

BUFFALO STATE COLLEGE
SOCIAL WORK DEPARTMENT*

**Accredited by the Council on Social Work Education*

**HANDBOOK FOR
SOCIAL WORK STUDENTS**

2009-10

Classroom Building HC 115
(716) 878-5705

www.buffalostate.edu/socialwork

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INTRODUCTION

This handbook is a guide to the Social Work Department at Buffalo State College. Students are encouraged to use it along with the college catalog and our departmental web site in order to be well informed about departmental requirements.

MISSION

The mission of the Social Work Department is to prepare first-level professional social workers who act ethically, think critically, value diversity and social and economic justice, and are committed to the advancement of the quality of life for western New York and the larger community.

GOALS

- **To educate students in the knowledge, values, and skills for entry-level professional social work practice with individuals, families, groups, organizations, and communities in diverse settings.**
- **To enhance the welfare of the social work profession, the college, and the community through faculty research and service and student research.**
- **To promote community welfare through service-learning opportunities in the social work curriculum.**

GENERALIST SOCIAL WORK PRACTICE

The entry level to the profession of social work is considered to be generalist practice. Generalists, under supervision, provide services in various helping roles across a broad range of client systems from individual to family, group, organization, and community. Further, generalists confront an array of problem situations. Working within an eco-systems model, they utilize the problem-solving method across a range of service systems from a strengths perspective. Generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

EDUCATIONAL OBJECTIVES

Our graduates will 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 client's 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.
6. Apply the knowledge and skills of generalist social work 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.

THE SOCIAL WORK DEPARTMENT

The Social Work program at Buffalo State College was first accredited by the Council on Social Work Education in 1975. At that time, it was organized within the Department of Human Development, Family, and Community Relations. In 1977, the College reorganized and Social Work fell under the jurisdiction of the Department of Criminal Justice and Social Work. In 1986, Social Work became an autonomous department in the Faculty of Applied Science and Education and in 2005, it was reorganized in the School of the Professions. Accreditation was reaffirmed in 1980, 1987, 1996, and 2002.

The Social Work Department is one of the largest programs on campus. Annual student enrollment averages more than 300. Each year approximately 100 students do their field placement in social services agencies in western New York.

There are ten full-time and a pool of ten part-time faculty. A Community Advisory Board of social welfare professionals in western New York provides consultation to the faculty on issues related to departmental policies and curriculum.

The Student Social Work Organization and the Kappa Omega Chapter of Phi Alpha Honor Society sponsor educational programs and social activities for Social Work students. Members of the student organizations are elected each year to serve on departmental committees.

SOCIAL WORK FACULTY/STAFF

Christopher B. Aviles, Ph.D. (1996, SUNY at Albany) Dr. Aviles' s work experience includes five years of direct practice in mental health and three years in career counseling. He is a consultant for employee assistance programs in two areas: teambuilding, using the Myers-Briggs Type Indicator, and stress management and burnout. He teaches Research Methods and Dynamics of Poverty.

Louis A. Colca, M.S.W. (1970, SUNY at Buffalo) Professor Colca joined the faculty in 1977. His experience includes working with families, foster care services, residential treatment services, school social work, and developing and implementing training programs and workshops for foster youth, foster parents, social workers, and supervisors. He has published articles on foster care services, group work, delinquent youth, and social work education. Currently, he is vice president of the Board of Directors at Chestnut Rose Adventures and Blessing Creating Smiles. He is also actively involved with several public and private not-for-profit agencies in developing and implementing Independent Living programs for older foster youth.

Eddie Davis, D.S.W., A.C.S.W. (1987, D.S.W. University of Utah Graduate School of Social Work in Social Work Education and Social Policy; 1971, A.M. University of Chicago School of Social Service Administration in Community Organization and Social Planning; 1973-75, University of Chicago School of Social Service Administration: Advanced Studies in Policy, Planning, and Administration; 1969, A.B. Roosevelt University – major in Psychology, minor in English) Dr. Davis's areas of special interest and research include youth violence, minority content in social work, effects of social policy on psychosocial development, and family dynamics. Prior to moving to Buffalo in August of 1994, his community involvement included Detroit Head Start Advisory Board, WTVS Channel 56's City for Youth Program, political campaign manager for a Chicago City Councilman, and tenants' union organizing in Chicago and Salt Lake City. Dr. Davis's experience in the field also includes being a member of the Social Work faculty at Morgan State University, Federal City College, University of Illinois at Chicago, Western Kentucky University, and Wayne State University. His experiences in the field include the Illinois

Department of Mental Health, The Depot (therapy with families and troubled youth), ECHO Mental Health Center, and Project Reality as a drug counselor and therapist in Salt Lake City. Dr. Davis enjoys tennis, photography, reading, music, skating, writing fiction, travel, motorcycling, and theater. His favorite words to live by: "Enjoy the adventure called life!" and "No regrets!"

J. Patrick Dexter, M.S.W. (1972, SUNY at Buffalo) Professor Dexter earned his B.A. in History and Philosophy at Fordham University in the Bronx, and did graduate work in American History and Education at Fordham University. He was a Jesuit for ten years and taught high school in Chuuk District in Micronesia. In 1971, Mr. Dexter wrote a study on the use of credit unions in low income neighborhoods as a strategy in The War on Poverty by the Office of Economic Opportunity. His practice experience is in child welfare, compulsive gambling, aging, juvenile corrections, and probation. Mr. Dexter has trained Crisis Services and Department of Social Services staff. Family development, aging and mental health, and childhood trauma as a precursor to violent behavior are areas of research and/or special interest. Mr. Dexter has served in an administrative capacity in the Department for 24 of his 33 years at Buffalo State as Program Coordinator, Director of Field Education, or as Department Chair, a position he held from 1996 to 2009. In May, 2004, Mr. Dexter presented a paper on Buffalo's role in the development of the social work profession in the 19th and early 20th century at the Fourth Annual China-United States Symposium on Social Welfare and Social Work in Beijing. In 2009 he has been invited by the Erie County Department of Social Services to evaluate purchase of service contract proposals submitted by Child Welfare Agencies for Intensive Family Intervention Programs.

Carolyn Hilarski, Ph. D. (2001, SUNY at Buffalo) Dr. Carolyn Hilarski earned her B.S.W. degree from SUNY Brockport, and her M.S.W. and Ph.D. degrees from SUNY Buffalo. Her research interest is mental health prevention, with a specific focus on trauma and 'acting out' behaviors. Dr. Hilarski currently serves on several editorial boards: the *Journal of Research and Social Work Practice*, the *Journal of Human Behavior in the Social Environment*, and the *Journal of Social Service Research*. She has received several university teaching and mentoring awards in addition to the NYS SW Educator of the Year Award. She has been the principal and co-investigator of several grants, as well as author of thirty manuscripts. She is the editor of the book *Addictions, Assessment, and Treatment with Adolescents, Adults, and Families* and the co-editor of *Comprehensive Mental Health Practice with Sex Offenders and their Families* and the *Handbook of Social Work in Child and Adolescent Sexual Abuse*. Dr. Hilarski has a social work practice background that includes more than a decade of experience in the substance abuse, forensics, and mental health fields. She holds the title of full professor and chair in the Social Work Department.

Barbara Huddleston-Mattai, D.S.W. (1982, U.C.L.A.) Dr. Huddleston-Mattai has earned a B.S. degree from Tennessee State University, and an M.S.W. from Atlanta University. Her background experience includes medical social work, school social work, and adolescent and family therapy. She has published in the *Journal of Black Studies*, *Race, Gender, and Class*, and *The Journal of Progressive Human Services*. Dr. Huddleston-Mattai is involved in the community, serving on the board of directors for Transitional Services and the Quality Assurance Board of Amak Home Health Care Agency in the role of vice president. She is also president of the Board of Elders at the New Mt. Ararat Temple of Prayer.

Ronnie Mahler, Ph.D. (1989, SUNY at Buffalo)

Dr. Mahler has earned a Ph.D. in sociology, an M.S.W., and a B.A. in psychology with a double major in sociology, all from SUNY at Buffalo. Areas of special interest and/or research include evaluation research, quality assurance, mental health, self help, and social action groups. Dr. Mahler is a member of the Board of Directors of the Mental Health Association of Erie County and a mediator in-training at the Center for Dispute Resolution. She has published in the *Journal of Social Work Education and Continuum: Developments in Ambulatory Mental Health Care*, a Jossey-Bass quarterly. Dr. Mahler currently teaches Social Work practice (SWK 423), Research Methods in Social Work (SWK 317), and Field Instruction (SWK

493-494). Much of her class material is accessible on her faculty Web site at <http://faculty.buffalostate.edu/mahlerre>.

Phyllis Pomerantz, M.S.W. (1975, University of Illinois at Champaign-Urbana) Professor Pomerantz earned her BA at Case Western Reserve University. She has been a full-time faculty member since 1977, teaching in the areas of Interventive Methods, Human Behavior, and Field Studies. Her special interests and research reflect her years of working with at-risk populations including families, teen parents, and children. Professor Pomerantz has experience training clinicians, supervising, directing mental health programs, conducting therapy, consulting as well as developing model programs, grant writing, and implementing grant-funded programs.

She was Project Director/Principal Investigator of Families United, an HIV/AIDS Federal Prevention Model Program for teen-headed families. She has presented at national conferences including the Center for Disease Control's annual prevention conference and has published her work in numerous journals including Journal of Behavior Therapy, Experimental Psychology, and Child Welfare and Progressive Human Services. She was selected as a 2004 recipient of Buffalo State College's Student's Award for the Promotion of Respect for Diversity and Individual Differences.

Deborah Renzi, M.S.W. (1979, Stony Brook) Professor Renzi joined the department full-time after having held a variety of administrative positions at Buffalo State, including Director of Admissions and Records and Interim Associate Vice President for Student Affairs and Dean of Enrollment Management. Her areas of special interest include drug and alcohol abuse prevention and administration, planning, and research. She is actively engaged in our college community, serving as a member of the Advisory Board for a Department of Justice grant, Reducing Violence Against Women on Campus, Service Learning Oversight Committee, Institutional Advancement Planned Giving Committee, and President's Council on Equity and Campus Diversity, to name only a few. In addition, she represents our social work program in the Greater Buffalo Social Work Field Education Consortium.

Kimberley Zittel-Palamara, Ph.D. (2003, SUNY at Buffalo) Professor Zittel-Palamara is a medical social worker who has instructed, researched, and worked clinically in dental medicine, postpartum mood disorders, and with older adults. Her primary focus is improving access to care concerns. She has served as the chair of the Behavioral Sciences Section of the American Dental Education Association and assisted in the development of the Counseling Advocacy Referrals Education and Services (CARES) Program located in UB's School of Dental Medicine to assist marginalized and uninsured patients. The program won the American Dental Association's 2005 Geriatric Oral Health Care Award, which is awarded annually to only one program in the United States. She is currently a board member of the Postpartum Resource Center of New York, Director of the Postpartum Mood Disorders Initiative at Buffalo State College, and an adjunct professor at the UB School of Social Work where she teaches Women's Health and Mental Health Throughout the Lifecycle. She has published in sixteen peer-reviewed articles; lectured locally, nationally, and internationally; and is currently authoring a book for the NASW Press titled: "Postpartum Mood Disorders: A Guide For Social Work Practice." In 2007, she was received the NASW Social Worker of the Year Award. Dr. Zittel-Palamara enjoys spending time with her family, music, art, writing about faith/spirituality and theoretical physics, and mentoring women toward their personal/spiritual/educational goals.

Cindy Wong has been the secretary in the Social Work Department for twenty-two years and has worked at Buffalo State for thirty years.

DEGREE REQUIREMENTS IN SOCIAL WORK

Bachelor of Science in Social Work

Accredited by the Council on Social Work Education

Graduates of the program are expected to apply the knowledge and skills of generalist social work practice with various social systems. Practice is carried out "within the values and ethics of the social work profession and with an understanding and respect for the positive values of diversity."

Social Work is an upper division major that builds on a liberal arts base. Buffalo State College requires all its students to fulfill a liberal arts core as part of its degree requirements. The Social Work Department has prepared a list of specific courses it advises its students to complete. (See Appendix.)

The Social Work major also requires students to complete a basic course in human biology. The course at Buffalo State that meets this requirement is BIOLOGY 101, Human Biology. (N.B. Because it is a required course, it cannot be taken P/F.)

Field education is an intense agency-based experience. It places considerable responsibility on social work students to perform in a professional capacity under supervision. Students must possess personal attributes that will enable them to work in a mature, responsible, and constructive manner with agency staff and clients. Additionally, students will need to have enough personal strength to withstand the stress that comes from intervening in problem situations. Accordingly, some students may be asked to reconsider their choice of major, if they appear ill-suited for field education. In order to be eligible for field studies, students must successfully complete all Social Work academic prerequisites, while maintaining a minimum GPA of 2.00 in the major and an overall cumulative GPA of 2.00.

In addition, all Social Work students will have demonstrated the following technological competencies upon completing the 300-level required social work classes:

1. Use email to create, reply, save, edit, and attach documents.
2. Use word processing software to create, edit, save, format, spell-check and grammar-check papers and reports.
3. Participate in web-based activities by becoming familiar with all student features of ANGEL, our e-learning tool, including use of the drop box and sending and receiving assignments as attachments by email.
4. Know how to research material for papers and other assignments by using E.H. Butler Library online search and Google Book and Google Scholar to find information on social services, social work, and social policy.

SOCIAL WORK CURRICULUM

Social Work is an upper-division curriculum. Introduction to Social Work may be taken prior to the junior year.

YEAR	FALL	SPRING
Sophomore	SWK 220 Introduction to Social Work (or in 1 st semester junior year)	
Junior	SWK 307* Human Behavior and the Social Environment I	SWK 308* Human Behavior and the Social Environment II SWK 317* Research in SWK (either as junior or 1st semester senior) SWK 422* Interventive Methods I
	(either semester) SWK 319 Dynamics of Poverty SWK 320 Social Services Organizations	

Note: Students admitted in January complete **SWK 220** and **SWK 307*** in the Spring semester and **SWK 422***, **SWK 308***, and, if necessary, **SWK 320**, in the **SUMMER SESSION**.

Senior	SWK 423* Interventive Methods II SWK 493* Field Instruction SWK 317* Research in Social Work	SWK 424* Interventive Methods III SWK 494* Field Instruction
	(either semester) SWK 419* Social Welfare Policy	

* Restricted to Social Work majors

N.B. BIO 101, Human Biology, is required of all Social Work majors.

Electives	SWK 105 Interpersonal Relations SWK 310 Sexuality in Human Development SWK 321 The Elderly and Social Services SWK 335 Mental Health and Social Work SWK 345 Child Welfare Services SWK 346 Child Abuse and Neglect SWK 425 Social Work with Families SWK 485 Senior Seminar SWK 495 Special Project SWK 499 Independent Study
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SOCIAL WORK COURSE DESCRIPTIONS

Required Courses:

SWK 220 - INTRODUCTION TO SOCIAL WORK - 3 credits

Introduction to the social welfare institution and to social work. Includes social work knowledge, skills, sanctions, values, and ethics. Emphasizes generalist practice in social work. Requires 40 hours of volunteer work in addition to coursework.

SWK 307* - HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I - 3 credits

Development of the individual in the family from pre-birth through adolescence. Emphasis on theories and issues that provide a knowledge base for social work.

SWK 308* - HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II - 3 credits

Prerequisite: SWK 307. Continuation of SWK 307. Development of the individual in the family from young adulthood through middle and old age. Emphasis on the knowledge base for social work.

SWK 317* - RESEARCH IN SOCIAL WORK - 3 credits

Prerequisite: SWK 307. Application of research methodologies and evaluative techniques to the field of social work.

SWK 319 - DYNAMICS OF POVERTY - 3 credits

Predominant theories, policies, and programs dealing with poverty in America; the historical treatment of the poor; views of poverty; poverty's effects on individuals, families, and communities; class, race, gender, and age; strategies of social change. Requires 20 hours of volunteer work in addition to coursework.

SWK 320 - SOCIAL SERVICES ORGANIZATIONS - 3 credits

Prerequisite: SWK 220. Purposes, types, management, staffing, and funding of organizations that deliver social services; roles of the social work professional in such organizations; selected social work fields of practice and services for specialized populations.

SWK 419* - SOCIAL WELFARE POLICY - 3 credits

Prerequisite: SWK 320; concurrent with Field Instruction. Institutional response of the American welfare state to individual and societal issues, problems; current social welfare issues, policies, and programs in their historic and philosophic context, with emphasis on critical thinking and policy practice.

SWK 422* - INTERVENTIVE METHODS I - 3 credits

Prerequisites: SWK 220, SWK 307. Fundamental skills of social work practice. Emphasis on communication and assessment skills with individuals and families.

SWK 423* - INTERVENTIVE METHODS II - 3 credits

Prerequisites: SWK 308, SWK 422. Continuation of SWK 422. Focus on models and strategies of intervention, resistances to change, and termination.

SWK 424* - INTERVENTIVE METHODS III - 3 credits

Prerequisite: SWK 422. Continuation of SWK 422 and SWK 423; intervention with groups and communities; models of group work practice and phases of group intervention; major spheres of macro practice and methods to effect change at large-systems level.

SWK 493* - FIELD INSTRUCTION - 6 credits

Prerequisites: SWK 308, SWK 422. First semester of supervised field experience in a professional social work setting; concurrent weekly on-campus integrative seminar.

SWK 494* - FIELD INSTRUCTION - 6 credits

Prerequisites: SWK 317, SWK 423, SWK 493. Second semester of supervised field experience in a professional social work setting; concurrent weekly on-campus integrative seminar.

* Restricted to Social Work majors

Elective Courses: (Students are urged to complete one or two electives from the following, as available.)

SWK 105 - INTERPERSONAL RELATIONS - 3 credits

The impact of societal, cultural, and professional values on interpersonal relationships. Students increase awareness of their own interpersonal skills and examine ways to overcome barriers to healthy interpersonal relationships.

SWK 310 - SEXUALITY IN HUMAN DEVELOPMENT - 3 credits

Examination and analysis of human sexuality as part of human development. Designed for future human services professionals.

SWK 321 - THE ELDERLY AND SOCIAL SERVICES - 3 credits

Prerequisite: Upper division status. Needs of and services for the elderly; services and programs; policy issues regarding the aging such as health, housing, and finances; intervention strategies for working with the elderly.

SWK 335 - MENTAL HEALTH AND SOCIAL WORK - 3 credits

Theoretical perspectives concerning mental health and mental illness; history of the mental health movement; institutional and community mental health services; roles and functions of social workers and other personnel in the mental health system.

SWK 345 - CHILD WELFARE SERVICES - 3 credits

Prerequisite: Upper division status. Child welfare as a field of practice in social work; historical and philosophical bases; the impact of culture, ethnicity, and race on practice; current delivery of services; skills needed to practice in the field.

SWK 346 - CHILD ABUSE AND NEGLECT - 3 credits

Prerequisite: Upper division status. Major issues in child abuse and neglect from a social work viewpoint; the nature of abuse and neglect; the actual incidence; workings of the current child protection system; intervention and treatment issues; the role of other disciplines and the larger society.

SWK 425 – SOCIAL WORK WITH FAMILIES – 3 credits

Prerequisites: SWK 308, SWK 422. Focus on family and family intervention; theory and practice principles through examination of families in specialized problem contexts.

SWK 485 - SENIOR SEMINAR - 3 credits

Intensive analysis of selected topics in social work.

SWK 495 - SPECIAL PROJECT - 3 credits

SWK 499 - INDEPENDENT STUDY - 3

ADMISSIONS POLICY

There are two ways to gain admission to the Social Work major at Buffalo State College:

1. New transfer students applying to the College are accepted if they meet the eligibility requirements for admission to the department.
2. Currently attending Buffalo State students are accepted if they meet the eligibility requirements when they apply to the department. (Applications are available in the Social Work Department Office, Classroom C 115 and on-line at www.buffalostate.edu/socialwork.)

Students are admitted to the Social Work major at one of two levels:

1. 0435 Social Work
2. 0434 Pre-Social Work

Since Social Work is an upper division program only, first-time students are not eligible for admission directly to the major. They are assigned to Pre-Social Work so that they can have the benefit of a Social Work faculty advisor who will assist them in program planning in preparation for entry into the major. Transfer students who apply after the quota has been met but otherwise qualify for admission may also be admitted to Pre-Social Work. 0434 students, however, may only register for SWK 220, Introduction to Social Work, and SWK 319, Dynamics of Poverty, until they are officially accepted into the major, 0435.

Admission to the major (0435) requires the following:

1. 45 credit hours completed or in progress at the time of application.
2. Minimum GPA of 2.5.
3. Fulfillment of the English and Math competency requirement.
4. Significant progress toward completing the liberal arts degree requirements.
5. Completion of the application.

ADVISEMENT POLICY

Advisement includes course selection and program information for all students in the major and in the pre-major. Other advisement functions, including career counseling, mentoring, and personal support, are available to all pre-majors and majors upon request by the student(s), on an as-needed basis, or upon recommendation of the faculty following mid-semester review.

Advisement for course selection and program information is expected for all pre-majors upon admission to pre-major status and every semester thereafter until they have been admitted to the major.

Advisement for course selection and program information is expected for all majors upon admission to the major and again no later than the registration period prior to enrollment in SWK 423.

Program information is available in this handbook (See p. 7.), *Field Education Manual*, advisement template, and on the web site at www.buffalostate.edu/socialwork.

Career counseling and mentoring, important functions of social work professional development, are offered to students through various methods: 1) direct meetings with their advisor; 2) field seminar workshops that focus on career development issues such as resume and cover letter writing and the social work graduate school application/admissions process; 3) Student Social Work Organization and Kappa Alpha Chapter of the Phi Omega Honor Society meetings at which community social workers from a variety of practice fields discuss pertinent social issues and share their experiences and professional challenges in the workplace; and 4) an e-mentoring project that links social work practitioners in varied practice fields with our students via the Internet. For details, check out our web site at www.buffalostate.edu/socialwork/ementoring.xml.

Coursework for the Social Work major can be earned by evening-only attendance. Evening-only field instruction is **not**, however, guaranteed.

PROFESSIONAL ACADEMIC PERFORMANCE STANDARDS

Students accepted into the social work major need to maintain a 2.0 average to remain in good standing with the College. Failure to do so will result in being placed on probation.

The social work profession requires maturity and ethical and professional conduct. Therefore, professional academic performance extends beyond classroom performance and attendance to include “ethical behavior and psychological well-being sufficient to interact positively and instructively with clients” (Cobb & Jordan, 1989, pp.87-97). Such behavior includes, but is not limited to, students contacting faculty when they expect to miss class or field seminar, when they know they will submit late assignments, and when they may be delinquent with other responsibilities expected in a professional program.

Students who require accommodation to complete the requirements and expectations of the program because of disability are invited to make their needs known to the coordinator of disability services in SW 120. Students will be afforded accommodations for work due after completion of the documentation process with that office.

Persons who have benefited from social work or related helping professions are often attracted to the social work profession. Such persons can bring the strengths of experience to their professional careers. Pursuing social work education should NOT be a principal component of a recovery process. A significant measure of self-awareness should be present such that others’ problems are not viewed through the prism of one’s own experience.

The faculty meets once a semester to review the professional academic performance of each student. The academic advisor or department chair shares any concerns with the student.

STANDARDS

1. Students will be expected to exhibit a level of maturity and good judgment consistent with the requirements of sound professional principles.
2. Students will adhere to the National Association of Social Workers Code of Ethics. It is printed in the department’s *Handbook for Social Work Students, Field Education Manual*, and is available on the departmental web site at www.buffalostate.edu/depts/socialwork.
3. Students will abide by the *Code of Rights, Freedoms, and Responsibilities of Buffalo State College*. In compliance with the April, 2004, directive from the Chancellor of the State University of New York, Buffalo State College requires all students to receive and positively affirm the campus’s Student Code of Conduct. Access to Degree Navigator is denied for students who have not completed the affirmation of the *Code of Student Rights, Freedoms and Responsibilities*. Students are automatically redirected to the Code of Conduct affirmation pages each time they attempt to log in to Degree Navigator until they complete the affirmation. Students can affirm they have received and will abide by the Code by selecting the web link <http://bscintra.buffalostate.edu/codeconduct> to view the Code and follow the few simple steps needed to complete their affirmation.
4. Grounds for termination can include, but are not limited to, the following:
 - a. violence or threats of violence to oneself or others
 - b. substance use or abuse which interferes with performance
 - c. engaging in illegal behaviors which reflect negatively upon the profession
 - d. sexual contact with clients
 - e. sexual harassment
 - f. discrimination based on age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
 - g. serious violation of the Code of Ethics
 - h. mental health issues that impede a student’s ability to work effectively in coursework or in field instruction.

PROCEDURES ON RETENTION AND TERMINATION OF STUDENTS

Only if student problems or faculty concerns cannot be resolved between the student and the faculty advisor, or if the problems are so grievous as to require immediate attention, will the procedures outlined below be followed:

1. The concerned faculty member will present written documentation of a student's problem or faculty concern to the chairperson of the Professional Academic Performance Standards Committee.
2. The committee chairperson will copy and distribute the documentation to all other committee members and to the chairperson of the Social Work Department within ten class days of the written notice.
3. The committee chairperson will convene a meeting of the Professional Academic Performance Standards Committee within ten class days and notify the student by certified mail of the problem or concern, date of the meeting, and who will be present. A copy of the Academic Grievance Procedures from the Office of Academic Affairs will also be enclosed to inform the student of his/her rights according to college-wide policies. www.buffalostate.edu/studentaffairs/x522.xml
A student who fails to appear relinquishes the right to be heard.
4. The student may bring an advocate of his/her choice to the meeting.
5. Following the meeting, a written plan will be developed by the Professional Academic Performance Standards Committee and approved by a majority vote of the committee members present.
6. In the case of a recommendation for termination of a student from the program, three-fourths of the committee members must concur. Three-fourths of the committee members must also concur in order to reinstate to the program a student who has been dismissed following an Unsatisfactory grade in Field Instruction (SWK 493 or SWK 494).
7. The committee chairperson will notify the student by certified mail and the faculty will be informed in writing of the committee's decision and its plan.

The plan will have been individually tailored for corrective action. Examples of student performance agreements may include, but are not limited to, the following:

- Student may be referred for tutoring in the Academic Skills Center.
- Student may be required to present verification from a professional counselor that the student is capable of practicing social work appropriate to his/her class level.
- Student must be on time and present for all classes in accordance with the attendance policy in the course syllabus.
- Student's classroom behavior must demonstrate that he/she does not convey to others any disrespect, intolerance, or rude behavior.

OPPORTUNITIES FOR STUDENT INVOLVEMENT

Opportunities are provided for Social Work majors to become involved in the Social Work Department in addition to required classes. Several are listed below:

- **The Student Social Work Organization**

The Student Social Work Organization offers students an excellent chance to meet and become acquainted with other Social Work majors. It opens the door to a learning experience outside the classroom. It is also an opportunity to be informed of issues pertaining to school, work, and community affairs that affect students. Guest speakers and graduates in the field often share their experiences with the group. This organization also provides opportunities to become involved in committees such as Student Issues and Curriculum.

- **Kappa Omega Chapter of Phi Alpha**

This is the Buffalo State Chapter of the National Social Work Honor Society. It is composed of students who are committed to the values and ethics of the social work profession and who display scholarly excellence and achievement within the department.

- **National Association of Social Workers**

Applications to become a student member of NASW are available in the Social Work Department Office, Classroom C 115. A \$48 membership fee gives students the following benefits: membership at the national and state chapter level; access to the Social Work Career Center that provides a job bank, career-coaching, and resume critiquing and writing, and professional development and training opportunities; free CEUs with NASW's online courses, and more...

- **Department Committees**

Student representatives are elected to the following faculty committees:

Curriculum Committee

This committee is responsible for matters related to course offerings of the Social Work Department. The Curriculum Committee is responsible for reviewing the curriculum and proposing curriculum changes. Two students are elected to this committee from membership in the Student Social Work Organization.

Student Issues Committee

This committee is responsible for making recommendations regarding advisement needs to the faculty and department chair, developing activities and programs which relate to post-graduate concerns, and selecting the outstanding senior awards. Two students are elected to this committee from membership in the Student Social Work Organization.

GRADUATE SCHOOL INFORMATION

The Career Development Center in Grover Cleveland Hall, Room 306, and the Graduate School in Grover Cleveland Hall, Room 204, provide graduate information on social work and other related disciplines. Of particular note, each fall, the Social Work Department hosts a panel of graduate admissions officers from various colleges and universities to which all Social Work students are invited. It is a special opportunity to learn more first-hand about particular master's level programs and the features that distinguish them and to ask questions about admission and enrollment.

GRADUATE RECORD EXAMINATIONS (GRE) and MILLER ANALOGIES

Many graduate and professional schools require applicants to take the Graduate Record Examination (GRE) (www.ets.org/gre) or Miller Analogies (www.milleranalogies.com). Scores may be used by either admissions or fellowship panels to supplement undergraduate records and other data that indicate a student's potential for graduate study. The scores provide a common measure for comparing the qualifications of applicants and aiding in the evaluation of grades and recommendations.

Complimentary information bulletins on the GRE and Miller Analogies may be obtained from the Buffalo State Graduate School in Grover Cleveland Hall, Room 204.

EMPLOYMENT AND CONTINUING EDUCATION OPPORTUNITIES

Job listings and conferences on continuing education are posted on the bulletin boards in the hallway outside the Social Work Department Office, Classroom C 115. The Career Development Center, Grover Cleveland Hall, Room 306, also keeps an extensive reference file of opportunities. Their web site is www.buffalostate.edu/offices/cdc.

FREQUENTLY ASKED QUESTIONS

Transfer Credit?

The Admissions Office is responsible for evaluating transfer credits from other colleges. If you have specific questions, you may call 878-5514 or visit Moot Hall. You should see the chair of the Social Work Department in Classroom C 115 only if you seek to apply a transfer course to your major.

Graduation Processing?

Questions on fulfilling the requirements for graduation should be directed to your assigned advisor. Please make an appointment with your advisor to review your audit sheet the semester prior to your intended graduation date.

Each student is responsible for checking with the Registrar's Office, Moot Hall, about graduation filing dates.

Academic Appeals?

Forms for academic appeals are available in the Academic Standards Office, Twin Rise 100.

How do I get an advisor?

Once you are accepted as a Social Work major or pre-major, an academic advisor will be assigned to you by the Social Work Department secretary.

Your name will appear on a master advisement list posted outside the Social Work Department Office, Classroom C 115. This list is updated once in March and once in October. Your advisor's office hours are available in the Social Work Department Office, Classroom C 115, and posted on faculty office doors and the department web site.

When should I see my advisor?

You should make an appointment to see your advisor whenever you have personal, professional, or academic concerns to discuss. You do not have to limit your contact to preparation for registration. See also Advisement Policy on page 11 of this handbook.

What are MY responsibilities prior to seeing my advisor?

Please check in the Social Work Department Office, Classroom C 115, to make sure a file has been set up for you. You should also read over the advisement policy on page 11 of this handbook.

What items should be in my student folder?

As you progress through the program, the other materials which should be in your folder are records of grade changes, notice of waiver of courses, copies of your field evaluations, references written by faculty, and any other notices which may affect your graduation status.

How do I change my advisor?

If there is a problem between you and your advisor, you should contact the department chairperson at 878-5705 for an appointment to discuss the matter. Changes in advisor are made in certain instances but only with the approval of the department chairperson.

If I still have questions about advisement, whom can I ask for help?

You should check with the department faculty or the department secretary for clarification on policies. Specific problems should be discussed with the department chairperson by appointment.

Can I receive college credit for my work/life experience?

Academic credit for life experience and previous work experience will not be given in whole or in part in lieu of the field practicum or of courses in the professional foundation.

APPENDIX

- Buffalo State Policies
 - Non-Discrimination
 - Sexual Harassment
 - Academic Grievance Procedures for Students
- Buffalo State
 - Liberal Arts Courses
 - Coursework related to Social Work
- Curriculum Policy Statement for Baccalaureate Degree Programs in Social Work Education
- NASW Code of Ethics

POLICY ON NON-DISCRIMINATION

In keeping with The State University of New York and Buffalo State College's policy regarding equal opportunity and affirmative action, the Social work Department is committed to carrying out its program without regard to gender, race, national origin, religion, handicap, sexual orientation or veteran status.

The Department provides opportunities to students without regard to race, gender, disability, religion, sexual orientation, or ethnic origin. The Department is committed to recruiting, admitting, and retaining minority students.

This same non-discrimination policy is applied to the Department's selection and use of social service agencies for the placement of field students. In addition, field agencies must be able to show evidence of policy commitments to non-discrimination in both service delivery and employment.

SEXUAL HARASSMENT POLICY

"It is the policy of the State University College at Buffalo to provide an employment and educational environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication constituting sexual harassment as defined and otherwise prohibited by state and federal statutes."

Buffalo State College will not tolerate sexual harassment of students or employees. The college has both informal and formal procedures in place to handle allegations of sexual harassment. In general, the college will try to reach an informal resolution first. The college will:

- ***Respond** to every complaint of sexual harassment reported.
- ***Take action** to provide remedies when sexual harassment is discovered.
- ***Impose** appropriate sanctions on offenders on a case-by-case basis.
- ***Protect** the privacy of all those involved in sexual harassment.

ACADEMIC GRIEVANCE PROCEDURES FOR STUDENTS OFFICE OF ACADEMIC AFFAIRS

INTRODUCTION

Buffalo State College complies with New York State Education Department regulations requiring that campuses have in place procedures for filing complaints and seeking resolution of perceived problems.

The procedures below pertain to alleged violations or misapplication of college and/or course policies. They are also directed at a student grievance alleging that he or she has been treated unfairly, in violation of established academic policy or practice. The procedures below reflect the college commitment to a fair and prompt resolution of student academic grievances.

This procedure begins with an informal process, but includes a formal process that centers on hearings and recommended resolution of the grievance in a way that maximizes the opportunity for a full and impartial solution. Request to waive or otherwise alter college academic policies shall continue to be the province of the Academic Appeals Committee.

The procedures below do not deal with grievances that are based on issues of sexual harassment or discrimination. Such grievances are handled through the Offices of Equity and Diversity. Similarly, complaints that deal with other non-academic issues are administered by the Office of the Dean of Students.

Students are advised to retain all documentation from course(s) including (but not limited to), syllabus(I), test(s), quiz(zes), paper(s), any graded evaluation(s). These materials are required to substantiate any grievance a student would file.

1. JURISDICTION

A grievance shall include, but not be restricted to, a complaint by a student:

- a. that college regulations and/or policies have been violated or misapplied to him or her;
- b. that he or she has been treated unfairly, defined in terms of established academic policy or practice governing or affecting students at the college.

2. TIME LIMIT

At informal level - no later than 5 weeks into the following semester.

At formal level - no later than 10 weeks into the following semester.

3. GRIEVANCE RESOLUTION PROCESS

The process includes the possibility of hearings at two levels: the department and the faculty.

- a. At the departmental level, a student with a complaint should attempt to resolve the complaint informally with the faculty or staff member involved. The assistance of the chair may be sought to resolve the dispute to the satisfaction of both parties. A student must initiate the process not later than five weeks into the following semester.

The student who is not able to achieve resolution with the instructor may initiate a formal grievance or grade appeal process no later than ten weeks into the following semester by preparing a written statement which includes:

1. a statement of the case in detail;
2. all information about the conference with the instructor;
3. a statement of the reasons the student believes he or she is aggrieved or, in the case of a grade, why it should be reconsidered;
4. all relevant supporting materials, which should be identified and listed in an index.

The student shall submit complete copies of the written statement and attachments to the chair of the department and the faculty member identified in the grievance. The chair shall carefully review the statement, confer with the student and instructor, and attempt to reach a resolution of the dispute. The chair may ask members of the department to serve as a committee to review the materials and assist him or her in reaching a decision. The chair's response must be made within 10 days of the date of request from the student.

In conformance with state regulations, the department shall maintain adequate documentation about each formal complaint and its disposition for a period of at least six years after final disposition of the complaint.

If the department chair is the party against whom the grievance is brought, the student should initiate a review at the level which follows.

- b. If the matter is not resolved to the student's satisfaction at the departmental level, he or she may request a hearing at the faculty level by writing to the dean of the faculty and forwarding the documentation to that office. The request must be made within 10 academic days of the receipt of the recommendation of the department chair.

The dean or designee shall convene a three-person committee drawn from the panel of available faculty within 10 days. Such committee shall include one faculty member from the department in which the faculty member resides. Furthermore, after the committee is constituted, the faculty member and the student have the right to review the committee membership and request alternate members in the event it is believed a member of the committee is not neutral. The committee shall meet and review the materials presented and solicit a response from the instructor to each count of the student's case. In the case of a grade appeal, the committee will familiarize themselves with the standards and objectives of the course and evaluative material presented. Their concerns shall be limited to consideration of the fairness of the application of the standards and objectives, and whether the standards and objectives were made known to the student in a reasonable manner. The difficulty of the standards shall not be an issue.

The burden of proof shall be on the student, who may be asked to appear before the committee.

In the case of a grade appeal, if the majority of the committee feels no case can be made, the original grade will remain. If they find that the standards and objectives were not reasonably known to the student or were unfairly applied, they may recommend a different grade and give their reason for so recommending. The committee shall report its findings in writing to the student, the instructor, and the dean.

If the panel recommends a different grade, the instructor shall have ten working days from receipt of the panel's report to inform the dean of the faculty of the intent to change the grade. If necessary, the dean may direct that the grade be changed. A change of grade shall not be interpreted as an admission of unfairness in grading.

In the case of a grievance, if the majority of the committee members adjudge the grievance to be without foundation, written notification of their findings will be forwarded to the student, the instructor, and the dean of the faculty. If, in the judgment of the committee, there is a basis for the grievance, a written report will be forwarded to the dean of the faculty with specific recommendations for redress. Copies shall be forwarded to the student and the instructor.

The dean of the faculty will notify all parties of his or her final decision regarding the grievance within ten working days of receipt of the committee's findings and recommendations. In conformance with state regulations, the dean's office shall maintain adequate documentation about each formal complaint and its disposition for a period of at least six years after the final disposition of the complaint.

LIBERAL ARTS COURSES

As students seek to fulfill their general education core requirements and all-college electives, the Social Work Department strongly urges them to select at least one from each of the following categories:

HUMANITIES

Literature

ENG 210 or 211	British Literature I: Special Topics or Survey of British Literature II: Special Topics
ENG 220 or 221	American Literature I: Selected Topics or American Literature II: Selected Topics
ENG 252 or 253	British Modernism or Twentieth Century Literature II

Philosophy

PHI 102	Introduction to Moral and Social Philosophy
PHI 103	Introduction to Logic
PHI 310	History of Ethics
PHI 323	Moral Issues

ARTS - Any course meeting the general education core requirement

SOCIAL SCIENCES

Anthropology

ANT 100	Human Origins
ANT 101	Understanding Culture

Economics

ECO 101	The Economic System
ECO 103	Economic History of the United States
ECO 301	Economics of Labor Relations

History

HIS 107	History of American Life II
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Political Science

PSC 101	Introduction to Government and Politics
PSC 102	Introduction to American Government
PSC 215	Urban Government

Psychology

PSY 101	Introduction to Psychology
PSY 311	Personality: Theory and Research
PSY 325	Social Behavior

Sociology

SOC 100	Introduction to Sociology
SOC 240	Analyzing Social Problems
SOC 350	Power, Class, and Inequality
SOC 351	The Sociology of Race and Ethnicity

COURSEWORK RELATED TO SOCIAL WORK

The following courses at Buffalo State support the social work professional foundation:

Anthropology

ANT 144 Introduction to Folklore and Folklife
ANT 301 Indigenous Peoples of Eastern N. America
ANT 307 Urban Anthropology
ANT 327 Introduction to Medical Anthropology
ANT 340 Women in Anthropological Perspective

Creative Studies

CRS 205 Introduction to Creative Studies
CRS 302 Creative Approaches to Problem Solving
CRS 303 Creative Leadership through Effective Facilitation

Economics

ECO 101 The Economic System
ECO 201 Principles of Macroeconomics
ECO 202 Principles of Microeconomics
ECO 302 Women in the Economy
ECO 350 Public Finance

Exceptional Education

EXE 100 Nature and Needs of Individuals with Special Needs
EXE 245 Community Service with Individuals with Special Needs
EXE 314 Psychology of Individuals with Special Needs

Political Science

PSC 215 Urban Government
PSC 225 Women in American Politics
PSC 312 Legislative Process
PSC 315 State and Local Government Politics
PSC 316 Urban Ethnic Politics
PSC 325 Politics of Welfare

Psychology

PSY 101 Introduction to Psychology
PSY 310 Behavior Modification I
PSY 388 Psychology of Death and Dying
PSY 411 Abnormal Psychology

Sociology

SOC 100 Introduction to Sociology
SOC 240 Analyzing Social Problems
SOC 310 Sociology of Sex Roles
SOC 320 Sociology of the Family
SOC 330 Social Psychology
SOC 350 Power, Class, and Inequality
SOC 351 Sociology of Race and Ethnicity
SOC 352 Sociology of Aging
SOC 360 Sociology of Work
SOC 380 Sociology of Crime
SOC 390 Juvenile Delinquency
SOC 393 Sociology of Mental Illness

Women's Studies

ANT 340 Women in Anthropological Perspective
ANT 360 Folklore of Women
ECO 302 Women in the Economy
ENG 231 Women in Literature: Selected Topics
HIS 302 History of Women in America
PSC 225 Women in American Politics
PSY 387 Psychology of Gender Difference
SOC 310 Sociology of Sex Roles

CURRICULUM POLICY STATEMENT FOR BACCALAUREATE DEGREE PROGRAMS IN SOCIAL WORK EDUCATION

B1.0 Scope and Intent of the Curriculum Policy Statement

B1.1 This document sets forth the official curriculum policy for the accreditation of baccalaureate (BSW) programs of social work education by the Council on Social Work Education. It supersedes all prior statements of curriculum policy for the baccalaureate program level.

B1.2 The Curriculum Policy Statement establishes mandates for minimum requirements for the curricula of baccalaureate programs to be accredited by the Council. The policy statement specifies certain content areas and requires that they be logically related to each other, to the purposes and values of social work set forth in this document, and to the purposes, mission, resources, and educational context of each professional program. The statement does not prescribe any particular curriculum design.

B1.3 Each program is responsible for making every faculty member, student, field instructor, and administrator associated with the program aware of the content of the Curriculum Policy Statement.

B2.0 Relationship to Accreditation Standards

B2.1 The Commission on Accreditation of the Council develops standards by which social work education programs are evaluated for accreditation. These standards pertain to the organization, administration, and curriculum implementation of programs of social work education. Curriculum standards are derived from and must conform with this Curriculum Policy Statement.

B3.0 Premises Underlying Social Work Education

B3.1 The purpose of social work education is to prepare competent, effective social work professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination.

B3.2 Social work education is based upon a specific body of knowledge, values, and professional skills. It is grounded in the profession's history and philosophy. Education for the profession promotes the development and advancement of knowledge, practice skills, and services that further the well-being of people and promote social and economic justice. Social work education is responsible for the production and application of research and scholarship aimed at advancing social work practice.

B3.3 Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Doctoral programs are not accredited by the Council.

B3.4 Programs of social work education maintain close, reciprocal, and ongoing relationships with social work practitioners and with groups and organizations that promote, provide, or seek to influence social policies and social work services. Responsibility for initiating these relationships rests with social work education programs. Effective programs develop and maintain systematic communication with these individuals and groups.

B3.5 The effectiveness of any profession depends on the active engagement of its members in continuous learning. Programs of social work education strive to promote continuing professional development of students and faculty. Programs seek to teach students how to become lifelong learners who are motivated to continue developing new knowledge and skills throughout their careers.

B3.6 Effective social work education programs recognize the interdependence of nations and the need for worldwide professional cooperation.

B3.7 Social work education programs assume a leadership role within the profession by offering curricula that are at the forefront of the new and changing knowledge base of social work and its supporting disciplines.

B4.0 Purpose of Social Work

B4.1 The profession of social work is committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The social work profession receives its sanction from public and private auspices and is the primary profession in the provision of social services. Within its general scope of concern, professional social work is practiced in a wide variety of settings. It has four related purposes:

B4.1.1 The promotion, restoration, maintenance, and enhancement of the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources.

B4.1.2 The planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.

B4.1.3 The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and to promote social and economic justice.

B4.1.4 The development and testing of professional knowledge and skills related to these purposes.

B5.0 Purpose and Structure of Baccalaureate Social Work Education

B5.1 The purpose of professional social work education is to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice. The achievement of this purpose requires clarity about learning objectives and expected student outcomes, flexibility in programming and teaching to accommodate a diverse student population, and commitment of sufficient time and resources to their education.

B5.2 Two levels of social work education are accredited by the Council on Social Work Education: the baccalaureate and the master's. The baccalaureate level prepares students for generalist social work practice, and the master's level prepares students for advanced social work practice in an area of concentration. These levels of education differ from each other in the depth, breadth, and specificity of knowledge and skill that students are expected to synthesize and apply in practice. Both levels of social work education must provide a professional foundation curriculum that contains the common body of the profession's knowledge, values, and skills. This common base is transferable among settings, population groups, and problem areas. The baccalaureate level of social work education must include a liberal arts perspective and the professional foundation content, which prepares students for direct services with client systems of various sizes and types.

B5.3 Professional social work education at the baccalaureate level takes place in accredited baccalaureate degree-granting colleges and universities.

B5.4 All baccalaureate social work programs must:

B5.4.1 Provide content about social work practice with client systems of various sizes and types.

B5.4.2 Prepare graduates to practice with diverse populations.

B5.4.3 Provide content about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.

B5.4.4 Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

B5.4.5 Prepare graduates who are aware of their responsibility to continue their professional growth and development.

B5.5 The baccalaureate curriculum must be based upon a liberal arts perspective and must include the professional foundation.

B5.6 The baccalaureate curriculum must be developed and organized as a coherent and integrated whole.

B5.7 Graduates of a baccalaureate social work program will be able to:

B5.7.1 Apply critical thinking skills within the context of professional social work practice.

B5.7.2 Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.

B5.7.3 Demonstrate the professional use of self.

B5.7.4 Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

B5.7.5 Understand the history of the social work profession and its current structures and issues.

B5.7.6 Apply the knowledge and skills of generalist social work to practice with systems of all sizes.

B5.7.7 Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).

B5.7.8 Analyze the impact of social policies on client systems, workers, and agencies.

B5.7.9 Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.

B5.7.10 Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

B5.7.11 Use supervision appropriate to generalist practice.

B5.7.12 Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

Liberal Arts Perspective

B5.8 A liberal arts perspective enriches understanding of the person-environment context of professional social work practice and is integrally related to the mastery of social work content. The baccalaureate professional program in social work is built upon a liberal arts perspective.

B5.9 A liberal arts perspective provides an understanding of one's cultural heritage in the context of other cultures; the methods and limitations of various systems of inquiry; and the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a broadly educated person. Students must be capable of thinking critically about society, about people and their problems, and about such expressions of culture as art, literature, science, history, and philosophy. Students must have direct knowledge of social,

psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems.

B5.10 Determination of whether students have acquired a liberal arts perspective is left to the judgment of each social work program's faculty. Each program must clearly explicate the requirements for training in a liberal arts perspective and the rationale for those requirements.

B6.0 Baccalaureate Curriculum Content

B6.1 The baccalaureate curriculum must include a liberal arts perspective and the professional foundation. The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. Baccalaureate programs must achieve integration among these professional content areas. Curriculum areas do not need to be taught in discrete courses, but mastery of the professional curriculum must occur through classroom experiences and field practice. The baccalaureate social work curriculum must cover, but is not necessarily limited to, the professional foundation.

B6.2 The curriculum design of each program must identify a coherent approach for the selection of research and theories offered. Every part of the baccalaureate curriculum must strengthen the student's understanding and appreciation of a scientific, analytic approach to building knowledge for the delivery and evaluation of practice. Content provided in each curricular area must be relevant to the objectives, philosophy, and mission of the individual program and must facilitate the student's understanding of how the knowledge relates to social work practice.

Social Work Values and Ethics

B6.3 Programs of social work education must provide specific knowledge about social work values and their ethical implications and must provide opportunities for students to demonstrate their application in professional practice. Students must be assisted to develop an awareness of their personal values and to clarify conflicting values and ethical dilemmas. Among the values and principles that must be infused throughout every social work curriculum are the following:

B6.3.1 Social workers' professional relationships are built on regard for individual worth and dignity, and advance by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.

B6.3.2 Social workers respect individuals' right to make independent decisions and to participate actively in the helping process.

B6.3.3 Social workers are committed to assisting client systems to obtain needed resources.

B6.3.4 Social workers strive to make social institutions more humane and responsive to human needs.

B6.3.5 Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.

B6.3.6 Social workers are responsible for their own ethical conduct, the quality of their practice, and for seeking continuous growth in the knowledge and skills of their profession.

Diversity

B6.4 Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs, and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations.

Each program is required to include content about population groups that are particularly relevant to the program's mission. These include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

Promotion of Social and Economic Justice

B6.5 Programs of social work education must provide an understanding of the dynamics and consequences of social and economic injustice, including all forms of human oppression and discrimination. They must provide students with the skills to promote social change and to implement a wide range of interventions that advance the achievement of individual and collective social and economic justice. Theoretical and practice content must be provided about strategies of intervention for achieving social and economic justice and for combating the causes and effects of institutionalized forms of oppression.

Populations-at-Risk

B6.6 Programs of social work education must present theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression. The curriculum must provide content about people of color, women, and gay and lesbian persons. Such content must emphasize the impact of discrimination, economic deprivation, and oppression upon these groups.

Each program must include content about populations-at-risk that are particularly relevant to its mission. In addition to those mandated above, such groups include, but are not limited to, those distinguished by age, ethnicity, culture, class, religion, and physical or mental ability.

Human Behavior and the Social Environment

B6.7 Programs of social work education must provide content about theories and knowledge of human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions, and communities). The human behavior and the social environment curriculum must provide an understanding of the interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems must be presented. Content must be provided about the ways in which systems promote or deter people in maintaining or achieving optimal health and well-being. Content about values and ethical issues related to bio-psycho-social theories must be included. Students must be taught to evaluate theory and apply theory to client situations.

Social Welfare Policies and Services

B6.8 Social welfare policy and services content must include the history, mission, and philosophy of the social work profession. Content must be presented about the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in maintaining or achieving optimal health and well-being, and the effect of policy on social work practice. Students must be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Content must be presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice.

Social Work Practice

B6.9 At the baccalaureate level, professional social work education prepares students for generalist practice with systems of all sizes. Practice content emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the client. Content on practice assessment focuses on the examination of client strengths and problems in the interactions among individuals and between people and their environments.

Social work practice content must include knowledge, values, and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content must include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using appropriate research to monitor and evaluate outcomes; applying appropriate research-based knowledge and technological advances; and termination. Practice content also includes approaches to and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes.

B6.10 Each program must explicate the ways in which students are prepared for generalist practice.

Research

B6.11 The research curriculum must provide an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and to evaluate service delivery in all areas of practice. Ethical standards of scientific inquiry must be included in the research content.

The research content must include quantitative and qualitative research methodologies; analysis of data, including statistical procedures; systematic evaluation of practice; analysis and evaluation of theoretical bases, research questions, methodologies, statistical procedures, and conclusions of research reports; and relevant technological advances.

B6.12 Each program must identify how the research curriculum contributes to the student's use of scientific knowledge for practice.

Field Practicum

B6.13 The field practicum is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting.

B6.14 Field education at the baccalaureate level requires a minimum of 400 hours in field practicum.

B6.15 Each educational program must establish standards for field practicum settings that define their social work services and practices, field instructor assignments and activities, and student learning expectations and responsibilities. Individual programs may organize their practice in different ways but must ensure educationally directed, coordinated, and monitored practicum experiences for all students. All programs must provide:

- a. A placement that is based upon the objectives of the educational program and the learning needs of each student.
- b. Structured learning opportunities that enable students to compare their practice experiences, integration of knowledge acquired in the classroom, and expand knowledge beyond the scope of the practicum setting.
- c. Support for field practicum instructors by:
 1. Sharing pertinent information about particular students.
 2. Providing information about the organization and content of the educational curriculum, emphasizing the interrelationships among human behavior, social policy, research, and practice content.
 3. Providing information about the sequencing of course content.
 4. Articulating clear practice and evaluation goals for the field practicum and for each student.
 5. Offering orientation and training programs.

B6.16 The baccalaureate practicum must provide the student with opportunities for:

- a. The development of an awareness of self in the process of intervention.
- b. Supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.
- c. Use of oral and written professional communications that are consistent with the language of the practicum setting and of the profession.
- d. Use of professional supervision to enhance learning.
- e. Critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

B7.0 Avenues of Renewal

B7.1 Programs of social work education must remain vital and progressive by actively pursuing ongoing exchanges with the practice community and other essential groups, and by developing and assessing new knowledge and technology.

B7.1.1 Programs must establish and maintain close, reciprocal, and ongoing relationships with social work practitioners, and use those relationships continuously to evaluate the total curriculum.

B7.1.2 Programs must establish and maintain relationships with groups that develop, implement, and benefit from social policies and services.

B7.1.3 Programs must establish and maintain involvement with professional associations and with academic disciplines and departments.

B7.1.4 Programs must assume responsibility for systematic, high-quality scholarship that assesses social work practice and develops new knowledge.

Ethical Principles

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

Value: *Service*

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

Social workers elevate service to others above self interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the wellbeing 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 thirdparty payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor Management Disputes

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

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

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

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