

Widener University

Center for
Social Work Education



MSW GRADUATE STUDENT SUPPLEMENT

September 2005

**WIDENER UNIVERSITY
CENTER FOR SOCIAL WORK EDUCATION**

MSW GRADUATE STUDENT HANDBOOK SUPPLEMENT

September 2005

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School of Human Service Professions	(610) 499-4372
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SWCS Office	(610) 859-6034

Main Campus Services

Business Office	(610) 499-4152
Book Store	(610) 876-7300
Security	(610) 499-4200/4201
Financial Aid.....	(610) 499-4168
Health Center	(610) 499-1183
Registrar's Office	(610) 499-4140
Schwartz Physical Education Center	(610) 499-4441
University Center	(610) 499-4402
Wolfgram Library Main Desk	(610) 499-4056
Wolfgram Library Circulation Desk.....	(610) 499-4066
Wolfgram Library Reference Desk.....	(610) 499-4073/74

Harrisburg Campus Services

Book Store	(717) 541-3909
Security	(717) 541-3948
Library.....	(717) 541-3900

MISSION AND GOALS

The mission of the Center for Social Work Education (Center) is to educate professional social workers committed to social and economic justice, social caring and lifelong learning. Our undergraduate social work program prepares students to provide competent and effective agency-based generalist practice with individuals, families, groups, organizations and communities while our graduate social work program prepares students for agency-based clinical practice with individuals, families and small groups. Our curricula are designed to promote critical thinking, an appreciation of diversity and different ways of knowing, commitment to high ethical standards and an understanding of both the art and science of social work practice. The Center is also committed to engaging its professional and academic resources in the service of the community and in the development and dissemination of knowledge.

Foundation Goals and Objectives

The mission of the Center is expressed in the following goals and associated objectives. The MSW program has 12 foundation objectives derived from the program goals 1-4. The 12 foundation objectives and their association with the program goals are shown below.

Goal 1: To promote the adoption of values and ethics that support social caring, economic justice and knowledge development.

- F1. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (EP 3.0.2)
- F2. Understand and interpret the history of the social work profession and its contemporary structures and issues. (EP 3.0.5)
- F3. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (EP 3.0.4)

Goal 2: To develop the professional knowledge and skills needed to engage in effective agency-based social work practice.

- F4. 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. (EP 3.0.7)

- F5. Analyze, formulate, and influence social policies. (EP 3.0.8)
- F6. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (EP 3.0.12)
- F7. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes. (EP 3.0.M6)

Goal 3: To promote critical analysis and the use of multiple ways of knowing to inform the art and science of their social work practice.

- F8. Apply critical thinking skills within the context of professional social work practice. (EP 3.0.1)
- F9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (EP 3.0.9)
- F10. Use supervision and consultation appropriate to social work practice. (EP 3.0.11)

Goal 4: To strengthen cultural sensitivity and the ability to work effectively with diverse populations and a wide range of client systems.

- F11. Use communication skills differentially across client populations, colleagues, and communities. (EP 3.0.10)
- F12. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, gender identity, and sexual orientation. (EP 3.0.3)

Concentration Goals and Objectives

The MSW Program has 16 concentration objectives derived from program goals 1-4. The 16 concentration objectives and their association with the program goals are shown below.

Goal 1: To promote the adoption of values and ethics that support social caring, economic justice and knowledge development.

- C1. Engage in rigorous ethical analysis in the context of agency-based clinical social work practice.
- C2. Understand the impact oppression and discrimination has on individuals, families and groups.

Goal 2: To develop the professional knowledge and skills needed to engage in effective agency-based social work practice.

- C3. Integrate the generalist perspective with other theories of clinical social work practice.
- C4. Engage in continuous self-reflection to support the disciplined use of self in working with client systems.
- C5. Understand and apply appropriately a variety of theories for understanding intrapersonal and interpersonal functioning of individuals.
- C6. Understand and apply appropriately a variety of theories for understanding the development and functioning of family systems.
- C7. Understand and apply appropriately a variety of theories for understanding group processes and dynamics.
- C8. Apply a variety of theories of direct clinical practice with individuals.
- C9. Apply a variety of theories of direct clinical practice with couples and families.
- C10. Apply a variety of theories of direct clinical practice with small groups.
- C11. Intervene effectively to help clients respond to any forms of oppression they have experienced or are experiencing in their lives.
- C12. Analyze and interpret the effect legislative, organizational, and programmatic policies and procedures have on the delivery of agency based social work services.

Goal 3: To promote critical analysis and the use of multiple ways of knowing to inform the art and science of their social work practice.

- C13. Engage in critical evaluation of the theoretical underpinnings of and empirical support for clinical social work practice with individuals, families and small groups.
- C14. Use the professional literature to inform their practice with individuals, families and small groups.
- C15. Engage in supervision, consultation, continuing education and other professional activities to enhance knowledge and skills for clinical practice with individuals, families, and small groups.

Goal 4: To strengthen cultural sensitivity and the ability to work effectively with diverse populations and a wide range of client systems.

- C16. Develop effective helping relationships and intervention strategies with clients who are different in terms of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, gender identity, and sexual orientation.

Additional Objectives

The Center has 3 additional objectives derived from goals 5 and 6. The 3 additional objectives and their association with the Center goals are shown below.

Additional Objectives Related to Goal 5: To promote professional involvement in service to the community and the strengthening of community services and resources. Faculty and students of the Center will:

- A1. Participate in community and professional service activities.

Additional Objectives Related to Goal 6: To promote participation in the development and dissemination of knowledge for the profession. Faculty and students of the Center will:

- A2. Participate in research and scholarly activities aimed at the development of knowledge for practice and the profession.
- A3. Contribute to the professional literature through conference papers and poster presentations, journal book and publications, professional workshops and other forms of knowledge dissemination.

PROGRAMS OF STUDY

The MSW program has two admission options - **Regular** admission and **Advanced Standing** admission. Students accepted for Regular admission complete 62 credits of graduate study in two years of full-time study or three years part-time study. Students from CSWE accredited BSW programs accepted for Advanced Standing complete 38 credits of graduate study in three semesters of full-time study or five semesters part-time study. Regular admission students begin the program in fall semester which begins in September. Main Campus Advanced Standing students begin the program in the summer session which starts in May. Harrisburg Campus Advanced Standing students begin the program in the fall semester. The curriculum and courses offered on the Main campus and Harrisburg campus programs are identical.

Main Campus graduate social work classes are held on Wednesdays and Thursdays. Many classes are also available on Saturdays which meet for seven (7) 5 ¼ hour session on alternate Saturdays. First year Main Campus students are in agency field placements on Monday and Tuesday. Second year students are in agency field placements on Monday, Tuesday and Fridays.

Harrisburg Campus graduate social work classes are held on weekday evenings on the Harrisburg Campus and on Saturdays on the Main Campus. Transportation is provided between the Harrisburg and Main Campuses for all Saturday classes. Saturday classes meet for seven (7) 5¼ -hour sessions on alternate Saturdays.

DEGREE REQUIREMENTS

Regular Admission

Students enrolled in the regular admission MSW program must complete 30 credits of Foundation courses; 23 credits of required Clinical Concentration courses, and 9 credits of elective courses.

Core Foundation Courses

- SW 501 - Human Behavior and the Social Environment I (3 credits)
- SW 502 – Human Behavior and the Social Environment II (3 credits)
- SW 504 - Sociocultural Dimensions of Social Work (3 credits)
- SW 505 - Foundation Generalist Social Work Practice (3 credits)
- SW 506 - Foundation Social Work Practice with Individuals, Families and Groups (3 credits)
- SW 510 - Social Welfare Policy: History and Analysis (3 credits)
- SW 520 - Methods of Social Work Research (3 credits)
- SW 535 - Foundation Social Work Practice with Communities and Organizations (3 credits)
- SW 550 - Field Instruction I (3 credits)
- SW 551 - Field Instruction II (3 credits)

Total Foundation 30 credits

Clinical Concentration Courses

- SW 630 - Social Work Practice with Individuals (3 credits)
- SW 632 - Policy Practice (3 credits)
- SW 633 - Social Work Practice with Families (3 credits)
- SW 635 - Social Work Practice with Groups (3 credits)
- SW 639 - Advanced Social Work Practice Seminar (3 credits)
- SW 650 - Field Practicum III (4 credits)
- SW 651 - Field Practicum IV (4 credits)

Total Clinical Concentration 23 credits

Elective Courses

Two Free Electives (6 credits)

Research Elective (3 credits)

Total Electives 9 credits

Cumulative Total 62 credits

Advanced Standing Admission

Students enrolled in the advanced standing program must complete 29 credits of required Advanced Clinical Concentration courses, and 9 credits of elective courses.

Advanced Clinical Concentration Courses

SW 502 - Human Behavior and the Social Environment II (3)

SW 600 – Foundation for Clinical Social Work Practice (3)

SW 630 - Social Work Practice with Individuals (3)

SW 632 - Policy Practice (3)

SW 633 - Social Work Practice with Families (3)

SW 635 - Social Work Practice with Groups (3)

SW 639 - Advanced Practice Seminar (3)

SW 650 - Field Instruction III (4)

SW 651 - Field Instruction IV (4)

Total Advanced 29 credits

Elective Courses

Two Free Electives (6)

One Research Elective (3)

Total Electives 9 credits

Cumulative Total 38 credits

Chester Campus Curriculum Sequences

Chester Campus Regular Admission – Full Time

Year One

Fall Semester

SW 501 - Human Behavior and the Social Environment I (3)

SW 505 - Foundation Generalist Social Work Practice (3)

SW 510 - Social Welfare Policy: History and Analysis (3)

SW 520 - Methods of Social Work Research (3)

SW 550 - Field Instruction I (3)

Spring Semester

- SW 502 – Human Behavior and the Social Environment II (3)
- SW 504 - Sociocultural Dimensions of Social Work (3)
- SW 506 - Foundation Social Work Practice with Indivs, Fams, and Grps (3)
- SW 535 - Foundation Social Work Practice with Comms and Orgs (3)
- SW 551 - Field Instruction II (3)

Year Two

Fall Semester

- SW 630 - Social Work Practice with Individuals (3)
- SW 632- Policy Practice (3)
- SW 633 - Social Work Practice with Families (3)
- SW 650 - Field Instruction III (4)
- Free Elective (3)

Spring Semester

- SW 635 - Social Work Practice with Groups (3)

- SW 639 - Advanced Social Work Practice Seminar (3)
- SW 651 - Field Instruction IV (4)
- Research Elective (3)
- Free Elective (3)

Chester Campus Regular Admission – Part Time

Year One

Fall Semester

- SW 501 - Human Behavior and the Social Environment I (3)
- SW 510 - Social Welfare Policy: History and Analysis (3)

Spring Semester

- SW 504 - Sociocultural Dimensions of Social Work (3)
- SW 520 - Methods of Social Work Research (3)

Year Two

Fall Semester

- SW 505 - Foundation Generalist Social Work Practice (3)
- SW 502 – Human Behavior and the Social Environment II (3)
- SW 550 - Field Instruction I (3)

Spring Semester

- SW 506 - Foundation Social Work Practice with Indivs, Fams, and Grps (3)
- SW 535 - Foundation Social Work Practice with Comms and Orgs (3)
- SW 551 - Field Instruction II (3)

Summer Semester

- SW 632 - Policy Practice (3)
- SW 635 - Social Work Practice with Groups (3)

Year Three

Fall Semester

- SW 630 - Social Work Practice with Individuals (3)
- SW 650 - Field Instruction III (4)
- Free Elective (3)

Spring Semester

- SW 633 - Social Work Practice with Families (3)
- SW 639 - Advanced Practice Seminar (3)
- SW 651 - Field Instruction IV (4)

Summer Semester

- Free Elective (3)
- Research Elective (3)

Chester Campus Advanced Standing Admission – Full Time

Summer Semester

- SW 502 – Human Behavior and the Social Environment II (3)
- SW 600 – Foundation for Clinical Social Work Practice (3)

Fall Semester

- SW 630 - Social Work Practice with Individuals (3)
- SW 632 – Policy Practice (3)
- SW 633 - Social Work Practice with Families (3)
- SW 650 - Field Instruction III (4)
- Free Elective (3)

Spring Semester

- SW 635 - Social Work Practice with Groups (3)
- SW 639 - Advanced Practice Seminar (3)
- SW 651 - Field Instruction IV (4)
- Free Elective (3)
- Research Elective

Chester Campus Advanced Standing Admission – Part Time

Year One

Summer Semester

- SW 502 – Human Behavior and the Social Environment II (3)
- SW 600 – Foundation for Clinical Social Work (3)

Fall Semester

- SW 633 - Social Work Practice with Families (3)
- Free Elective (3)

Spring Semester

- SW 635 - Social Work Practice with Groups (3)
- Free Elective (3)

Year Two

Fall Semester

- SW 630 - Social Work Practice with Individuals (3)
- SW 632 – Policy Practice (3)
- SW 650 - Field Instruction III (4)

Spring Semester

- SW 639 - Advanced Social Work Seminar (3)
- SW 651 - Field Instruction IV (4)
- Research Elective (3)

Harrisburg Campus Curriculum Sequences

Harrisburg Campus Regular Admission – Part Time

Year One

Fall Semester

- SW 501 - Human Behavior and the Social Environment I (3) Harrisburg (Eve)
- SW 510 - Social Welfare Policy: History and Analysis (3) Chester (Sat)

Spring Semester

- SW 504 - Sociocultural Dimensions of Social Work (3) Harrisburg (Eve)
- SW 520 - Methods of Social Work Research (3) Chester (Sat)

Year Two

Fall Semester

- SW 505 - Foundation Generalist Social Work Practice (3) Harrisburg (Eve)
- SW 502 – Human Behavior and the Social Environment II Chester (Sat)
- SW 550 - Field Instruction I (3)

Spring Semester

- SW 506 - Foundation Social Work Practice with Ind, Fams, and Grps (3) Harrisburg (Eve)
- SW 535 - Foundation Social Work Practice with Comms and Orgs (3) Chester (Sat)
- SW 551 - Field Instruction II (3)

Summer Semester

- SW 635 - Social Work Practice with Groups (3) Harrisburg (Eve)
- Free Elective (3) Chester (Sat)

Year Three

Fall Semester

- SW 630 - Social Work Practice with Individuals (3) Harrisburg (Eve)
- SW 633 - Social Work Practice with Families (3) Chester (Sat)
- SW 650 - Field Instruction III (4)

Spring Semester

SW 639 - Advanced Practice Seminar (3) Harrisburg (Eve)
SW 651 - Field Instruction IV (4)
Research Elective – (3) Chester (Sat)

Summer Semester

SW 632 - Policy Practice (3) Harrisburg (Eve)
Free Elective (3) Chester (Sat)

Harrisburg Campus Advanced Standing Admission – Part Time

Year One

Fall Semester

SW 502 – Human Behavior and the Social Environment II (3) Harrisburg (Eve)
SW 600 – Foundation for Clinical Social Work Practice (3) Chester (Sat)

Spring Semester

SW 633 - Social Work Practice with Families (3) Harrisburg (Eve)
Free Elective (3) Chester (Sat)

Summer Semester

SW 635 - Social Work Practice with Groups (3) Harrisburg (Eve)
Free Elective (3) Chester (Sat)

Year Two

Fall Semester

SW 630 - Social Work Practice with Individuals (3) Harrisburg (Eve)
SW 650 - Field Instruction III (4)

Spring Semester

SW 639 - Advanced Social Work Seminar (3) Harrisburg (Eve)
SW 651 - Field Instruction IV (4)

Summer Semester

SW 632 – Policy Practice (3) Harrisburg (Eve)
Research Elective (3) Chester (Sat)

Elective Requirements

All students must complete 9 credit hours of electives. Six credit hours may be taken as free electives. **A minimum of three credit hours must be satisfied by a course designated as a research elective.** Students may fulfill elective requirements by taking electives offered within the Center for Social Work Education or by taking approved electives in related disciplines.

Research electives are designed to strengthen students' skills in and/or appreciation of systematic approaches to problem exploration and/or solutions. A “research” designated elective may have either a methods or a substantive focus. Methods focused courses will

concentrate on a single research method topic or on multiple methods. Those electives with a substantive focus will have substantial research methods content (at least 50%) integrated into the course and course assignments. Students must take at least one research elective.

Research Electives

SW 621	Practice Evaluation
SW 625	Program Evaluation
SW 622	Social Work and the Environment
SW 623	Health and Mental Health Issues: Qualitative Approaches
SW 624	Social Work & the Aging: Research & Practice
SW 654	Social Work w/People w/ HIV/AIDS and Other Sexually Transmitted Diseases

Free electives offered at the Center for Social Work Education address social work practice domains (e.g. populations, policy and service delivery), social work practice models (e.g. issues and applications) or human behavior and the social environment (e.g. issues and interventions).

Free Electives

SW 642	Social Work Practice with Children & Adolescents
SW 649	Social Work Practice in Mental Health
SW 653	Social Work Practice with Couples
SW 660	Advanced Social Work Practice with Families
SW 663	Social Work Practice with Addicted Persons and Their Families
SW 664	Treating Trauma
SW 665	Structural Family Therapy: Practice & Applications
SW 667	Brief Treatment
SW 668	Clinical Supervision
SW 669	Cognitive Behavior Interventions
SW 670	Grief and Loss across the Life Cycle
SW 671	Human Sexuality for Social Workers
SW 672	Social and Cultural Issues of Gender : Clinical Implications
SW 673	Relational Perspectives on Social Work Practice
SW 674	Spirituality and Social Work
SW 680	Comparative Social Work and Social Welfare: International Study Abroad
SW 688	Postmodern Perspectives in the Human Service Professions

ACCREDITATION

The Council on Social Work Education (CSWE) accredits social work education programs at both the baccalaureate and master's levels. The BSW program and the MSW program at Widener are fully accredited by the Council on Social Work Education.

ACADEMIC INFORMATION

Advising

All students are assigned a faculty advisor upon acceptance into the program. Students are encouraged to meet with their advisors periodically during the school year to discuss their progress in the program, as well as any other academic or professional issues of concern.

Advisors should be available to students for guidance in any area of academic, professional, and personal life. In the academic area, advisors may assist students in course planning and with assistance with special problems. Students should note, however, that in accord with Widener University's policy, the student's academic status and progress toward their degree is **ULTIMATELY THE RESPONSIBILITY OF THE STUDENT, AND NOT THE ADVISOR**. Advisors, however, should be knowledgeable of degree requirements and University procedures. Advisors are required to keep regular office hours and be available to students.

All student files with information regarding students' progress toward their degree are kept in the social work office. Students may examine their file at any time.

Course Registration

Graduate studies brochures are published for the fall and spring semester and summer sessions and also posted electronically on CampusCruiser. These fully describe registration policies, course schedule and tuition and fee obligations. Registration takes place in July for the fall semester and in March for the spring and summer semesters. All returning students must register on-line through CampusCruiser. **Note: Be sure that you have your CampusCruiser logon I.D. and password available before registration period.** Also be sure that you have submitted your Health Information forms to Student Health prior to registration.

Course Loads and Leave of Absences

Full-time students take at least 12 credit hours per semester and part time students take at least six credit hours each semester (including summer semesters) to qualify for financial aid. Students who are unable for personal reasons to carry a minimum of six credit hours in a given semester may petition for a one semester leave of absence. To do this a student must submit a detailed request and plan for return to the Associate Dean.

Grading

The following grades (and their associated quality points) are used:

A	(4.0)	C	(2.0)
A-	(3.7)	C-	(1.7)
B+	(3.3)	I	(Incomplete)
B	(3.0)	W	(Withdrawn)
B-	(2.7)	P/NP	(Pass/No Pass)
C+	(2.3)	P/F	(Pass/Fail)
		F	(0.0)

Note: Individual instructors may elect, at their discretion, not to use plus/minus grades.

The grade of "I" or "incomplete" is given when a student has not completed course requirements because of excusable reasons. Students, who anticipate that they may not be able to complete course requirements, are strongly urged to discuss the matter with the course instructor prior to the end of the semester. A student who receives a grade of "I" must have a plan to make up all deficiencies approved by the instructor issuing the grade within two weeks of the end of the course. If the student fails to contact the instructor within that time period to make the necessary arrangements, the instructor has the option of failing the student. If the work is not made up within one calendar year from the end of the semester in which the "incomplete" is received, the grade will be automatically converted to "F". A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program. **Note: Students may not enroll in SW506 if they have an "I" in SW505. Similarly students may not enroll in SW639 if they have an "I" in SW630.**

When a student fails a course, it may be repeated. Both grades are recorded on the transcript, but only the most recent grade is used in calculating the grade point average. However, when a student is convicted under Widener's academic fraud policies, that student is prohibited from exercising the repeat of course option to remove the "F" grade (given as a result of fraud) from the GPA calculation.

Graduate social work students may withdraw from courses up to four weeks prior to the last day of classes for the semester and receive a grade of "W".

If a student fails to meet the degree requirements within four years of matriculation into the program or if repeated failure has occurred, the Center may dismiss the student from the program. Conduct inconsistent with the ethical and professional standards of social work, whether it occurs before or after matriculation, is also grounds for dismissal from the program (refer to section entitled "Retention in the MSW Program" for more details). Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the University and may not apply for admission into another division of the University (refer to section entitled "Standards for Academic Integrity" in the *Graduate Student Handbook* for more details).

Proficiency Examinations

Students who do not hold a bachelor's degree in social work may waive the foundation courses in policy (SW510), human behavior and the social environment (SW501, SW502 and SW504), and research (SW520) by passing a proficiency examination. Such waivers do not reduce the credit hour requirements for the degree, but enable students to take additional elective courses. Requests for proficiency examinations are made through the Associate Dean. There is a \$200 fee for proficiency examinations. **Foundation Practice courses (SW505, SW506, SW535, SW550 and SW551) cannot be waived.**

Requirements for Graduation

To be eligible for the Master of Social Work degree, students must have fulfilled within a four-year period, from the date of initial registration, the course requirements as prescribed by the curriculum. Regular admission students must have a minimum of 62 credit hours and advanced standing admission students must have a minimum of 38 credit hours. All students must have a cumulative GPA of at least 3.0 for all classroom courses and a P (Pass) for all field practica. Students may not graduate with more than one "C" on their transcript.

Graduation Petitions and Awarding of Degrees

A student who completes the requirements for the MSW degree at the conclusion of the spring semester will be awarded the degree in May of that year. **For students seeking their degree in May, a graduation petition must be submitted by the student to the Center for Social Work Education by November 1.** A student who completes the requirements for the degree at the conclusion of the summer session will be awarded the degree in August of that year. **For students seeking their degree in August, a graduation petition must be submitted by the student to the Center for Social Work Education by March 1.** A student who completes the degree requirements at the conclusion of the fall semester will be awarded the degree in December of that year. **For students seeking their degree in December, a graduation petition must be submitted by the student to the Center for Social Work Education by July 1.**

The University holds only one formal commencement - in the spring - to which graduates since the previous commencement and August graduates for that year are invited.

RETENTION IN THE MSW PROGRAM

Retention in the MSW program is dependent upon the student meeting the standards of the profession of Social Work, the Center for Social Work Education, and Widener University. Commitment and adherence to these standards apply to many aspects of the students academic and professional lives, and must be demonstrated through classroom work, field practica experiences, and professional interpersonal relationships, such as the

ability to engage in clinical social work practice. Failure to maintain these standards at any time during the student's involvement with the program may be grounds for dismissal.

More specifically, retention in the program, and graduation requires that students:

- a) adhere to the Professional standards as defined by the NASW Code of Ethics (Appendix A)
- b) adhere to the University Codes of Conduct (*Graduate Student Handbook*);
- c) have fulfilled within a four-year period, from the date of initial registration, the course requirements as prescribed by the curriculum. Regular admission students must have a minimum of 62 credit hours and advanced standing admission students must have a minimum of 38 credit hours. All students must have a cumulative GPA of at least 3.0 for all classroom courses, no more than one “C” on their transcript, a P (Pass) for all field practica, and no “I” (incomplete) on their transcript;
- d) be free of interpersonal difficulties which interfere with their ability to engage in clinical social work practice (see section entitled “Non-academic Grounds for Dismissal from the Program” below for more details); and
- e) meet the necessary requirements for the satisfactory field placement experience, as defined in the *MSW Field Manual*.

Student adherence to these areas will be monitored by the academic advisor, Student Issues Arbitrator, faculty, Director and Assistant Director of Field, and field supervisors. Where difficulties are found, the student's academic advisor, Student Issues Arbitrator and other relevant faculty will work with the student to find satisfactory solutions.

In most instances, except for violation of the University Code of Conduct and academic fraud, final decisions about student continuance in the program lies with the Associate Dean and Director of the program, in conjunction with the Academic Affairs Committee. Students may appeal these decisions through one of the formal grievance procedures outlined below.

Procedures for Dismissal from the Program

A student can be dismissed from the program for failing to meet academic performance requirements, for inappropriate or inadequate performance in the field, for violations of professional standards of behavior, for violations of the Student Code of Conduct, for academic fraud, or for documented interpersonal problems, such as personality difficulties that interfere with the student's ability to engage in social work practice. The Academic Affairs Committee of the Center for Social Work Education will review the status of all

students in jeopardy of termination and dismissal. In lieu of dismissal, a student can withdraw from the program in good standing any time before the Committee's review, and the status of "Withdrawn" is placed on her/his transcript. If a student, placed on probation after a review by the Committee, chooses to withdraw, the status of "Withdrawn on Probation" is placed on the transcript. Similarly, if the student is dismissed from the Program, the transcript will state this status accordingly.

Academic Probation Policy

A student is placed on academic probation if his/her GPA falls below 3.0 or when a grade of "C" or below is received in a second course. Students placed on academic probation must develop a plan to resolve their academic difficulties with their faculty advisors. In addition, full time students may not take more than 12 credits and part time students may not take more than 6 credits while on academic probation. In order to be taken off of academic probation, a student must raise her/his cumulative GPA above a 3.0 within two semesters. In addition, a student must earn a minimum GPA of 3.0 for each semester that she/he is on probation in order to be retained in the program. A student whose GPA is still below 3.0 after 2 semesters is automatically dismissed from the program. Courses for which a student has received a grade of "C" or lower can be repeated only once. However, if a student earns a grade of "F" as a result of a determination of academic fraud, that student is prohibited from exercising the repeat-of-course option.

A student in her/his last semester in the program who receives a second "C" or a grade point average (GPA) below 3.0 will not be permitted to graduate. The student must repeat at least one of the courses for which she/he has earned a "C" and raise her/his average above a 3.0 in order to graduate from the program.

A student must complete SW505, earning a grade of "B-" or better before being permitted to enroll in SW506. Similarly, a student must complete SW630 earning a grade of "B-" or better before being permitted to enroll in SW639. A student who receives a grade of lower than a "B-" in SW505, SW506, SW535, SW630 or SW639 must repeat the class successfully (earning a grade of "B-" or better) along with the required field practicum.

A student dismissed from the program due to academic failure may petition the Director of the Center for Social Education for readmission after one semester of absence from the program. The Director assesses the student's petition for readmission and presents a recommendation to Center for Social Work Education's Committee on Academic Affairs for final disposition. The student may not be absent from Widener more than two years.

Field Instruction Probation and Termination Policy

A student is placed on field probation if she/he fails to earn a grade of P (Pass) for any semester of field instruction. Students placed on field probation receive a letter from the director of field instruction outlining the specific performance deficits and the specific field competencies that need to be improved during the next semester of field instruction placement. If the student does not show improvement in the identified areas by the end of

the probation semester, she/he may fail field placement for the entire year. The director of field instruction will make the final grading decision with input from the faculty field liaison. The student must submit relevant documentation of her/his resolution of the identified problems. The director of field instruction assesses the student's readiness for field work and presents a recommendation to the Center for Social Work Education's Committee on Academic Affairs for final disposition. The student can only enter the field practicum and co-requisite practice course in the fall semester. The student may not be absent from Widener more than two years. Please refer to the *MSW Field Instruction Manual* for detailed policies and procedures regarding field instruction probation and termination policies

Violations of Professional Codes of Conduct

Upon receipt of an allegation of a violation of ethics, as defined by the NASW code of ethics, the Student Issues Arbitrator or an authorized representative will make a preliminary investigation of the complaint. The Associate Dean or authorized representative may dismiss the complaint. If, however, sufficient cause is found to further investigate the allegation, the Associate Dean or authorized representative will call together the Academic Affairs committee in a timely manner to examine the allegation. A student appointed by the MSW Student Organization and the Director of Field Instruction (if the violation is related to the field) will also participate in this meeting.

This committee will meet with the student, and evidence may be presented both on behalf of the student and in support of the allegation. Evidence may be in the form of written documents, witnesses, or other materials.

Upon completion of this meeting, the committee will decide whether to dismiss the charges, or to uphold the complaint and determine the appropriate sanction. Such sanctions may include, but are not limited to, verbal warnings, written warnings to be placed in the student's file and removed upon graduation, or referral to the campus judicial system. A student may appeal this decision to the Assistant Provost for Graduate Studies within 48 hours.

Non Academic Grounds for Termination and Dismissal from the Program

If a student demonstrates interpersonal problems that affect her/his ability to engage in social work practice, the faculty expressing concern must communicate her/his concern to the student and the Student Issues Arbitrator for Social Work Education. The Student Issues Arbitrator will meet with the faculty about her/his concerns; and if, following the discussion, both agree that the concern should be documented, the faculty member will record her/his concern on the *Notification of Non-Academic Issues Form* (see Appendix). A copy of the *Notification of Non-Academic Issues Form* is sent to the student and to the Student Issues Arbitrator. The student is invited to respond in writing to the Student Issues Arbitrator regarding the concerns described on the *Notification of Non-Academic Issues Form*.

The Student Issues Arbitrator will notify the student's advisor of record that such an action has been taken. The Student Issues Arbitrator will retain the copy of the *Notification of Non-Academic Issues Form* in a separate, secure file. The Student Issues Arbitrator will destroy the file upon the student's successful completion of the program.

The student who receives a *Notification of Non-Academic Issues Form* must have an opportunity to correct the described interpersonal problems. This opportunity should be developed through discussions with the member(s) of the faculty expressing concerns, the student, and the Student Issues Arbitrator. Any subsequent or additional concerns by faculty must be documented in the same manner. Similarly, any meetings with the student in order to attempt resolution of recorded concerns must also be summarized in writing with copies provided both to the student and the Student Issues Arbitrator of the MSW Program.

A pattern of impaired relationships, documented in the manner described above, may serve as grounds for dismissal from the program. Although it is acknowledged that judgments about a student's style of interpersonal relating involve subjective evaluations, it is critical that serious problems of this nature be addressed. A consistent pattern of difficulty in relating to others in the program (i.e., peers, faculty, staff and/or field instructors), such as the inability to establish trusting relationships, lack of respect for others, inability to recognize the needs of others in interactions, or inability to accept critical feedback may undermine the student's capacity for social work practice and may place clients at risk.

If such a documented pattern of interpersonal problems emerges for a student, the Student Issues Arbitrator will bring the matter to the attention of the Associate Dean and Director of the Center. The Associate Dean and director may then refer the matter to the Academic Affairs Committee for review of the student's status in the program.

Upon receiving a request to review a student's status from the Associate Dean and Director of the Center, the Academic Affairs Committee will review the student's record and the accumulated documentation, inviting discussion from the faculty and responses from the student, as it deems necessary. After the review is completed, the Academic Affairs Committee will make a recommendation regarding the student's status in the program. If the Committee recommends dismissal from the program, the Associate Dean has the authority to dismiss the student. The final decision is communicated verbally and in writing to the student. A student may appeal the decision of the Center's Academic Affairs Committee to the Dean of the School of Human Service Professions (see "Grievances about Non-Academic Issues" below).

MSW Student Grievance Procedures

Students have the right to file grievances and appeal decisions made affecting them about grades, faculty behavior, allegations of student violations of conduct, academic fraud and Center for Social Work Education allegations of ethics violations or interpersonal problems. When violations of the University Code of Conduct are in question, the Campus Judicial System is utilized.

Grievances about Academic Issues

All student grievances about grades are channeled first through the instructor of the class with the grade in dispute. If no resolution is made, the student may appeal to (in the following order) the Student Issues Arbitrator of CSWE, the Associate Dean and Director of CSWE, the Academic Affairs Committee of CSWE, and the Dean of the School of Human Service Professions. In cases where the appeal is based on an alleged violation of procedure in school/college academic review procedures, the student may appeal to the University Academic Review Board, which consists of the Provost, the deans of each school/college, the Vice Chair of the Faculty Council, and the Chair of the Faculty Affairs Committee. Refer to the *Graduate Student Handbook* for procedures regarding appeals procedures for allegations of academic fraud.

Appeals to all levels other than the faculty member should be made in writing. Review of the appeal will be made in a timely fashion, and both the student and the faculty member will be provided with the opportunity to state his/her case in person. The student and the faculty member will be notified, in writing, of the review decision.

Grievances about Field Issues

All student grievances about field issues are channeled first through the field instructor. If no resolution is made, the student may call for a meeting with the field instructor, the field liaison, and the Asst. Director or Director of Field to attempt to find a resolution. If the results of this meeting are not satisfactory to the student, he/she may appeal to (in the following order) the Student Issues Arbitrator of the Center for Social Work Education, Associate Dean and Director of Center for Social Work Education (CSWE), the Academic Affairs Committee of CSWE, and the Dean of the School of Human Service Professions. Appeals to all levels other than the faculty member should be made in writing. Review of the appeal will be made in a timely fashion, and both the student and the faculty member will be provided with the opportunity to state his/her case in person. The student and the faculty member will be notified, in writing, of the review decision.

Grievances about Non-Academic Issues

In cases of decisions about ethical or non-academic misconduct a system of investigation, resolution, and appeal has been established both by Center for Social Work Education (CSWE) and the University. When a decision has been made, the student may appeal to (in the following order) the Student Issues Arbitrator, the Associate Dean and Director, the Academic Affairs Committee, and the Dean of the School of Human Service Professions. Appeals to all levels other than the faculty member should be made in writing.

The Student Advocate

A faculty member serves as the MSW Student Advocate. In matters of student academic or curricular concerns, ethical complaints by or against students, or other types of concerns or problems within Center for Social Work Education, the Student Advocate can serve as a mediator or advocate for the student or students. For matters outside of the Center for Social Work Education, but within the University, such as ethical violations, the Student Advocate can serve to provide the student with guidance about various courses of action.

STUDENT PARTICIPATION IN ACADEMIC AFFAIRS

The faculty of the Center for Social Work Education recognize that student needs and interests are important aspects of the success of the program, and as such, students are provided with various opportunities to become involved in the life of the program. These include: 1) the MSW Student Organization; 2) National Association of Black Social Workers (Widener Student Chapter); 3) Student Association for Services to Older Adults; and 4) Representatives to standing committees of the program.

MSW Student Organization

The MSW Student Organization was created by the students and faculty of the Center for Social Work Education in 1991 to assist students in their academic, professional and social life, and to provide students with a formal mechanism to channel information back and forth between students and the program. All matriculated students are members of the organization. The faculty of CSWE supports this organization through the provision of an annual budget. A faculty member, designated as the MSW Student Organization Advisor, serves as liaison between the administration and the MSW Student Organization.

The organization is governed by a Board of Student Representatives. They meet frequently to work on various projects, as well as with the membership of the organization, from whom they receive guidance and suggestions.

National Association of Black Social Workers – Widener Student Chapter

The National Association of Black Social Workers was formed in May 1968 in San Francisco, California. It was created by a coalition of African American social work groups and practitioners, united to combat individual and institutional racism in the American social welfare system. The NABSW Student Chapter of the Center for Social Work Education was chartered in March 1998 with the help of the Philadelphia Chapter Alliance of Black Social workers and seventeen graduate and undergraduate students. The organization follows the by-laws and dues structure of the national office in Washington, D.C and provides students of African descent a supportive environment, an opportunity for service, as well as professional and cultural development.

Student Association for Services to Older Adults (SASOA)

This organization was created to unify students with an interest in gerontology and to provide a forum for empowering students to understand aging, catalyze instructional and organizational change within the Center for Social Work Education and the larger university, and develop networks with their classmates, alumni and associated professionals in the field of aging. Meetings are held monthly to bi-weekly, introducing various topics relating to aging that are of interest to the students, including Sex and Seniors, Long-term care, the Eden Alternative, Dementia and Alzheimer's Disease, Community resources for services to the aging, and many more. Students view informative films, participate in discussion panels and focus groups, and share their field experiences with each other. This association attracts many students not previously interested in the field of gerontology, dispelling myths about social work with the elderly and creating a desire for more knowledge in the field. Students are given the opportunity to engage with professionals in the field of aging, discussing everything from policy issues to possible employment opportunities.

Student Committee Participation

In addition to the MSW student organization, students also serve on all of the standing committees of CSWE which have policy-making and hiring authority within the center. These include Academic Affairs, Faculty Affairs (for new faculty hiring only), Continuing Education, and Diversity. Students also sit on the CSWE Advisory Board. Student members of these committees and the Advisory Board are selected by the MSW Student Organization. Students are afforded the same voting/input rights on these committees as are faculty.

FULL TIME FACULTY

Beth Barol, MSS, Ph.D., LCSW

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Marina Barnett, MSW, DSW

Associate Professor

MSW, University of Michigan; DSW, University of Pennsylvania
(Policy, community organization, human behavior and the social environment, community and academic partnerships)

Richard Cooper, MSW, Ph.D., LSW, ACSW

BSW Program Director, Assistant Professor

MSW, Howard University; Ph.D. Temple University
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Jeannette Wyatt, MSS, LCSW, BCD

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(Mental health, practice, children and adolescents, trauma)

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Professor

MSW, Ph.D., University of Chicago

(Clinical practice, family treatment, research, practice evaluation, ego and self psychology)

APPENDIX A – NASW CODE OF ETHICS

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW
Delegate
Assembly

Preamble

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

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

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

1.05 Cultural Competence and Social Diversity

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

marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of

- confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
 - (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
 - (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
 - (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured.
 - (j) Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
 - (k) 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.
 - (l) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
 - (m) 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.
 - (n) 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.
 - (o) 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.
 - (p) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
 - (q) 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.
 - (r) 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.
 - (s) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
- (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify

clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

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

2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

3.02 Education and Training

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

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

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

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

5.01 Integrity of the Profession

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

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the

extent they are able, and obtain written consent from an appropriate proxy.

- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

Appendix B – Council on Social Work Education Educational Policy and Accreditation Standards

