioral M (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td>Male 2.84 (.57)</td>
<td>Female 3.02 (.68)</td>
</tr>
<tr>
<td></td>
<td>2.75 (.63)</td>
<td>3.14 (.49)</td>
</tr>
<tr>
<td>11th</td>
<td>Male 3.03 (.64)</td>
<td>Female 2.28 (.78)</td>
</tr>
<tr>
<td></td>
<td>2.90 (.60)</td>
<td>2.85 (.48)</td>
</tr>
</tbody>
</table>

This table is included in the appendix because it pertains directly to the information presented in the appendix. Notice that the numerical labeling is separate from the tables that pertain to the main body of the paper, and that these table labels include an "A" for appendix.