

Westfield State College

**Department of Sociology
and
Social Work**

Social Work Program

Program Handbook

Social Work Program

Program Handbook

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Introduction

This program handbook is provided to all social work students at WSC as a resource to help you complete this program. This handbook also is provided to all field instructors and advisory board members to keep them informed regarding the social work program. This handbook includes a descriptive overview of the program's mission, goals, objectives, and requirements. This material provides an overview of the coursework in the program, what students learn while in the program, and the reasons for the curriculum of the program. This document includes the admission and retention policy, policies regarding student rights and responsibilities while in the program, students' responsibilities regarding course work, and an overview of the college's nondiscrimination policies. This material can be helpful in a number of ways from guidelines for formatting papers to understanding grounds for disciplinary action. A suggested reading list also is provided for times when students wish to read beyond classroom readings on a topic in social work and for when students prepare to take the state social work licensing exam. Finally, the handbook includes copies of the Council on Social Work Education Curriculum Policy Statement and the National Association of Social Workers Code of Ethics. The first document provides a clear description of what all accredited social work programs are required to include in their curriculum and the second document provided the unabridged Code of Ethics for social workers. These two documents will be referred to in many classes.

This handbook is provided as a reference, but is not intended to replace personal contact between students and faculty. The program at WSC is small and our size allows a level of interaction between students and faculty that students in larger programs may not be able to enjoy. Students are our first priority, and we invite you to express your concerns, and ideas with us the faculty.

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Mission Statement

The following mission statement was approved by the department, the college's Curriculum Committee and All College Committee, and the college President as part of the curriculum approval process.

The mission of the social work program is to prepare bachelor-level students to practice generalist social work at the entry level and be prepared for graduate education in social work. This mission specifically includes helping students to develop:

- a sense of social responsibility;
- an appreciation for the significance of the diverse nature of the world;
- knowledge regarding the impact of oppression in the world;
- an understanding of the key roles that social work values and ethics, knowledge and skills play in practice; and
- a respect for the changing nature of the social work knowledge base.

This mission translates into a challenging curriculum founded in a liberal arts base that is focused around: (1) generalist social work practice, (2) social welfare policy and planning, (3) human behavior and the social environment, (4) research, and (5) field practicum. Throughout this curriculum, the issues of diversity, culturally competent practice, promotion of social and economic justice, practice with populations at risk, the values and ethics of social work, and the changing knowledge base for social work practice are integrated. Further, students' preparation for practice in this complex changing world is accomplished through the development and promotion of students' critical thinking skills.

Program Goals and Objectives

The goals and objectives of the Social Work Program at WSC were developed to reflect the program's mission and the Curriculum Policy Statement for Baccalaureate Degree Programs in Social Work Education.

Goal #1: Students will develop an understanding of the field of social work.

Objective 1a: Students will demonstrate an understanding of the varying roles social workers assume and the various setting in which they work.

Objective 1b: Students will demonstrate an understanding of the history of the social work profession.

Goal #2: Students will develop critical thinking skills.

Objective 2a: Students will demonstrate skills necessary to identify and evaluate evidence that supports claims, beliefs, or theories. This includes development of a knowledge base of common errors that result in faulty conclusions.

Objective 2b: Students will demonstrate the research skills needed to critically examine research and other professional literature for application to practice settings.

Objective 2c: Students will demonstrate the research skills needed to critically evaluate practice interventions.

Objective 2d: Students will demonstrate an understanding of what it means to be a lifelong learner as a professional social worker.

Goal #3: Students will be able to practice social work within the parameters developed in the Social Work Code of Ethics.

Objective 3a: Students will demonstrate an understanding of the values and ethics of social work as described in the Social Work Code of Ethics.

Objective 3b: Students will demonstrate an understanding of the common ethical dilemmas experienced by social workers that includes an understanding of the complexity of the issues involved.

Objective 3c: Students will demonstrate the skills needed for applying the problem solving model to ethical dilemmas.

Objective 3d: Students will demonstrate adherence to the values and ethics of social work in their field placement and in their role as student. This includes adherence to the principle values of social work which include: Service, Social Justice, Dignity and Worth of the Person; Importance of Human Relations; Integrity and Competence.

Goal #4: Students will develop knowledge needed to assess problems that impact client systems of various sizes.

Objective #4a: Students will demonstrate knowledge regarding the impact of diversity on the lives of individuals, families, groups, and communities.

Objective #4b: Students will demonstrate knowledge regarding the impact of oppression and discrimination on the lives of individuals, families, groups, and communities.

Objective #4c: Students will demonstrate knowledge regarding the impact of bio-psycho-social factors on human behavior and development throughout the life course.

Objective #4d: Students will demonstrate knowledge regarding families and how they function.

Objective #4e: Students will demonstrate knowledge regarding small groups and how they function.

Objective #4f: Students will demonstrate knowledge regarding communities and how they function.

Objective #4g: Students will demonstrate knowledge regarding organizations and how they function.

Objective #4h: Students will demonstrate social policy analysis skills and knowledge.

Objective #4i: Students will demonstrate knowledge regarding the complex interaction of issues outlined in objectives 4a-4h for understanding client's problems.

Goal #5: Students will develop knowledge and skills to practice social work from a generalist perspective.

Objective 5a: Students will demonstrate basic interviewing and communication skills needed to function as a social worker in various settings.

Objective 5b: Students will demonstrate an understanding of theories and skills needed to apply the generalist perspective to working with individuals, families, groups, communities, and organizations.

Objective 5c: Students will demonstrate the skills and knowledge needed to practice with clients from diverse backgrounds.

Objective 5d: Students will demonstrate interventions and practice skills that show an understanding of the impact that oppression and discrimination have on the lives of clients.

Objective 5e: Students will demonstrate appropriate use of supervision to develop social work skills and knowledge and to provide the highest quality of service to clients.

Objective 5f: Students will demonstrate an understanding of the complexity of professional relationships and the professional use self in those relationships for the benefit of clients.

Objective 5g: Students will demonstrate the ability to function within the structure of social service delivery systems, and be able to identify system problems and, with supervision, attempt to engage in organizational change.

Definition of Generalist Practice

Generalist practice, as viewed by this program, is a multifaceted concept that integrates a number of theoretical orientations. First, generalist social work practitioners utilize specific skills and knowledge at each stage of the social work process of engagement, problem definition, assessment, planning, intervention, evaluation, and termination. This process historically has been seen as linear but in reality is simultaneously a linear and nonlinear process where the social worker may be working on two stages simultaneously or going back and forth between stages. The social worker, guided by the “Ecological Perspective”, assesses problems at multiple system levels. Intervention is developed based on the “Ecological” assessment and may identify targets for change at any system level. The generalist perspective utilizes the problem solving model, empowerment and strengths perspectives, and an appreciation for issues of diversity, oppression and vulnerability when working with systems of any size.

Program Requirements & Course Descriptions

The following is an updated version of the program description that can be found in the college catalog

Description of Social Work Major:

The major in social work prepares the student to practice bachelors level social work in today’s complex world. This preparation takes into consideration the value of human diversity in the world and the reality of oppression in the world. Specifically, the curriculum provides the student with the values and ethics, the skills, and the knowledge needed to practice entry level social work. The program includes both classroom work and a two semester (400 hour) internship.

Admission Process:

Students are required to apply to be a social work major. They are allowed to do this as early as the first semester of their sophomore year though they may make their intention to be a major known to the department prior to that time (this is highly recommended). At the time of application the student should have taken or be taking at minimum the foundation courses (see below), and SOCW 0103. Students are to complete an application for the social work major (which includes a personal statement), provide an unofficial copy of their transcripts, and provide an “Instructor Review” form from their SOCW 0103 instructor. Admission decisions are made prior to the last week of classes in both the fall and spring semesters. Students formally enter the program in the first semester of their junior year.

Retention in the Program:

To remain in the major, a student will have to receive at least a “C-” in all major and foundation courses, retain at least a 2.3 grade point average in all required major and foundation

courses, and retain an overall GPA of 2.0. A student who does not meet these standards will not be permitted to enroll in the fourth-year field practicum.

Requirements to Complete Social Work Major:

-Complete Foundation Courses (Total Credits: 16)

(can count as part of common core)

SOCI	0101	Principles of Sociology
PSYC	0101	Introduction to Psychology
POLS	0101	American National Government
	or	HIST 0132 US History since 1895
ECON	0101	Principles of Macroeconomics
BIOL	0104	Human Biology

-Complete Major Courses (Total Credits: 42)

SOCW	0103	Introduction to Social Work and Social Welfare	(3)
SOCW	0204	Introduction to Research Methods in Social Work	(3)
SOCW	0301	Advanced Research	(3)
SOCW	0241	Human Behavior and the Social Environment I	(3)
SOCW	0242	Human Behavior and the Social Environment II	(3)
SOCW	0243	Social Welfare Policy Analysis	(3)
SOCW	0340	Introduction to Generalist Practice	(3)
SOCW	0341	Generalist Practice with Communities & Organizations	(3)
SOCW	0342	Generalist Practice with Individuals	(3)
SOCW	0343	Generalist Practice with Families & Groups	(3)
SOCW	0351	Social Work Field Practicum I	(6)
SOCW	0352	Social Work Field Practicum II	(6)

Course Descriptions

SOCW 0103 Introduction to Social Work and Social Welfare (3)

Preprofessional course designed to introduce the student to the present profession of social work, present social welfare programs, and the history of social work and social welfare.

SOCW 0204 Introduction to Research Methods in Social Work (3)

The course will introduce social work students to the basics of social science research by examining the research process, purposes of research and the philosophy of research. Students will learn about the basics of measurement, sampling and causation. Students will review how the basics approaches to research, including qualitative research, experiments, surveys, and historical and comparative research, are applied and utilized by social workers. Research from social work will be used to exemplify research principles.. Prerequisite: SOCW 0103

SOCW 0301 Advanced Research Methods (3)

This course builds on research skills and knowledge developed in SOCW 0204 "Introduction to Research Methods in Social Work." This course examines the topics of advanced measurement, program evaluation N of 1 research, qualitative data analysis, and ethics in research with a focus on quantitative data analysis. Prerequisite: SOCW 204.

SOCW 0241 Human Behavior and the Social Environment I (3)

This is the first course of a two course sequence that will focus on how aspects of the social environment affect human behavior and on individual development across the life cycle. Prerequisite: SOCW 0103, SOCI 0101, & PSYC 0101

SOCW 0242 Human Behavior and the Social Environment II (3)

This is the second course of a two course sequence that will focus on how aspects of the social environment affect human behavior and on individual development across the life cycle. Prerequisite: SOCW 0241, BIOL 0104 or permission of instructor

SOCW 0243 Social Welfare Policy Analysis (3)

Social science, historical, and ideological models, theories, and perspectives are used as a foundation to examine and analyze present social policies and social programs. Prerequisite: SOCW 0103, POLS 0101 & ECON 0101

SOCW 0340 Introduction to Generalist Practice (3)

Provides an introduction to the generalist practice process, the problem solving model, critical thinking, the values and ethics of social work, recording methods, basic interviewing skills and how to apply this knowledge and these skills across various types of practice situations (with individuals, families, groups, communities, and organizations). Prerequisite: SOCW 0241 or concurrent registration

SOCW 0341 Generalist Practice with Communities & Organizations (3)

Examines the skills needed to develop and carry out community development and social activism interventions. Covers basic skills for developing organizations, creating organizational change and administering organizations. Prerequisite: SOCW 0340

SOCW 0342 Generalist Practice with Individuals (3)

This course focuses on skills of assessment and intervention with individuals. Students examines models of micro practice, hone critical thinking skills, and develop methods for dealing with ethical dilemmas. Prerequisite: Acceptance in Social Work Program, & SOCW 0340

SOCW 0343 Generalist Practice with Families & Groups (3)

Introduces students to the knowledge and skills needed to plan and guide social work groups and the knowledge and skills to work with family systems. Prerequisite: SOCW 0340

SOCW 0351 Social Work Practicum I (6)

For Social Work Majors only Social work majors in their senior year are required to complete a two semester, 400 hour, hands on social work experience in an approved agency under the supervision of a professional social worker. Included is a weekly seminar that provides further integration of practice with the skills, knowledge, and values and ethics of the field. Prerequisite: SOCW 0340 & SOCW 0342

SOCW 0352 Social Work Practicum II (6)

For Social Work Majors only This is the second half of the senior year field experience. Prerequisite: SOCW 0351

Liberal Arts Requirements

At WSC the liberal arts requirements are referred to as the "common core." The Social Work Foundation courses are a part of the common core for all students.

Common Core

English Composition (6 credits)

Literary and Philosophical Analysis (6 credits)

Appreciation of the Arts (6 credits)

United States History and Government (3 credits)

Social Understanding (9 credits)

Traditional Laboratory and Allied Sciences (7-8 credits)

Mathematics and Applied Analytical Reasoning (6 credits)

United States and Global Diversity (6 credits)

The college's general education requirements is multidisciplinary and requires 59 credits of course work. However the typical student will actually complete less than 59 hours because the common core permits "qualified" courses to satisfy requirements in more than one area or even satisfy major requirements as well as a general education requirement simultaneously. Each area of the core has a set of standards which courses must meet in order to be included in that area of the program. These standards include knowledge expectations as well as expectations about writing and other skill competencies. For further information on the common core the reader should refer to the Westfield State College Bulletin.

Map for Completion of Social Work Major in Two Years

Prior to their junior year or transfer to WSC, students should complete the foundation courses (16 credits) and "Introduction to Social Work and Social Welfare" (3 credits). Current WSC students may apply to the program during their Sophomore year or first semester of their Junior year. Transfer students may apply to the program prior to starting at WSC or at the beginning of the Junior year (first year at WSC).

Prior to Junior Year/Prior to coming to WSC, the student will have completed:

SOCI	0101	Principles of Sociology	(3)
SOCW	0103	Introduction to Social Work and Social Welfare	(3)
POLS	0101	American National Government	(3)
	OR	HIST 0132 US History since 1895	
ECON	0101	Principles of Macroeconomics	(3)
PSYC	0101	Introduction to Psychology	(3)
BIOL	0104	Human Biology	(4)

Upon acceptance into the program students will be required to take 9 social work credits per semester to graduate in two years (total of 42 credits) as well as complete all other college requirements for graduation. All Students' schedules would be:

Fall Junior Year (9 social work credits)

SOCW	0241	Human Behavior and the Social Environment I	(3)
SOCW	0340	Introduction to Generalist Practice	(3)
SOCW	0204	Introduction to Research Methods in Social Work	(3)

Student will fill schedule with core courses, electives, and other major/minor courses.

Spring Junior Year (9 social work credits)

SOCW	0242	Human Behavior and the Social Environment II	(3)
SOCW	0342	Generalist Practice with Individuals	(3)
SOCW	0301	Advanced Research Methods	(3)

Student will fill schedule with core courses, electives, and other major/minor courses.

Fall Senior Year (12 social work credits)

SOCW	0243	Social Policy Analysis	(3)
SOCW	0343	Generalist Practice with Families & Groups	(3)
SOCW	0351	Field Practicum I	(6)

Student will fill schedule with core courses, electives, and other major/minor courses.

Spring Senior Year (9 social work credits)

SOCW	0341	Generalist Practice with Communities & Organizations	(3)
SOCW	0352	Field Practicum II	(6)

Student will fill schedule with core courses, electives, and other major/minor courses.

Map for Completion of Social Work Major in Four Years

Prior to their junior year students should complete the foundation courses (19 credits) and “Introduction to Social Work And Social Welfare” (3 credits). In fact it is recommended that students complete a majority of these classes especially “Introduction to Social Work and Social Welfare” prior to applying for admission into the major in the second semester of their sophomore year. Students also have the option of completing the Human Behavior and the Social Environment Sequence in their sophomore year. If this option is not taken they would complete this sequence during their junior year. A typical schedule for students interested in social work may look like the following:

Fall Freshman Year

SOCI 0101 Principles of Sociology (3)
POLS 0101 American National Government
or HIST 0132 US History and Government since 1865 (3)

Student will fill schedule with core courses, electives, and other major/minor courses.

Spring Freshman Year

PSYC 0101 Introduction to Psychology (3)
SOCW 0103 Introduction to Social Work and Social Welfare (3)

Student will fill schedule with core courses, electives, and other major/minor courses.

Fall Sophomore Year

SOCW 0241 Human Behavior and the Social Environment I (3)
BIOL 0104 Human Biology (4)

Student will fill schedule with core courses, electives, and other major/minor courses.

Spring Sophomore Year

SOCW 0242 Human Behavior and the Social Environment II (3)
ECON 0101 Principles of Macroeconomics

Student will fill schedule with core courses, electives, and other major/minor courses.

Student would apply for acceptance into the major in his/her sophomore year. If accepted the student would then complete the major in the junior and senior years.

Fall Junior Year (6 social work credits)

SOCW 0204 Introduction to Research Methods in Social Work (3)
SOCW 0340 Introduction to Generalist Practice (3)

Student will fill schedule with core courses, electives, and other major/minor courses.

Spring Junior Year (6 social work credits)

SOCW 0301 Advanced Research Methods (3)
SOCW 0342 Generalist Practice with Individuals (3)

Student will fill schedule with core courses, electives, and other major/minor courses.

Fall Senior Year (12 social work credits)

SOCW 0243 Social Policy Analysis (3)
SOCW 0343 Generalist Practice with Families & Groups (3)
SOCW 0351 Field Practicum I (6)

Student will fill schedule with core courses, electives, and other major/minor courses..

Spring Senior Year (9 social work credits)

SOCW 0341 Generalist Practice with Communities & Organizations (3)
SOCW 0352 Field Practicum II (6)

Student will fill schedule with core courses, electives, and other major/minor courses.

DGCE Map for Completion of Social Work Major in Three Years

DGCE students should consider completing the social work major as the final phase of their WSC education. DGCE students should apply to the program but after taking SOCW 0103 Introduction to Social Work and Social Welfare and before starting the program. Prior to starting the program students should have completed a majority of the college common core, the Social Work Foundation Courses, and have taken Introduction to Social Work.

Prior to starting the program, the student should have completed:

SOCW 0103	Introduction to Social Work and Social Welfare	(3)
SOCI 0101	Principles of Sociology	(3)
POLS 0101	American National Government	(3)
	OR	
	HIST 0132 US History and Government since 1865	
ECON 0101	Principles of Macroeconomics	(3)
PSYC 0101	Introduction to Psychology	(3)
BIOL 0104	Human Biology	(4)

Upon acceptance into the program students will be required to take 3-9 social work credits per semester to graduate in four years (total of 42 credits) as well as complete all other college requirements for graduation. All Students' schedules would be:

Year 1 Fall (6 social work credits)

SOCW	0241	Human Behavior and the Social Environment I	(3)
SOCW	0204	Introduction to Research Methods in Social Work	(3)

Year 1 Spring (6 social work credits)

SOCW	0242	Human Behavior and the Social Environment II	(3)
SOCW	0301	Advanced Research Methods	(3)

Year 2 Fall Year (6 social work credits)

SOCW	0243	Social Policy Analysis	(3)
SOCW	0340	Introduction to Generalist Practice	(3)

Year 2 Spring (3 social work credits)

SOCW	0342	Generalist Practice with Individuals	(3)
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Year 3 Fall (9 social work credits)

SOCW	0343	Generalist Practice with Families & Groups	(3)
SOCW	0351	Field Practicum I	(6)

Year 3 Spring (9 social work credits)

SOCW	0341	Generalist Practice with Communities & Organizations	(3)
SOCW	0352	Field Practicum II	(6)

Admission Policy

This admission policy will outline the process of admission and requirements for admission to the social work major. It will continue with a description of the make up, role and responsibilities of the "Admission Committee". The policy will describe the standards for acceptance, and notification of students who apply. This policy ends with the procedures for appealing decisions made by the Admission Committee.

Admission Process:

Students are admitted into the program after completing 60 credit hours of study (usually at the beginning of their Junior year). Students should apply in their Sophomore year for admission.

Students should have completed and/or presently be enrolled in all foundation courses and SOCW 0103 at the time of application. Any student who applies without having successfully completed all foundations courses and SOCW 0103 at the time of application may be conditionally accepted pending successful completion of those courses.

Interested students will need to complete and submit all of the following to the Program Director by the second week of classes in the Fall for Fall decisions and by the last day of classes in the Fall semester for Spring decisions.

1. Application Form
2. Personal Statement (approximately 4-10 double-spaced typed pages)
This statement should include but not necessarily be limited to:
 - a. reason for interest in entering the field of social work;
 - b. assessment of personal strengths and limitations;
 - c. examination of life experiences and relationship of these experiences to career choice. Discuss here evidence of your commitment to aiding people who are oppressed and/or members of vulnerable populations (good examples are prior work, civic or volunteer experiences); and
 - d. assessment of personal values and congruence of these beliefs with the profession's value system.

The personal statement will be evaluated regarding the above material and also will be considered a writing sample to evaluate your ability to express yourself in written form.

3. Current Unofficial WSC Transcript (including all accepted transfer credits)
4. Instructor Review Form
This form is to be completed by the instructor who taught the student in SOCW 103 or its equivalent from another school.

Admission Committee

All admission decisions will be made by the "Social Work Admission Committee." This committee will be comprised of all Social Work faculty members.

The committee will be able to: accept a student, accept a student conditionally, or reject the student.

Standards for Acceptance

For acceptance into the social work concentration students will have:

1. a minimum overall GPA of 2.0;
2. a minimum GPA of 2.3 in social work and foundation courses; and to not receive below a "C-" in any foundation courses or any social work courses taken;
3. shown evidence of sound written, interpersonal, and verbal communication skills;
4. emotional and mental stability to practice social work (including being free of substance abuse or mental health problems that may impact clients);
5. a commitment to the profession and adherence to the primary values and ethics of the field as set forth in the NASW Code of Ethics; and
6. evidence of a commitment to aiding people who are in oppressed or vulnerable groups (though prior volunteer work is not mandatory it is recommended and considered clear evidence of this acceptance standard).

These are the minimum standards for acceptance and do not guarantee students acceptance in to the program.

The college and the social work program maintain and promote a policy of nondiscrimination against any person on the basis of race, gender, age, creed, ethnic or national origin, disability, political orientation, veteran status, marital status, or sexual orientation.

Notification of Students

Students will be informed of the status of their application prior to the beginning of registration in both the Fall and Spring semesters. Student who applied will be sent a letter that includes whether they have been accepted, conditionally accepted, or rejected. The letter also will include information for students regarding how they should respond or proceed.

Description of Types of Notification

1.) Acceptance

In the cases where students are accepted they will be notified of the acceptance and who their advisor is. They will also be directed to make an appointment with this advisor to plan for the next semester and for their entire social work program at WSC.

2.) Conditional Acceptance

A student who appears to be a promising social worker but does not meet fully the above admission criteria or has not completed all foundation courses and SOCW 0103 may be conditionally admitted to the program at the discretion of the Admission Committee. The student will be sent a letter informing her/him of the conditional acceptance, the reasons for conditional acceptance and his/her responsibilities regarding being admitted. This responsibilities include the development of a written contract that addresses how the unmet ad-

mission criteria will be ameliorated. This contract will be developed between the student and the program director and approved by the admission committee. This student also will be assigned an advisor and directed to make an appointment for planning with that advisor.

3.) Rejection of student's application

In the case where a student does not meet the criteria listed above, the student may be rejected. The student will receive a letter detailing the reasons for rejection and whether the committee feels the reasons for rejection can be ameliorated if the student wishes to work on the defined issues and reapply at a future date. Any student who wishes to take further social work courses after being rejected but having the intent to reapply will be strongly encouraged to meet with the Program Director to develop a plan that has the highest potential for admission at a second application. Students who it is felt can not make changes that will result in later acceptance will be clearly informed of this in their letter.

Appeal Process

Students who feel they were unfairly treated during the admission process are urged to meet with the program director to discuss their treatment. Further, students who feel unfairly treated have the right to appeal any decision made by the admission committee through the academic appeals process. For details on appeals see the section titled "Student Responsibilities, Rights, and Appeals."

Probation/Dismissal Policy

This probation/ dismissal policy describes the reasons for probation or dismissal from the Social Work Program. It includes the procedures for being placed on probation or dismissed and student's rights during the process of ameliorating problems or dismissal.

Reasons for Termination from the Major:

In certain rather dire instances it may be necessary to place a student of the program on probation or dismiss a student from the major. All reasons for dismissal are defined as academic. Traditionally, termination reasons were divided between academic and nonacademic. This division is seen as inappropriate. This program defines the entire learning experience that prepares one to be a social worker as an academic process and any reason for probation or dismissal as an academic reason or problem. The reasons for probation or dismissal include:

- serious or repeated violation of the social work ethics as outlined in the NASW Social Work Code of Ethics
- breaking a law in an agency related matter or conviction of a felony during course of study (the discovery of a serious conviction prior to the student's admission to the program which the student did not make the program aware will also be considered grounds for action)

- evidence of chemical dependency or illegal use of drugs while enrolled in the program
- a serious breach of a field agency's policies
- a hostile or resistant attitude towards learning or supervision.
- inappropriate or disruptive behavior towards colleagues, faculty, and staff at school or at the field placement.
- an inability to carry out one's assignments in an agency setting.
- behavior that is emotionally or physically damaging to clients.
- failure to maintain a minimum overall GPA of 2.0;
- repeated failure to receive a minimum of a "C-" in all foundation courses and any social work courses taken (students will be allowed to retake classes in which they do not receive a "C-").
- failure to retain a minimum GPA of 2.3 in social work and foundation courses (students will be provided with opportunities to raise GPA to this standard if their GPA drops below).

Probation/Dismissal Procedure

It is the hope of the program that problems will not develop to the point of dismissal. If a problem occurs that jeopardizes the standing of a student in the program, the admission committee will be informed and will examine the situation. Based on the severity of the problem, the committee may require the student to develop a plan with the program director to resolve the problem (probation) or may dismiss the student from the program. In the case of probation, the student will be required to develop a time line for handling the problem that is acceptable to the committee. At the end of this time period the committee will review the student's status in the program.

Appeals

If a student feels he/she was unfairly treated during the probation process or the dismissal process she/he has the right to have his/her situation reviewed through the academic appeals process. For details on appeals see the section titled "Student Responsibilities, Rights, and Appeals."

Transfer & Life/Work Experience Credit Policy

This policy will outline the program's policy and procedures regarding the acceptance of transfer credits and credit for life/work experience.

Transfer Policy & Procedures

The following policy is designed to avoid redundancy in students' academic experience but maintain the integrity of the Social Work program at WSC insuring that graduates possess appropriate knowledge, values and ethics, and skills to practice social work upon graduation.

The policies regarding transfer credits for the common core required for all students are determined by the college and approved by the admission office and registrar in conjunction with academic departments as appropriate. Transfer credits for the social work liberal arts foundation courses approved as equivalent in the transfer process will be accepted as equivalent in the social work program for the social work liberal arts foundation courses.

Transfer credits not accepted as common core in the transfer process but accepted for college credit also may be accepted by the program for the social work liberal arts foundation courses. Students are required to submit their request in writing to the program director with a copy of the course syllabus. All requests will be reviewed by the program faculty for equivalent status. Students are informed in writing of the faculty's decision.

Students may apply to have previous social work courses accepted toward the social work major courses. The program requires that courses have equivalent content to the WSC program and have been taken at a CSWE accredited program. The exception to this policy is that equivalent Introduction to Social Work and Social Welfare courses need not have been taken at a CSWE accredited program but must be instructed by an instructor possessing an MSW. Students are required to submit their request in writing to the program director with a copy of the course syllabus. All requests will be reviewed by the program faculty for equivalence status. Students are informed in writing of the faculty's decision.

If a student feels he/she was unfairly treated during the process of requesting transfer credits count toward the social work liberal arts foundation courses or social work major courses she/he has the right to have his/her situation reviewed, see the "Student Responsibilities, Rights, and Appeals" for appeals procedures.

Credit for Life/Work Experience Policy

It is the policy of the Social Work program at WSC to not accept or offer credits for life or work experience in the transfer process or while a student is in the program.

Student Academic and Professional Advisement

Description and Purpose

Advisement of Social Work majors (SOCW) and Presocial Work majors (SOCP) is provided by the full time social work faculty. Advisement is a process that occurs every semester as part of the preregistration process for the following semester. Advisement is a time where the student and advisor review the student's progress toward graduation including looking at overall credits, completion of the college's common core, and completion of the Social Work major. Beyond these traditional advisement issues advisement in social work also includes looking at student's interests in the field for the purpose of exploring possible field placements, possible work opportunities at graduation, and possible graduate schools opportunities. Finally advisement attempts to aid students in exploring whether or not Social Work is a good professional fit with their interests, values and career plans.

Preparation Process

1. At the beginning of the advisement period listed on the college's calendar, the student should obtain a copy of the "Registration and Course Offerings" booklet.
2. At the beginning of the advisement period the student should make an appointment with her/his academic advisor. (A list of advisor assignments is posted outside of the Program Directors office in Parenzo 105).
3. In preparation of the advising appointment, the student should print a copy of his/her transcript (including a core audit) to bring to the advisement appointment. The student should review this audit and the maps for completing the major. From these documents and the "Registration and Course Offerings" booklet the student should develop a tentative schedule for the following semester. Finally the student should develop a list of questions for his/her advisor about field placements, work opportunities, graduate school or other professional issues in social work he/she would like to discuss with the advisor.

Expectations for Students Regarding Coursework

Classroom Conduct

All social work students are expected to interact with each other and faculty as professionals. Professionals are respectful to each other and work to understand the ideas and opinions of each other. They are able to confront each other respectfully and appropriately.

Attendance and Participation

Each faculty member will set their own attendance and participation policy. In general attendance and participation is considered mandatory. A failure to attend class or participate can be grounds for reducing a grade or failing a student.

Submission of Written Work

Students are expected to follow the following guidelines for submitting written work:

1. Students are expected to adhere to the college policy on Academic Honesty (see college "Bulletin").
2. All papers are to be handed in at the beginning of class on the date assigned. Papers handed in after this time will be considered late. Individual faculty may contract with students for alternatives to this rule.
3. Students should keep a copy of all written work handed in.
4. Students should use the American Psychological Association (APA) method for citations and reference in all written work.
5. When students write about clients in field placements they will maintain the clients complete confidentiality by altering names and identifying facts about the client.
6. All papers should have 1 inch margins, double spaced, utilize a 12 point fonts, and page numbers. Title pages are utilized as required or appropriate.

Exams

Make up exams are scheduled due to medical reasons for students who provide documentation of the medical issues. Other make up exams are at the discretion of individual instructors.

Student Responsibilities, Rights, and Appeals

All social work students are expected to follow and are protected by the academic and non-academic policies of the college (for detailed list of policies and procedures see the "Student Handbook" and college "Bulletin"). Students have the right and responsibility to be involved in the formulation and modification of academic and student affairs policies generally in the college and specifically in the Social Work Program. Methods for involvement in campus policy are outlined in the student handbook and occur through student government. Social Work students are involved in setting and modifying program policy through student representatives on the Social Work Advisory Board, annual program evaluation meetings between students and the Program Director, and a general invitation to discuss any issues with the Program Director. Finally, social work students are expected to follow the NASW Code of Ethics.

Students have the right to be protected by due process and may question and appeal decisions made regarding their education at WSC. This may include questioning a grade or a committee decision regarding their academic standing. Prior to appealing a grade, a decision of a faculty member regarding academic honesty, a decision of the Academic Honesty Hearing Committee, or a decision made by the Admissions Committee, students are urged to meet with the Program Director to discuss their concerns. The formal appeals processes available to students follow.

Appealing a Grade

Appeals of grades should be submitted in writing to the Dean of Undergraduate Studies within the first 4 weeks of the semester following the decision. (for full description of appeal process see the college "Bulletin").

Appealing a Decision of the Academic Honesty Hearing Committee

Appeals of academic decisions regarding academic honesty should be submitted in writing within 7 days of the hearing committee's decision to the Vice President of Academic Affairs (for full description of appeals process see College "Bulletin").

Appealing a Decision of the Admission Committee

Appeals regarding decisions made by the Social Work Program Admission Committee regarding acceptance/rejection, or program probation/dismissal are handled by the Appeals Subcommittee of the Social Work Advisory Board. This committee is made up of two non-faculty members of the Advisory Board and one student member of the Advisory Board appointed by the Program Director. Students and committee members will follow the following procedures:

1. Students who wish to appeal a decision made by the Admission Committee must submit their request for an appeal in writing to the Program Director within 14 days of being notified by the Admission Committee of the decision.
2. The Program Director will schedule a hearing with the Appeals Subcommittee within 30 days of the request for an appeal.
3. The appeals hearing will include the student requesting the appeal, an advocate for the student (a faculty member, another student, a field instructor, or a college employee are allowed, friends, family, or legal counsel are not allowed), the Program Director or his/her designate, and the committee members.
4. All written materials parties wish to have considered at the hearing needs to be submitted to the Program Director no less than 2 business days before the hearing to allow distribution of the material to all parties.
5. The hearing is chaired by the Subcommittee Chair who is elected by the Subcommittee members. The hearing is conducted in an informal manner allowing parties the opportunity to present information and ask questions.
6. After all parties have been allowed to present information and ask questions, they will leave the hearing room to allow the committee time deliberate.
7. All parties will be notified in writing of the Subcommittee's decision within 5 days of the hearing.
8. Parties who wish to appeal the decision of the Appeals Subcommittee have the right to appeal their decision through the college's academic appeals process. Appeals of decisions regarding the Social Work Appeals Subcommittee should be submitted in writing within 7 days of the hearing committee's decision to the Vice President of Academic Affairs (for full description of appeals process see WSC College "Bulletin").

Abbreviated APA Citation Guidelines

From Tradition Text Sources

Citations of another persons ideas:

Citations acknowledge original contributions or opinions of other writers. The citation follows the material and is in parentheses. eg. (Abramovitz, 1988; Duncan and Morgan, 1979) If you continue to discuss the authors ideas in the same paragraph it doesn't require another citation as long it is clear that you are continuing to discuss the same material.

If you are using the authors name in the paper follow the example below:
Green (1994) believes that Erikson's model has some flaws.

Citations of a direct quote:

For any quotes more than three words long, provide a page number

For long quotes single space them and indent them 1/2 inch.

Cite direct quotes in the following manner:

"Although social workers tend to view themselves as egalitarian change agents, they also are susceptible to sociohistorical issues of power" (Greene, 1994, p. 217).

or

Greene states "Although social workers tend to view themselves as egalitarian change agents, they also are susceptible to sociohistorical issues of power" (1994:217).

Citations from personal communication:

Personal communications are not included in the reference list, they are included in the text only:

For example: J.T. Jones, professor of sociology at the University of Maryland (personal communication, June 11, 1992) suggested ...

Reference Lists:

-Example of a book listing

Crystal, S. (1982). America's old age crisis: Public policy and the two worlds of aging. New York, NY: Basic Books

-Example of an article listing

Lukes, C. and Land, H. (1990). Biculturality and homosexuality. Social Work, 35:155-161.

From Online Sources

Taken from <http://www.lib.wsc.ma.edu/citeapa.htm> and
<http://www.lib.wsc.ma.edu/webapa.htm>

Citing Full Text Data Bases & Web Pages

Reference List for Full Text Data Bases

Infotrac

Expanded Academic ASAP, General BusinessFile ASAP, Health Reference Center Academic, General Reference Center, Contemporary Authors, Contemporary Literary Criticism, Predicasts PROMT

Format:

Author(s). (date). Article Title. Journal Title, volume number (issue number), pagination. Retrieved Month day, year from Infotrac database (Database name, item number (listed at end of article)) on the World Wide Web:

http://infotrac.galegroup.com/itweb/mlin_w_westsc

Example:

Livermore, B. (1994). Tracking the Elusive Manatee. Sea Frontiers, 40 (6), pp. 40+. Retrieved December 4, 1997 from Infotrac database (Expanded Academic ASAP, A16056327) on the World Wide Web:

http://infotrac.galegroup.com/itweb/mlin_w_westsc

EBSCOhost

Academic Search Elite, Newspaper Source, Business Source Premier, Health Source Plus, Clinical Reference Systems, MasterFile Premiere, Professional Development Collection

Format:

Author(s). (Date). Article Title. Journal Title, volume number (issue number), pagination. Retrieved Month day, year from EBSCOhost database (database name, item number (listed at end of article)) on the World Wide Web:

<http://www.epnet.com/ehost/login.html>

Example:

Utay, J.M. & Lampe, R.E. (1995). Use of a Group Counseling Game to Enhance Social Skills of Children with Learning Disabilities. Journal for Specialists in Group Work, 20 (2), pp. 114+. Retrieved December 5, 1997 from EBSCOhost database (Academic Search Elite, 9509242041) on the World Wide Web:

<http://www.epnet.com/ehost/login.html>

Reference List for Web Pages

Basic Form:

Author/editor (if available). (Date (Copyright or last update)). Homepage Title. Retrieved Month day, year from the World Wide Web: URL

Basic Form (no author):

Homepage Title. (Date (Copyright or last update)). Retrieved Month day, year from the World Wide Web: URL

Author: Usually found at the top or bottom of the web page. Be diligent and search for names, sometimes they aren't easy to find. Look for:

Author
Editor
Compiler/Compiled By
Maintainer/Maintained By

If there is no author, or you cannot establish who is responsible for the information on the web page follow the second format.

Date: Usually found at the end of the document. Use the last update date if available, if not use the copyright date. Use the fullest form of the date given (i.e. if the year, month and day are given include them all, in that order).

Title: Can be found at top left corner of printout, or at the top of the web browser.

Availability: URL means "Uniform Resource Locator" and is the web address of your document. It is found at the top right corner of your printout or in the "Location" bar on your web browser.

Examples:

Arns, S. (1999). AMA Health Insight: Anorexia Nervosa. Retrieved June 30, 1999 from the World Wide Web:

http://www.amaassn.org/insight/spec_com/crossrds/rpc/anorexia.htm

Bush, G. and Zollo, R.C. The Institute for Public History. Retrieved December 11, 1998 from the World Wide Web: <http://asnetserver.as.miami.edu/history/iph/>

No dates were given on this web page.

Columbia Sportswear Company: About Columbia. Retrieved June 30, 1999 from the World Wide Web: <http://www.columbia.com/about/default.htm>

No author or dates were given on this web page.

Early Warning, Timely Response: A Guide to Safe Schools. (1999, April 14) Retrieved June 30, 1999 from the World Wide Web:

<http://www.air-dc.org/cecp/guide/guidetext.htm>

No author was provided for this web page.

Parenthetical References

The American Psychological Association uses the author, date system for in text citations. The guidelines set forth here are developed from the Publication Manual of the American Psychological Association, for more detailed explanations of the author date system please refer to it (call number: REF BF 76.7 P82 1994).

For Full Text Articles

When you are citing a specific part of a source the guidelines state that a page number must be given. Full text databases usually provide only the starting page number of the article. Only Project Muse provides page numbers for each page within the article. Do not use numbering that may appear on the printout of the full text article because this varies from printer to printer. If you are creating a parenthetical citation from an article from any database (except Project Muse) you cannot include any pagination from your source, since none is provided. In this case you must just use the author, date with no page number for your parenthetical reference.

Examples:

"Manatees apparently did a reverse migration from land to sea. Early on, they left the terrestrial world for a life in seas and rivers, evolving from the same creatures that gave rise to elephants" (Livermore, 1994). No page number is given since this quote comes from Expanded Academic ASAP and no page numbers are provided in that database.

"[The] Shakespeare Interactive Classroom is...it is intended primarily as a tool that empowers and inspires the student of Shakespeare by providing easily navigated access to increasingly diverse sources of information" (Cummings, 1998, p.106).

This example includes a page numbers since Project Muse includes pagination in the articles.

For Web Pages

If your source lacks an author, cite the first few words of the reference list entry (usually the title) and the year. When you are citing a specific part of a source the guidelines state a page number must be given. Since web pages generally do not have a set pagination or numbering system you have to omit this. Do not use the numbering that is on the printout of the web page because this varies from printer to printer. If your web page does include a numbering system include it following the date in your parenthetical reference.

If no date is given, place the words "no date" or the abbreviation "n.d." following the authors' names.

Examples:

"It is a reflection of what public history is all about: expanding the understanding and power possessed by the average citizen who looks behind the headlines of the day" (Bush & Zollo, n.d.).

In this case, the authors' names are given, n.d is used for no date given, and the web site is not paginated.

"At the head of our family enterprise are 75 year-old matriarch and Chairman of the Board Gert Boyle and her son, Tim Boyle, who is Columbia's President and Chief Executive Officer." (Columbia, n.d.).

This example has no author so the beginning of the title is used, n.d. is used for no date given, and the web site is not paginated.

"Anorexia nervosa patients fall into 2 subtypes. Patients of the restricting subtype lose weight by drastically reducing their total food intake" (Arns, 1998).

In this case, the author's name is given, the date is available, and the web site is not paginated.

For further information students are referred to the college library page at <http://www.lib.wsc.ma.edu/> and Szuchman, L. & Thomlison, B. (2000) Writing with style: APA style for social work. Brooks/Cole.

College Diversity and Nondiscrimination Policies

The following is excerpted from the college Bulletin.

Affirmative Action, Nondiscrimination and Diversity

The College maintains and promotes a policy of non-discrimination on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status and national origin. This policy incorporates by reference and where applicable the requirements of Federal Executive Orders 11246 and 11375 as amended; the Civil Rights Act of 1988; the Civil Rights Act of 1991; Title IX of the Higher Education Amendments of 1972 as amended; Section 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; Section 402, Vietnam Era Veterans Readjustment Assistance Act of 1974; and pertinent Laws, Regulations and Executive Orders; directives of the Board of Higher Education, the Board of Trustees of Westfield State College and the Commonwealth of Massachusetts, and other applicable local, state and federal statutes.

Non-discrimination requires the elimination of all existing discriminatory conditions, whether purposeful or inadvertent. Westfield State College shall systematically examine all policies and procedures to be sure that they do not, if implemented as stated, operate to the detriment of any person on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status or nation(al) origin.

Westfield State College is committed to a policy of affirmative action, equal opportunity, non-discrimination and diversity. It is committed to providing a learning, working and living environment for its students, employees, and other members of the College Community that values the diverse backgrounds of all people...The College believes that the diversity of socioeconomic, racial, ethnic, religious, gender, sexual orientation, age and disability backgrounds of members of the College Community enriches the institution. The Colleges will not tolerate behavior based in bigotry which has the effect of discriminating unlawfully against any member of the community. Excerpted from the Personnel Section of the Westfield State College Policy and Procedures Manual, Policy Number 2020.

Sexual Harassment

It is against the policy of Westfield State College for any member of the College Community, male or female, to sexually harass another employee, student, or other person having dealings with the institution. The College is committed to providing a working, living and learning environment that is free from all forms of sexually abusive, harassing or coercive conduct. This policy seeks to protect the rights of all members of the College Community (faculty, librarians, administrators, staff and students) and other persons having dealings with the institution, to be treated with respect and dignity

Sexual harassment is a form of behavior which fundamentally undermines the integrity of academic and employment relationships. It is of particular concern within educational insti-

tutions where all members of the community, but especially students, faculty, librarians, staff and administrators are connected by strong bonds of intellectual interdependence and trust. Both the Federal Courts and the Equal Employment Opportunity Commission have ruled that sexual harassment constitutes sex discrimination as defined under Title VII of the Civil Rights Act of 1964. Sexual harassment has also been judged to be prohibited sex discrimination under Title IX of the Higher Education Amendments of 1972 as amended, and under Chapters 151B and 151C of the Massachusetts General Laws.

Sexual harassment consists of unwelcome verbal, non-verbal and/or physical behavior of a sexual nature which has the effect of interfering with the student, employment, academic or other status, or of creating a sexually intimidating, hostile, or offensive environment. Sexual harassment incidents can involve a male harasser and a female victim, a female harasser and a male victim, or same gender harassment.

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when: a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; b. submission to, or rejection of, such conduct by an individual is used as a basis for academic or employment decisions affecting that individual; or c. such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating a sexually intimidating, hostile or offensive employment, educational or living environment.

Examples of sexual harassment may include, but are not limited to: verbal harassment or abuse, subtle pressure for sexual activity; sexual remarks about an individual's or group's clothing, body or sexual activities; unnecessary touching, patting, or pinching; demands for sexual favors accompanied by implied or overt threats or offers concerning one's job, grades, letter of recommendation, etc.; physical sexual assault.

Under this policy, consenting romantic and/or sexual relationships between faculty and student, librarian and student, administrator and student, classified staff member and student, or supervisor and employee are deemed unprofessional...

Codes of Ethics for most professional associations forbid professional/client sexual relationships. In this context and for purposes of this policy, the professor/student relationship is properly regarded as one of professional and client. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in giving praise or blame, grades, recommendations for further study and employment, and other benefits or opportunities diminish the student's actual freedom of choice such that relationships thought to be consensual may in fact be the product of implicit coercion. Many elements of the administrator/student, librarian student, classified staff member/student and the supervisor employee relationship are similar to those of the professor/student relationship because of a similar imbalance of power and a similar need for trust. For purposes of this policy, therefore, these relationships are also discouraged and looked upon with disfavor.

Excerpted from the Personnel Section of the Westfield State College Policy and Procedures Manual, Policy Number 2100.

Discrimination Complaint Procedure

A person who believes that s/he has been discriminated against on the basis of race, color, religion, national origin, gender, sexual orientation, age, disability, marital or veteran status may: a. File an informal claim either permitting or not permitting the use of his/her name, in an effort to resolve the matter; b. File a formal complaint either with or without first filing an informal claim; c. Proceed from an informal claim to a formal complaint; d. If provided for by law, file a charge directly with the local, state, or federal agency having appropriate jurisdiction.

Information and assistance on any of these options are available from the Director of Equal Opportunity, Parenzo 226, 572-5216. Complete information on Complaint Procedures may be found in the Personnel Section of Westfield State College Policy and Procedures Manual, Policy Number 2070.

Hazing Law- Chapter 665

Students are advised to be familiar with the Massachusetts General Laws, Chapter 269, Sections 17, 18, and 19 relative to the crime of hazing. A copy of the law is printed in the Student Handbook, distributed to all full-time students once a year

Suggested Reading

The following reading list is a suggested reading list compiled by the American Association of State Social Work Boards with additions from the faculty at WSC. This list can be used to find additional readings for your classes and as a reference for studying for the state exam.

General References

- Barker, R.L. (1995). *The Social Work Dictionary*, 3rd ed. Washington, DC: NASW Press.
- Edwards, R.L. (1995). *Encyclopedia of social work* 19th ed. Washington, DC: National Association of Social Workers.
- Meyer, C.H., and Mattaini, M.S. (eds.) (1995). *The foundations of social work practice*. Washington, DC: NASW Press.
- Morales, A. & Sheafor, B. (1995). *Social work: A profession of many faces*. 5th ed. Boston: Allyn & Bacon.

Human Development and Behavior

- Anderson, R.E. & Carter, I. (1990). *Human behavior in the social environment: A social systems approach* 4th ed. NY: Aldine de Gruyter.
- Longres, J. (1995). *Human behavior in the social environment*. Itasca, IL: F.E. Peacock Publishers.
- Newman, B.M. & Newman, P.R. (1995). *Development through life: A psychosocial approach*, 6th ed. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Norlin, J.M. & Chess, W.A. (1997). *Human behavior and the social environment: A social systems model*, 3rd ed. Boston: Allyn & Bacon.
- Zastrow, C. & Kirst-Ashman, K. (1994). *Understanding human behavior and the social environment*, ed. Chicago: Nelson-Hall Publishers.

Effects of Culture, Race, Ethnicity, Sexual Orientation, and Gender

- Devore, W. & Schlesinger, E.G. (1999). *Ethnic-sensitive social work- practice*, 5th ed. NY: Allyn & Bacon.
- Ewalt, P.L., Freeman, E.M., Kirk, S.A., & Poole, D.L. (1996). *Multicultural issues in work* Washington, DC: NASW Press.
- Feagin, J. & Feagin, C. (1986). *Discrimination American style: Institutional racism and* 2nd ed. Malabar: Robert E. Krieger.
- Hidalgo, H., Peterson, T., & Woodman, N. (Eds.) (1984). *Lesbian and gay issues: A manual for social workers*. Silver Spring, MD: national Association of Social Workers.
- Jacobs, C & Bowles, D.D. (Eds.) (1998). *Ethnicity and race: Critical concepts in social* Silver Spring, MD: National Association of Social Workers.
- Lum, D. (1995). *Social work practice and people of color*, 3rd ed. Pacific Grove, CA: Brooks/Cole.
- Marden, C.F., Meyer, G. & Engel, M.H. (1991). *Minorities in American society*, 6th ed. NY Harper Collins Publishers, Inc.
- Pedersen, P. & al (Eds.) (1995). *Counseling across cultures*, 4th ed. Honolulu, HI: of Hawaii Press.

Rothenberg, P. (Ed.) (1995). Race, class and gender in the United States: An integrated 3rd ed. NY: St. Martin's Press.

Tidwell, B.J. (Ed.) (1993). The state of black America 1993. NY: National Urban League, Inc.

Assessment

Levin, E.S. & Sallee, A.L. (1993). Listen to our children: clinical theory and practice, 2nd Dubuque, IA: Kendall/Hunt Publishing Company.

Turner, F.J. (Ed.) (1983). Differential diagnosis and treatment in social work; 3rd ed. NY: Free Press.

Social Work Practice with Individuals, Couples, Families, Groups, and Communities

Anderson, J.E. (1988). Foundations of social work practice. NY: Springer Publishing Company.

Anderson, J. (1997). Social work with groups: A process model NY: Longman.

Austin, M.J., Kopp, J., & Halley, A.A. (1992). Delivering human services: A learning to practice, 3rd ed. NY: Longman.

Austin, M.J. & Lowe, J.I. (Eds.) (1994). Controversial issues in communities and Boston: Allyn & Bacon.

Barouh, G. (1992). Support groups: The human face of the HIV/AIDS epidemic. Huntington

Station, NY: Long Island Association for AIDS Care, Inc.

Brill, N.I. (1995). Working with people: The helping process, 5th ed. NY: Longman.

Brueggeman, W.G. (1996). The practice of macro social work. Chicago: Nelson Inc.

Compton, B.R. & Galaway, B. (1994). Social work processes, 5th ed. Pacific Grove, Brooks/Cole.

Cox, F.M., Erlich, J.L., Rothman, J.H., Tropman, J.E. (1977). Tactics and techniques community practice. Itasca, IL: F.E. Peacock Publishing, Inc.

Cox, F.M., Erlich, J.L., Rothman, J.H., Tropman, J.E. (1987). Macro practice: Strategies of community organization. Itasca, IL: F.E. Peacock Publishing, Inc.

Fellia, P. (1995). The community and social work. Itasca, IL: Peacock Publishing.

Gambrill, E. & Stein, T.J. (Eds.) (1994). Controversial issues in child welfare. Boston: Allyn & Bacon.

Gambrill, E.D. (1997). Social work practice: A critical thinker's guide. NY: Oxford Press.

Greene, R.R. & Ephross, P.H. (1991). Human behavior theory and social work practice. Aldine de Gruyter.

Henry, S. (1992). Group skills in social work: A four dimensional approach. Belmont, CA: Brooks/Cole.

Hepworth, D.H., Rooney, R.H., & Larsen, J.A. (1997). Direct social work practice, theory skills. 5th ed. Pacific Grove, CA: Brooks/Cole.

Hoffman, K.S. & Sallee, A.L. (1993). Social work practice: Bridges to change. Boston: Allyn & Bacon.

Homan, M. (1994). Promoting community change. Pacific Grove, CA: Brooks/Cole.

Johnson, L. C. (1994). Social Work practice: A generalist approach, 5th ed. Needham Heights, MA: Allyn & Bacon.

- Kadushin, A- & Martin, J.A. (1988). Child welfare services, 4th ed. NY: Macmillan Company.
- Kahn, S. (1991). Organizing: A guide for grassroots leaders. Silver Spring, MD: NASW Press.
- Kirst-Ashman, K.K. & Hull, G.H. (1993). Understanding generalist practice. Chicago Nelson-Hall Publishers.
- Kirst-Ashman, K.K. & Hull, G.H. (1997). Generalist practice with organizations and communities Chicago: Nelson-Hall Publishers.
- Maidman, F. (Ed). (1984). Child welfare: A source book of knowledge and practice. Washington, DC Child Welfare League of America.
- Netting, F.E., Kettner, P.M., & McMurtry, S.L. (1993). Social work macro practice. NY: Longman.
- Northern, H. (1988). Social work with groups. NY: Columbia University Press.
- Rivera, F. G. and Erlich, J.L. (1995). Community organizing in a diverse society. Boston: Allyn & Bacon.
- Roberts, A.R. (1990). Crisis intervention handbook: Assessment, treatment and research Belmont CA: Wadsworth Publishing Company.
- Rothman, J. & als (1995). Strategies of community intervention, 5th ed. Itasca, IL: F.E Peacock Publishers.
- Sheafor, B., Horejski, C. & Horejsi, G. (1997). Techniques and guidelines for social work practice. 4th ed. Boston: Allyn & Bacon.
- Shulman, Lawrence (1993). Skills of helping individuals, families and groups, 3rd ed. Itasca, IL: F.E. Peacock Publishers.
- Simons, R.L. & Aigner, S.M. (1985). Practice principles: A problem-solving approach to social work NY: Macmillan.
- Toseland, R.W. & Rivas, R.F. (1997). An introduction to group work practice. Boston, MA Allyn & Bacon.
- Zastrow, C. (1995). The practice of social work- 5th ed. Belmont, CA: Wadsworth Publishing Company.
- Zastrow, C. (1997). Social work with groups. Chicago: Nelson-Hall.

Interpersonal Communications

- Gorden, R. (1992). Basic interviewing skills. Itasca, IL: F.E. Peacock.
- Ivey, A.E. (1994). Intentional interviewing and counseling. Facilitating client development a multi-cultural society, 3rd ed. Pacific Grove, CA: Brooks/Cole.
- Kadushin, A. (1990) The social work interview, 3rd ed. NY: Columbia University Press.
- Stewart, J. & D'Angelo, G. (1988). Together: Communicating interpersonally, 4th ed. NY Random House.

Professional Social Worker/Client Relationship

- Compton, B.R. & Galaway, B. (1994). Social work processes, 5th ed. Pacific Grove, CA Brooks/Cole.
- Hepworth, D.H., Rooney, R.H. & Larsen, J.A. (1997). Direct social work practice: Theory and skills, 5th ed. Pacific Grove, CA: Brooks/Cole.

Professional Values and Ethics

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Council on Social Work Education Educational Policy and Accreditation Standards

Preamble

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

Functions of Educational Policy and Accreditation

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty • Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

Educational Policy

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.

- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

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

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.¹
- M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content

¹ Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.

is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. Advanced Curriculum Content

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

Accreditation Standards

1. Program Mission, Goals, and Objectives

- 1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.
- 1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.
- 1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
- 1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

- 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.
 - B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.
 - M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The

program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

- 2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:
 - 2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
 - 2.1.2 Admits only those students who have met the program's specified criteria for field education.
 - 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
 - 2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.² Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.
 - 2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.
 - 2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

3. Program Governance, Administrative Structure, and Resources

- 3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.
 - 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
 - 3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
 - 3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or

² This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.

a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

- 3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.
 - 3.0.5 The field education director has a master's degree in social work from a CSWE accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
 - 3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.
- 3.1 The social work program has sufficient resources to achieve program goals and objectives.
- 3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.
 - 3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.
 - 3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.
 - 3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.
 - 3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

- 4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time

equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

- 4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.
- 4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.
 - B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master's social work degrees from a CSWE-accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.
 - M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.
- 4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
- 4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

- 5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.
 - M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.
- 5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
- 5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.
 - 5.3.1 The program has written policies and procedures concerning the transfer of credits.
 - M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

- 5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.
- 5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.
- 5.6 The program informs students of its criteria for evaluating their academic and professional performance.
- 5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

- 6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

- 7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations regulatory agencies, the academic community, and the community at large.
- 7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
- 7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

- 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

- 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

Program Changes

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.

Code of Ethics

of the

National Association of Social Workers

As adopted by the Delegate Assembly of August 1996

This revision of the Code of Ethics will take effect in January, 1997.

Overview

The National Association of Social Workers Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This code includes four sections.

Section one, "Preamble," summarizes the social work profession's mission and core values.

Section two, "Purpose of the 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.

Section three, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.

1. Service
2. Social Justice
3. Dignity and Worth of the Person
4. Importance of Human Relationships
5. Integrity
6. Competence

The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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.

Preamble

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

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

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

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

- The Code identifies core values on which social work's mission is based.

- 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.

- The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

- The Code provides ethical standards to which the general public can hold the social work profession accountable.

The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

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.³ In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

³ For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

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

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

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

Ethical Principles

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

1. Service
2. Social Justice
3. Dignity and Worth of the Person
4. Importance of Human Relationships
5. Integrity
6. Competence

VALUE: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social

workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

VALUE: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

VALUE: Dignity and Worth of the Person

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

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

VALUE: Importance of Human Relationships

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

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

VALUE: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

VALUE: Competence

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

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern:

1. social workers' ethical responsibilities to clients,
 - 1.01 Commitment to Clients
 - 1.02 Self-Determination
 - 1.03 Informed Consent
 - 1.04 Competence
 - 1.05 Cultural Competence and Social Diversity
 - 1.06 Conflicts of Interest
 - 1.07 Privacy and Confidentiality: Clients
 - 1.08 Access to Records
 - 1.09 Sexual Relationships
 - 1.10 Physical Contact
 - 1.11 Sexual Harassment
 - 1.12 Derogatory Language
 - 1.13 Payment for Services
 - 1.14 Clients Who Lack Decision-Making Capacity
 - 1.15 Interruption of Services
 - 1.16 Termination of Services
2. social workers' ethical responsibilities to colleagues,
 - 2.01 Respect
 - 2.02 Confidentiality: Colleagues
 - 2.03 Interdisciplinary Collaboration
 - 2.04 Disputes Involving Colleagues
 - 2.05 Consultation
 - 2.06 Referral for Services
 - 2.07 Sexual Relationships
 - 2.08 Sexual Harassment
 - 2.09 Impairment of Colleagues
 - 2.10 Incompetence of Colleagues
 - 2.11 Unethical Conduct of Colleagues
3. social workers' ethical responsibilities in practice settings,
 - 3.01 Supervision and Consultation
 - 3.02 Education and Training
 - 3.03 Performance Evaluation
 - 3.04 Client Records
 - 3.05 Billing
 - 3.06 Client Transfer
 - 3.07 Administration
 - 3.08 Continuing Education and Staff Development
 - 3.09 Commitments to Employers
 - 3.10 Labor-Management Disputes
4. social workers' ethical responsibilities as professionals,

- 4.01 Competence
- 4.02 Discrimination
- 4.03 Private Conduct
- 4.04 Dishonesty, Fraud, and Deception
- 4.05 Impairment
- 4.06 Misrepresentation
- 4.07 Solicitations
- 4.08 Acknowledging Credit
- 5. social workers' ethical responsibilities to the social work profession,
 - 5.01 Integrity of the Profession
 - 5.02 Evaluation and Research
 and
- 6. social workers' ethical responsibilities to the broader society.
 - 6.01 Social Welfare
 - 6.02 Public Participation
 - 6.03 Public Emergencies
 - 6.04 Social and Political Action

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
- 1.02 Self-Determination
- 1.03 Informed Consent
- 1.04 Competence
- 1.05 Cultural Competence and Social Diversity
- 1.06 Conflicts of Interest
- 1.07 Privacy and Confidentiality: Clients
- 1.08 Access to Records
- 1.09 Sexual Relationships
- 1.10 Physical Contact
- 1.11 Sexual Harassment
- 1.12 Derogatory Language
- 1.13 Payment for Services
- 1.14 Clients Who Lack Decision-Making Capacity
- 1.15 Interruption of Services
- 1.16 Termination of Services

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or

specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' culture and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. Occasionally, 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, political or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive

boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing service 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 a 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, when feasible, before the disclosure is made. This applies whether social workers disclose confidential information as a result of a legal requirement or based on client consent.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes 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 service performed. Consideration should be given to the client's ability to pay.

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

(f) Social workers who are leaving an employment setting should inform clients of all available options for the continuation of service and their benefits and risks.

2. Social Workers' Ethical Responsibilities to Colleagues

- 2.01 Respect
- 2.02 Confidentiality: Colleagues
- 2.03 Interdisciplinary Collaboration
- 2.04 Disputes Involving Colleagues
- 2.05 Consultation
- 2.06 Referral for Services
- 2.07 Sexual Relationships
- 2.08 Sexual Harassment
- 2.09 Impairment of Colleagues
- 2.10 Incompetence of Colleagues
- 2.11 Unethical Conduct of Colleagues

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues 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, age, religion, sex, sexual orientation, marital status, political belief, mental or physical disability, or any other preference, personal characteristic, or status.

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

2.02 Confidentiality with Colleagues

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 re-

solved 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 employer to obtain a position or otherwise advance the social workers own interests.

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

2.05 Consultation

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

(b) Social workers should keep informed of colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, 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 to achieve the purposes of the consultation.

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

(b) Social workers should avoid engaging in sexual relationships with colleagues where there is potential for a conflict of interest. Social workers who become involved in, or anti-

pate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, in order to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not engage in any sexual harassment of 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 which is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties, and which interferes with practice effectiveness, should consult with that colleague and assist the colleague in taking remedial action.

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

2.10 Incompetence of Colleagues

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

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

2.11 Reporting Unethical Conduct

(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) 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
- 3.02 Education and Training
- 3.03 Performance Evaluation
- 3.04 Client Records
- 3.05 Billing
- 3.06 Client Transfer
- 3.07 Administration
- 3.08 Continuing Education and Staff Development
- 3.09 Commitments to Employers
- 3.10 Labor-Management Disputes

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

(d) Social workers should store records following the termination of service 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 specifically by whom the service was provided in the practice setting.

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

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 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

4.02 Discrimination

4.03 Private Conduct

4.04 Dishonesty, Fraud, and Deception

4.05 Impairment

4.06 Misrepresentation

4.07 Solicitations

4.08 Acknowledging Credit

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 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, age, religion, sex, sexual orientation, marital status, political belief, 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 of 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 organization.

(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 other persons 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

5.02 Evaluation and Research

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, consultations, service, legislative testimony, presentations in the community and participation in their professional organizations.

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

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

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research in order 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 utilize evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should consider carefully possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society.

6.01 Social Welfare

6.02 Public Participation

6.03 Public Emergencies

6.04 Social and Political Action

6.01 General 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 persons, with special regard for vulnerable disadvantaged, oppressed, and exploited persons and groups.

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

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