

**Binghamton University
College of Community and Public Affairs**

Social Work Department

**Graduate Student Handbook
2009-2010**

**This Graduate Student Handbook 2009-2010
is your guide to the Social Work Department and the MSW Program.
It contains the most up-to-date information available on a variety of issues
and topics that may be of interest and/or concern to you.**

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Introduction

Overview

The Social Work Department is housed within the College of Community and Public Affairs and is located in The University Downtown Center, 67 Washington Street, Binghamton, NY. Faculty and staff offices are presently located on the Third Floor.

The Social Work Department is one of four within the College of Community and Public Affairs. Some of the services utilized by graduate students are provided centrally by the University. These include but are not limited to such services as alumni relations, degree certification, counseling services, and career services. For other aspects of the graduate experience, such as academic advising, registration, and student progress evaluation, faculty and staff within the Department of Social Work serve as the primary resource. The Social Work faculty and staff are responsible for the development, delivery, and continuous evaluation of the MSW program and curriculum.

The Social Work Department houses an educational program leading to the Master of Social Work degree. As a community-focused program, the Department of Social Work is responding to a critical need in the region for accessible, high-quality social work education. The curriculum of the Department is designed to be in compliance with the Council on Social Work Education's Standards for Accreditation of Social Work Programs. Many applicants to the program are non-traditional students already working in the social service sector who want to advance their education and improve their ability to respond to client needs. The program recognizes the need to balance family obligations with the demands of full-time jobs and financial constraints. Historically an individual in this region who sought further education in social work had to commute long distances to attend classes. This program is centered on the needs of this region and recognizes the challenges that many students in this area face when returning to school.

The MSW program at Binghamton offers a unique curriculum in recognition of the growing need in this region for social workers who can work to support families, children, and the elderly as well as individual working-age adults. The curriculum focuses on the full life span and teaches students skills necessary to utilize strengths-based, empowerment models of intervention. The program prepares social workers to work with groups, organizations, and communities, as well as individuals and families, responding to the needs of rural areas and small cities where resources are limited.

It is the hope and intent of this program that by training competent and effective social workers in an empowering, inclusive environment, and helping them acquire a broad base of knowledge and skills to work with client systems of all sizes, human suffering and social and economic injustice can be alleviated. Students are encouraged to participate in the activities of the Graduate Student Organization in the Social Work Department. The organization provides a vital link for input into the governance of the MSW program. Student representation is also solicited for Department committees.

MSW Program Mission Statement

The mission of the program is to prepare social workers for autonomous, knowledge-based, advanced generalist practice within an integrated community of scholars, practitioners and learners. The principles that guide the program are:

- A focus on people's strengths
- A celebration of human diversity
- The application of multi-system practice methods to promote human well-being and fair, equitable communities
- A commitment to social justice
- A focus on working with diverse clients from a bio-psycho-social-spiritual-cultural perspective across the entire life span

- A focus on social work practice and collaboration with clients and organizations in public and not-for-profit settings.

Program Goals and Objectives

Program Goals

The program has identified the following goals derived from its mission:

1. To educate students to be adept at working across service delivery systems, utilizing an empowerment, strengths-based approach and respecting human diversity.
2. To prepare students for advanced generalist social work practice in public and not-for-profit agency settings, for the purposes of enhancing human well-being, preventing and alleviating human suffering, and advancing social and economic justice.
3. To prepare students to work ethically with clients and client systems across the entire life span and to be sensitive to the biological, social, psychological, spiritual, and cultural aspects of diverse client populations.
4. To foster appreciation of the importance of human community to the health of individuals, families, organizations and neighborhoods and to promote the development of healthy and just communities.

Foundation Program Objectives

After completing the foundation of the Binghamton MSW Program, students will:

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

11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Be committed to personal growth including the professional use of self.

Concentration Objectives

After completing the concentration portion of the Binghamton MSW Program, students will:

1. Integrate theory, social work ethics and values, an understanding of human diversity, and an expanded set of skills in social work practice with individuals in a wide variety of settings.
2. Integrate theory, social work ethics and values, an understanding of human diversity and an expanded set of skills in social work practice with groups in a wide variety of settings.
3. Integrate theory, social work ethics and values, an understanding of human diversity, and an expanded set of skills in social work practice with families in a wide variety of settings.
4. Integrate theory, social work ethics and values, an understanding of human diversity, and an expanded set of skills in social work practice with organizations in a wide variety of settings.
5. Integrate theory, social work ethics and values, an understanding of human diversity, and an expanded set of skills in social work practice with communities in a wide variety of settings.
6. Appropriately utilize and provide supervision and consultation in the delivery of advanced practice with individuals, families, groups, organizations and communities.
7. Appropriately conduct, evaluate, critically analyze and utilize qualitative and quantitative research and evaluation of social work practice and policies.
8. Understand and synthesize the role policy has on services, practice, and vulnerable populations, and will have skills needed to influence, create and advocate for policy development.
9. Instill an appreciation for career-long learning through continuing education, supervision, and consultation to ensure continuation of professional growth.
10. Consistently demonstrate professional conduct, values and ethics.

Social Work Faculty and Staff

Laura Bronstein, Ph. D Department Chair	lbronst@binghamton.edu	777-9162
Amy Edwards, Secretary	aedwards@binghamton.edu	777-5999
Josephine Allen, Ph. D Professor	jaallen@binghamton.edu	777-9157
Lisa Blitz, Ph. D Visiting Assistant Professor	lblitz@binghamton.edu	777-9169
Cassandra Bransford, Ph. D Assistant Professor	cbrans@binghamton.edu	777-9165
Dennis Chapman, LCSW Visiting Assistant Professor	dchapman@binghamton.edu	777-9159
Sunha Choi, Ph. D Assistant Professor	shchoi@binghamton.edu	777-9156
Brian Flynn, LCSW Director of Admissions and Student Services	bjflynn@binghamton.edu	777-9164
Paul Gould, LCSW Faculty Field Supervisor	pgould@binghamton.edu	777-9160
Youjung Lee, Ph. D Visiting Assistant Professor	youjungl@binghamton.edu	777-9168
Jennifer Marshall, LCSW Director of Field Work Education	jmarshal@binghamton.edu	777-9163
Diane Wiener, Ph. D Assistant Professor	dwiener@binghamton.edu	777-9158

MSW Program

Degree Requirements

This is a 64 credit hour program that can be done on either a full or part-time basis.

The **full-time** program can be completed in two traditional academic years (4 semesters). Full-time students will take 16 credits each semester.

The **part-time** program will take 3 ½ years to complete and will require taking summer classes. Part-time students will take 6 or 7 credits each semester.

PLEASE NOTE: The number and sequencing of courses is not negotiable; students cannot transfer between full-time and part-time enrollment.

Curriculum

The curriculum is divided into two levels: the **professional foundation** and the **advanced generalist concentration**.

Curriculum for Full-Time Students

Professional Foundation

Fall Semester- Year 1

SW 501	Human Behavior in the Social Environment I	3 credits
SW 510	Generalist Social Work Practice I	3 credits
SW 515	Social Welfare Policy and Programs	3 credits
SW 500	Research Methods in Social Work	3 credits
SW 591	Field Instruction I	4 credits

Spring Semester- Year 1

SW 502	Human Behavior in the Social Environment II	3 credits
SW 511	Generalist Social Work Practice II	3 credits
SW 512	Generalist Social Work Practice III	3 credits
SW 503	Diversity and Oppression	3 credits
SW 592	Field Instruction II	4 credits

Advanced Generalist Concentration

Fall Semester- Year 2

SW 521	Advanced Social Work Practice with Individuals	3 credits
SW 522	Advanced Social Work Practice with Organizations	3 credits
SW 523	Advanced Social Work Practice with Groups	3 credits
SW XXX	Elective	3 credits
SW 593	Field Instruction III	4 credits

Spring Semester- Year 2

SW 520	Evaluation of Social Work Practice	3 credits
SW 524	Advanced Social Work Practice with Families	3 credits
SW 525	Advanced Social Work Practice with Communities	3 credits
SW XXX	Elective	3 credits
SW 594	Field Instruction IV	4 credits

Curriculum for Part-Time Students

Professional Foundation

Fall- Year 1

SW 501	Human Behavior in the Social Environment I	3 credits
SW 510	Generalist Social Work Practice I	3 credits

Spring- Year 1

SW 502	Human Behavior in the Social Environment II	3 credits
SW 500	Research Methods In Social Work	3 credits

Summer- Year 1

SW 515	Social Welfare Policy and Programs	3 credits
SW 511	Generalist Social Work Practice II	3 credits

Fall- Year 2

SW 503	Diversity and Oppression	3 credits
SW 591	Field Instruction I	4 credits

Spring- Year 2

SW 512	Generalist Social Work Practice III	3 credits
SW 592	Field Instruction II	4 credits

Advanced Generalist Curriculum

Summer- Year 2

SW 524	Advanced Social Work Practice with Families	3 credits
SW 523	Advanced Social Work Practice with Groups	3 credits

Fall- Year 3

SW 521	Advanced Social Work Practice with Individuals	3 credits
SW 522	Advanced Social Work Practice with Organizations	3 credits

Spring- Year 3

SW XXX	Elective	3 credits
SW 525	Advanced Social Work Practice with Communities	3 credits

Summer- Year 3

SW XXX	Elective	3 credits
SW 593	Field Instruction III	4 credits

Fall- Year 4

SW 520	Evaluation of Social Work Practice	3 credits
SW 594	Field Instruction IV	4 credits

Course Descriptions

All Social Work Courses are 3 credits, unless otherwise noted.

SW 500. RESEARCH METHODS IN SOCIAL WORK

In order for social work practice to be effective it is important that we be both consumers of and contributors to research efforts that aim to build knowledge and improve social work practice. Social work practice and research share common features and processes as both are fundamentally problem-solving enterprises. Students are encouraged to generalize the basic concepts and principles of research presented within this course for use in the knowledge building activities that take place throughout the broader curriculum. This course will help students understand practice through the critical examination of methods associated with decision-making, critical thinking, and ethical judgment. The course content will integrate the core themes related to clients' strengths, multiculturalism and diversity, social justice and social change and behavioral and social science research.

This course will provide students with an understanding and appreciation of a scientific, analytic approach to building knowledge for social work practice and for evaluating service delivery in all areas of practice. Ethical standards of scientific inquiry will be presented. The course will include qualitative and quantitative research methodologies, analysis of data, including statistical procedures, systematic evaluation of practice, analysis and evaluation of theoretical bases, research questions, methodologies, statistical procedures, and conclusions of research reports, and relevant technological advances.

SW 501. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

This course introduces social work students to a set of foundational and influential theories that can be utilized to consider human bio-psycho-social-spiritual-cultural development in various contexts. In particular, we will explore theories about the range of social systems in which individuals live and work within families, groups, organizations, institutions, and communities. Using an interdisciplinary, liberal arts perspective, students will become familiarized with a variety of frameworks for interpreting the interactions among human biological, psychological, social, cultural, and spiritual systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems will be addressed, including theoretical content about the patterns, dynamics, and consequences of discrimination, economic imbalances, and oppression. Values and ethical issues related to theories presented will also be considered. Throughout the course, students will be encouraged to consider the crucial relationship between theory and social work practice, sometimes referred to as "praxis." The secondary purpose of this course is to have an intensive writing focus in order to help students further develop and hone their writing skills.

SW 502. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

This course will continue the presentation of content about the theories and knowledge of the human bio-psycho-social-spiritual development, including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions, and communities). This particular course will focus on the developmental stages of individuals, families, groups, organizations, and communities. The impact of social and economic forces on developmental processes will be presented, including content about the patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression.

SW 503. DIVERSITY AND OPPRESSION

The primary purpose of this course is for students to be able to grapple with and identify meaningful, working definitions of prejudice, discrimination, and oppression and to situate these definitions—and people's lived experiences—within historical and contemporary societal contexts in social work practice, research, policy, theory and activism. The course is designed to create explicit linkages between practice and policy. Students will discuss racism, sexism, transphobia,

homophobia, biphobia, ageism, classism, ableism, xenophobia, etc., as well as the ways in which these overlap and intersect, and the societal implications of such overlaps and intersections. Students will examine and develop models of culturally competent, ethical social work practice by integrating an understanding of the dynamics of prejudice, discrimination and oppression with a professional use of self and a commitment to social justice.

SW 510. GENERALIST SOCIAL WORK PRACTICE I

This course will present an introduction to generalist social work practice with systems of all sizes. It will train students in the use of the knowledge, values, and skills of the profession to enhance the well being of individuals, families, groups, organizations and communities through ethical practice. Content on assessment will focus on the exploration of client strengths and problems in individual behavior, and interactions between people and their environments. Content will also include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of actions; using appropriate research to monitor and evaluate outcomes; and termination. Particular attention will focus on working with individuals.

SW 511. GENERALIST SOCIAL WORK PRACTICE II

This course will continue a presentation of the knowledge, values, and skills to enhance the well being of people through generalist social work practice. Content will again include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of actions; using appropriate research to monitor and evaluate outcomes; and, termination. Attention will focus on interpersonal practice with families and groups.

SW 512. GENERALIST SOCIAL WORK PRACTICE III

This course will continue a presentation of the knowledge, values, and skills needed to enhance the well-being of people through generalist social work practice. Content will again include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of actions; using appropriate research to monitor and evaluate outcomes; and termination. Using the strengths perspective, attention will focus on working with organizations, communities and other larger client systems around issues involving social justice and social change.

Special attention to vulnerable populations within community and organizational settings will be included in course content, with a focus on working with people in poverty, racial and ethnic minorities, women, gays and lesbians, and others who are oppressed and affected by discrimination.

SW 515. SOCIAL WELFARE POLICY AND PROGRAMS

The history, philosophy, and structure of social welfare and social work within the American social system are presented in a model that students may use to understand social welfare issues, programs, and services and to enhance social work practice with clients. The role of social policy in helping or deterring people in the maintenance or attainment of optimal health and well being, and the effect of policy on social work practice will be explored. Students will be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Course content will include the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing policies in light of principles of social and economic justice.

This course provides students with a foundation for understanding social problems and social welfare policies to prepare them to be informed and competent providers of social services. Based on the premise that effective social work practice is grounded in a solid foundation of the larger social forces that have an impact on people's capacity to meet basic human needs, this course will help build this understanding and provide students with basic analytic tools needed to engage in the process of changing and/or formulating policies and programs to serve clients more effectively.

Principles of policy development and analysis will be examined from a strengths perspective with an emphasis on social justice. In particular, the course will examine the ways in which discrimination and oppression have affected the structure of social welfare policies and the impact of these policies on the poor, people of color, women, the disabled, the elderly, and other vulnerable population groups. The impact of professional and societal values and ethics on the development of social policy will be examined. The historical development of the social work profession and its role within the social welfare system will also be studied.

SW 520. EVALUATION OF SOCIAL WORK PRACTICE

This course will continue to provide students with an understanding and appreciation of a scientific, analytic approach to building knowledge for ethical, competent social work practice and for evaluating service delivery in all areas of practice. The course will emphasize application of appropriate research principles and methods in design, implementation and evaluation of social work services in larger and more complex client systems. Major frameworks will address intervention research and program evaluation. This course seeks to foster thoughtful, self-reflective professional practice, and students will have an opportunity to apply course content to existing services in the context of the current field placement or work setting.

SW 521. ADVANCED SOCIAL WORK PRACTICE WITH INDIVIDUALS

This course will prepare the student to engage in therapeutic interventions with individuals in a culturally competent manner and taking into account the bio-psycho-social-spiritual realities of that individual's world. The course will be taught from a Strength-Based/ecological perspective and will focus on the following specific modalities; cognitive-behavioral therapy and solution-focused therapy. Further content will be included on other evidence-based therapeutic approaches to familiarize students with their tenets and parameters. The role of individual treatment in social work's history and development will be explored as it relates to current practice. The effects of policy and societal influences on the practice of individual treatment in its various settings will be discussed.

SW 522. ADVANCED SOCIAL WORK PRACTICE WITH ORGANIZATIONS

This course will examine the organizational policies, processes, structures, and roles that translate social policies into goals, services strategies, and case decisions. A number of conceptual frameworks are explored for understanding the role of professional social workers in organizational settings that provide human services. Organizational theories of administration will be presented as a framework for examining administrative practices in human service organizations and other host settings in which social workers are employed. The role and practice of supervision within the profession will also be explored within various organizational contexts.

Social workers have an ethical obligation to strive to make social institutions more humane and responsive to human needs. This course will explore the application of fundamental social work skills to practice within social service organizations as well as the concept of excellence in social administration, leadership, and management. Issues to be considered throughout the semester include the infusion of the strengths perspective in leadership and management, how issues of social and economic justice relate to organizational functioning, and the creation of client centered organizations that recognize and attend to the needs of clients who are dealing with oppression based on their race, ethnicity, socioeconomic status, age, gender, and/or sexual orientation.

Theories of leadership and supervision and practice principles will be covered in this course as well as the ethical and legal issues faced by social work supervisors. Consideration will also be given to alternative methods of leadership management including stewardship and feminist perspectives.

SW 523. ADVANCED SOCIAL WORK PRACTICE WITH GROUPS

This course is designed to deepen students' understanding of the major models of social work practice with groups relevant for agency-based practice. Having completed this course, students should have developed beginning tools to enable them to apply these models in their practice. All models will be viewed through an ecological lens, integrating the impact of policy, ethics, values,

agency, economics, race, gender, sexual orientation, culture and oppression. Group work will be looked at from a developmental perspective exploring group stages and tasks over time, as well as from a systemic perspective. Group work models to be examined include: remedial, reciprocal, psychosocial problem solving, empowerment and cognitive-behavioral. There will be opportunities for students to apply these models to a range of client situations in a variety of settings. Students will not only learn about the models but also get an opportunity to evaluate them for their strengths and weaknesses as they fit with what they are learning in class, work and internships, and as they examine them against their own individual styles. Class participation through discussion, videotapes, and experiential exercises will play a large role in augmenting reading assignments and lecture material.

SW 524. ADVANCED SOCIAL WORK PRACTICE WITH FAMILIES

This course is designed to build on students' beginning understanding of social work practice with families, providing in-depth information and experience with the major models of family therapy. All models will be viewed through an ecological lens, integrating the impact of policy, values, agency, economics, race, gender, culture and oppression. Family treatment will be looked at from a developmental perspective through the family life cycle and from a systemic perspective. Systems models to be explored include the intergenerational, structural, brief strategic and solution-oriented approaches. There will be opportunities for students to apply these perspectives to a range of clients in a variety of settings. Students will not only learn about the models but also get an opportunity to evaluate them for their strengths and weaknesses as they fit with what they are learning in class, work and internships, and as they examine them against their own individual styles. Class participation through discussion, videotapes, and experiential exercises will play a large role in augmenting reading assignments and lecture material.

SW 525. SOCIAL WORK PRACTICE WITH COMMUNITIES

This course is designed to equip students with a broad range of interactional, analytical, and political skills needed to assist communities and community organizations and to serve as change agents to promote social and economic justice. The technical and practical elements of planning, organizing and development work, as well as social advocacy, will be explored with emphasis on the values of democratic, participatory models and methods which empower individuals and groups. Content will also include assessment of major social problems and how such assessment influences the choice of intervention strategies.

Building on the content of Generalist Social Work Practice III, this course will further develop the theories, methods, and skills of community practice. Using the strength perspective this course will focus on the abilities of communities and their members to be active participants and to have an impact on their environment. This course will assist students in the knowledge and skill development needed to effectively advocate with and on behalf of different human service communities including place and non-placed based communities.

Throughout this course emphasis will be placed on the following core themes: the strengths of communities to create productive exchange and achieve client system goals, community advocacy skills that promote opportunities for oppressed, stigmatized and marginalized populations to access and successfully negotiate needed environmental resources, and skills that demonstrate respect, sensitivity and appreciation for populations of diversity and their contributions to societal well-being.

SW 541 – 549: SAMPLE ELECTIVES – NOT OFFERED EVERY SEMESTER

SW 541. SOCIAL WORK PRACTICE IN HEALTH CARE

Social Work Practice in Health Settings introduces the student to social work services relevant to medical settings, and other settings where workers need to be attentive to physiological concerns. The course will include information about the range of theories and practices critical for social work in health care settings. Students will learn the policies and organizational components that guide medical social work. Within this context students will have an opportunity to learn about those practices, which are relevant to all health settings and those that are unique depending on the particular organization. Different types of health settings will be studied including hospitals, out-patient clinics, nursing homes, drug and alcohol rehabilitation centers,

and school-based health clinics, with special attention to settings serving diverse ethnic and immigrant populations. Students will have an opportunity to become knowledgeable about particular issues that often come to the attention of medical social workers. In addition to differential assessment and intervention practices, students will also learn about the various kinds of consultation services, interdisciplinary practices and evaluations relevant to medical social work in the new millennium.

SW 542. SPIRITUALITY AND SOCIAL WORK PRACTICE

The professional social work literature defines “spirituality” as the human striving for a sense of meaning, purpose, values, and fulfillment. Spirituality is distinguished from religion, which is viewed as the institutional context of spiritual beliefs, a social process having to do with shared rituals, beliefs and practice. As such, spirituality is expressed through diverse forms in clients’ lives; it is essential to clients’ understanding of suffering and their attempts to resolve it. Therefore, social work practitioners need to be prepared to respond in an effective, spiritually-sensitive manner. This course examines major issues pertaining to spiritually-sensitive social work practice in regard to clients of diverse religious and non-religious perspectives.

SW 543. SOCIAL WORK PRACTICE IN MENTAL HEALTH

Social Work has, by far, more professionals working in the field of mental health than any other profession. This course will familiarize students with social work’s bio-psycho-social-spiritual, strength-based perspective and how it informs practice in the arena of mental health. Students will learn about the diagnostic system and the most commonly diagnosed disorders as presented in The American Psychiatric Association’s Diagnostic and Statistical Manual version 4 (Text Revision). The manual will be critiqued from a strength-based, culturally competent, bi-psycho-social-spiritual perspective to assess its validity as a practice tool. The contributions of both environment and biology in the genesis of mental health difficulties will be explored. Students will examine the mental health service delivery system, the technology it utilizes to treat mental health symptoms and the effectiveness of the various technologies. Major social movements which have altered the manner in which services are delivered such as deinstitutionalization, the consumer movement, the advent of HMO’s and the shift toward a biologically-based conception of mental illness will be discussed and evaluated.

SW 545. SOCIAL WORK WITH ADDICTIONS

This course will provide students with an understanding of addictive disorders and how they impact individual, family and societal functioning. Topics covered are the assessment of characteristics of individuals who tend to develop these disorders, family and community adaptations and responses, and physiological addictive processes. Treatment interventions are presented with emphasis on alcohol and drug abuse and addiction. Also considered are eating disorders, gambling, sexual addictions and/or compulsivity. Policy issues related to societal responses to and treatment of addictions will also be presented.

SW 546. CHILD WELFARE PRACTICE AND POLICY

This course will provide students with an understanding of the broad field of social work practice commonly known as child welfare and the policies that shape it. The course focuses on children’s needs for care and protection by society and on programs and services provided by the social welfare and social services delivery systems to promote their well-being. Students will explore the issues and the problems of family life as well as society’s response to them. The course will highlight major policy, practice, and research issues that shape and inform child welfare practice and service delivery today.

SW 547. SOCIAL WORK AND FAMILY VIOLENCE

This course will explore the problem of family violence in American society. It will provide students with theories, current research, and descriptions of practice interventions and policy frameworks related to child abuse, abuse of adult partners, elder abuse, and sexual assault.

Students will learn about how the legal, criminal justice, health and human service delivery systems respond to these cases.

SW 548. SOCIAL WORK WITH OLDER ADULTS: POLICY AND PRACTICE

This course will provide a history of social policy and social services for older adults as well as present information related to existing social and health care services for the elderly. The relationship between policy and practice will be emphasized. Advanced practice theories, models and skills as they apply to the practice of social work with older persons and their families will be identified. Challenges to the provision of social work services for this population, now and in the future, will also be discussed.

The increasing numbers of elderly in the United States, especially the number of elders over the age of 80, has gained the attention of health and social services professionals throughout the country. Social welfare policy and social service issues related to this changing demographic trend have also become a primary political focus on state and national levels. The impact on families, the work place, and the ever-growing elderly population is dramatic. Issues regarding income, housing, late-life employment, health care, family care giving, and social services are significant to the quality of life for our aging population and their families. Increasing numbers of social workers are becoming employed in settings that have a large number of elderly clients and/or their families. It is of critical importance that social workers be knowledgeable of national, state, and local policy debates and initiatives; state of the art social service approaches; inter-disciplinary issues; and the impact on clients of policy and service approaches.

The purpose of this course is to provide knowledge of the rapidly developing policy issues regarding the elderly as well as an overview of existing social/health care services for the elderly. Students will participate in a critical analysis of social policy and social service delivery issues, including the role of social work practice in the field of gerontology, and the generation of positive change with respect to innovative policies and services. Course content will be provided from a strengths perspective and will include discussions on the abilities of older adults to facilitate having their needs met.

SW 549. SCHOOL SOCIAL WORK

School Social Work introduces the student to social work services relevant to the school setting. The course will include information about the range of theories and practices critical for work in the schools. Students will learn the policies and organizational components that guide school social work. Within this context students will have an opportunity to learn about those practices that are relevant to all schools and those that are unique depending on the particular school. Different types of schools will be studied including urban and rural, elementary and high school, as well as settings serving diverse ethnic and immigrant populations. Students will have an opportunity to become knowledgeable about particular issues that often come to the attention of school social workers. In addition to differential assessment and intervention practices, students will also learn about the various kinds of school-linked services, consultation, interdisciplinary practice and evaluation relevant to school social work practice today.

SW 575. ADVANCED STANDING SEMINAR

This course is geared toward preparing advanced standing students for the advanced portion of the social work program curriculum and is designed to deepen students' understanding of social work practice. Students will meet as a group throughout the semester as well as individually with the instructor to develop individual learning goals that respond to the fit between students' BSW programs and Binghamton University Social Work Program's foundation curriculum.

SW 580. Special Topics in Social Work

Specific topics will vary from semester to semester. Topics could include a type of advanced practice (i.e. Advocacy), practice with a particular population (i.e., social work practice with children), a field of practice (i.e., social work practice in criminal justice settings), or a particular set of issues very relevant to social work practice (i.e., gender issues).

SW 591, 592, 593, 594. FIELD INSTRUCTION I, II, III, IV

4 credits

Grading: Pass/Fail

Field Instruction assists in preparing graduate students to practice social work both competently and ethically with clients/systems. The practicum provides students with structured supervised opportunities to integrate the values, skills and knowledge learned in the classroom into interactions with actual clients and systems in practice. The field experience focuses on problem solving at multiple levels, such as individual, family, groups and community. Students learn to examine how environmental conditions may affect people adversely. The student develops an awareness of how "who they are" impacts the process of intervention. Professional communication that is consistent with the language of the practice area is mastered by students. Professional supervision is utilized by students to enhance their own learning process. Finally, students will be asked to critique, implement and evaluate their host agency's policies/procedures while practicing within ethical guidelines.

SW 597. Social Work Independent Study

Independent Study (SW 597)

An independent study is a learning experience that allows a student an opportunity for self-directed learning related to an area of academic and/or professional interest. The independent study will involve, in a broad sense, critical analysis and application or development of theories and concepts relating to the area of inquiry chosen by the student. Although the student may engage in creative projects or field research, such endeavors must be accompanied by the previously described academic approaches and written assignments.

To qualify for an independent study, a student must meet all of the following criteria:

- be matriculated in Social Work
- have a minimum GPA of 3.5 at the time of the request
- select an independent study related to the educational goals of the student, who should have sufficient background to undertake the independent study and learn from the experience

To apply for an independent study:

- the student must submit a completed [Independent Study Cover Sheet](#) (.PDF, 97KB) and an acceptable proposal to a faculty member who has experience related to the area in which the independent study will be undertaken
- begin planning well before the registration period for the semester in which the independent study will be undertaken because preparation of a proposal requires a great deal of thought and consideration

Other considerations for an independent study:

- a student can register for an independent study only after the proposal has been approved by the faculty sponsor, academic advisor and SW department chair
- all graduate independent study proposals should be filed no later than the middle of the second week of class. Check with the department office for exact dates. No proposals will be considered after the deadline for adding courses has passed

A copy of the student's cover sheet and proposal will be placed in the student's academic file.

Independent studies are graded with either normal grading option or pass/fail. The grading option is determined at the discretion of the faculty sponsor. After it is instituted, the grading option cannot be changed without the approval of the faculty sponsor, advisor and department chair.

Independent studies can be taken for one to three credits. As a general guideline, a three-credit study will require written assignment(s) of at least 20 pages.

An independent study cannot be undertaken if a course is available or offered in the intended areas of study.

Academic Advising

Upon admission into the MSW Program, department staff will notify each student of her/his designated advisor. To support students' academic and professional development in the MSW Program, each student is required - at a minimum - to meet with her/his advisor every fall and spring semester in which she/he is enrolled in the program. Each term, it is the student's responsibility to schedule her/his advising appointment with her/his appointed advisor. A student who does not fulfill the advising requirement may jeopardize her/his future course registration.

Field Education

Field education is an integral part of the educational process and is intended to guide and support students through ongoing supervision and by creating opportunities for students to apply concepts discussed in coursework. Further, it affords students opportunities to acquire knowledge and practical skills needed to practice competently within the social work profession. The coursework and field instruction closely correspond with one another and assignments in class-work are often applied within the fieldwork setting.

Students in the MSW program must complete two field placement internships of 465 hours each in an approved human service agency. Students with BSW degrees and in the Advanced Standing Program must complete a single field placement internship over 2 semesters. Each internship extends over at least two semesters. Full-time students begin field education in their first semester, while part-time students begin field education in the second year of study.

Field placements are arranged by Jennifer Marshall, Director of Field Education; students may not contact and arrange field placements on their own. Students will, however, be given options in the placement process. Every effort is made to secure appropriate field placements for students in geographic locations convenient for them. Specific detail regarding the requirements and policies for field education can be found in the MSW Field Manual.

Grades

The grading system of the Graduate School applies to all graduate-level courses offered at the university. The grading system used is governed by University Graduate School policy, which students can find in the Graduate School Bulletin. Grades are issued on a letter scale: A through C- are passing grades; F is a failing grade. Grades of S (satisfactory) and U (unsatisfactory) may be used in a limited number of cases for which no greater precision in grading is required. The Department of Social Work has opted to use grades of S and U for Field Instruction I-IV. These grades are not assigned a numerical value and thus are not averaged in with other grades in computing grade-point averages. A grade of S denotes a minimum level of academic performance equivalent to at least a B.

For the purposes of computing semester or cumulative averages, each letter grade is assigned a quality point value as follows:

A= 4.0
A- = 3.7
B+ = 3.3
B = 3.0

B-= 2.7
C+= 2.3
C= 2.0
C-= 1.7
F= 0.0

The Graduate School combines these grade values with course credit hours to produce a grade-point average.

All MSW syllabi specify percentages that correspond with letter grades in each course. This is consistent across all the MSW courses with the exception of Field Instruction I-IV, and is as follows:

A	94 – 100
A-	90 – 93
B+	87 – 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
F	0 – 69

Incomplete Grades

Graduate students who receive federal or state financial aid may lose these benefits if they take Incompletes. Unless the coursework is completed by the student and a final letter grade is submitted by the instructor of the course or if the coursework is not completed within the specified time and the Instructor assigns a grade, the mark of I reverts to the mark of W (withdrawn). Requests for extensions of the Incomplete deadlines require the approval of the instructor of the course and the Vice Provost/ Dean of the Graduate School. No extensions of Incompletes are considered beyond the maximum allowable extension date, which is one calendar year from when the Incomplete was assigned. Once an Incomplete has reverted to a W, no further opportunity to complete the course is available to the student.

A grade to convert the Incomplete must be received by the Registrar's Office no later than 6 months from the last day of classes of the term that the course was taken; if not received, the Incomplete will automatically change to an irrevocable Withdraw, which may have financial implications for the student, as outlined on the Graduate School web site. Normally 6 months is not required for a student to convert the Incomplete (e.g. student missed last two weeks of class, so needs approximately 2 weeks extension). The instructor may and in almost all cases should set an earlier deadline. Whenever possible, work should be completed before the next term starts, so that the student does not have to carry an overload. If the student's funding appointment ends within the 6-month period, normally re-appointment funding by Graduate School funds will not be extended until the Incomplete is converted to a grade. By granting an Incomplete, the instructor is indicating availability for this period in terms of consultation and grading. In accordance with Binghamton University policy, the instructor reserves the right to change the grade to an "F" if the student does not complete all requirements by the date stipulated, and no extension has been agreed to by the student and the instructor.

It is the expectation that, within the limits set forth above, faculty will take no longer than one month to file a final letter grade for the course once a student has submitted all coursework. A grade of Incomplete is automatically assigned in any course for which the instructor has not submitted a grade.

All courses taken by graduate students, including courses numbered below 500, are subject to the foregoing policies on incomplete grades. The CONTRACT FOR CONVERSION OF INCOMPLETE TO A GRADE form must be completed by both the instructor and student. The form can be found on the following page.



State University of New York
College of Community and Public Affairs

Department of Social Work

CONTRACT FOR CONVERSION OF INCOMPLETE TO A GRADE

An *Incomplete* may be granted by an instructor when a student has completed most of the coursework, but due to circumstances beyond the student’s control, the student is unable to complete the course on time.

Student’s name _____

Course prefix _____ Credit hours _____ Instructor _____

Term course taken: Fall _____ (year) Spring _____ (year) Summer _____ (year)

Reason *Incomplete* was given:

A grade to convert the *Incomplete* must be received by the Registrar’s Office no later than 6 months from last day of classes of term that the course was taken; if not received, the *Incomplete* will automatically change to an irrevocable *Withdraw*, which may have financial implications for the student, as outlined on the Graduate School web site. Normally 6 months is not required for a student to convert the *Incomplete* (e.g. student missed last two weeks of class, so needs approximately 2 weeks extension). The instructor may and in almost all cases should set an earlier deadline. Whenever possible, work should be completed before the next term starts, so that the student does not have to carry an overload. If the student’s funding appointment ends within the 6-month period, normally re-appointment funding by Graduate School funds will not be extended until the *Incomplete* is converted to a grade. By granting an *Incomplete*, the instructor is indicating availability for this period in terms of consultation and by granting an *Incomplete*, the instructor is indicating availability for this period in terms of consultation and grading. In accordance with Harpur College policy, the instructor reserves the right to change the grade to an “F” if the student does not complete all requirements by the date stipulated, and no extension has been agreed to by the student and the instructor.

The instructor’s deadline for submitting the grade will be _____ and, therefore, the student must meet all of the requirements by _____ so that the instructor has sufficient time to complete the grading.

The remaining requirements for completion of the course (continue on back of page of as needed):

Student’s signature _____ Date _____

Instructor’s signature _____ Date _____

Instructor should keep original; student should keep a copy; a copy should be filed in the department’s file about the student.

Advanced Standing

Binghamton offers an advanced standing option for graduates of an undergraduate social work program accredited by CSWE. The BSW degree must have been received within seven years of beginning the MSW program. Exceptions to this seven-year limit may be made by the Admissions Committee on a case-by-case basis for those applicants who have worked consistently in the field of social work since obtaining their BSW degree. Advanced standing students will be given credit for up to 29 hours of coursework, if they can demonstrate that they received comparable educational content in BSW courses for which they received a grade of "B" or better. The courses for which students may apply for advanced standing credit are:

- Human Behavior in the Social Environment I & II
- Social Work Generalist Practice I, II, III
- Research Methods in Social Work
- Social Welfare Policy and Programs
- Diversity and Oppression
- Field Instruction I, II

Students requesting advanced standing need to submit class syllabi for the courses which they believe provided them with similar content to that found in the above listed courses. The Director of Admissions then reviews the syllabi for comparability to Binghamton University MSW courses and makes a decision as to how many hours of advanced placement credit will be granted. Should a student seek credit through advanced standing for fieldwork, a copy of their field evaluations must be submitted to the Director of Field Education and forwarded for final review and approval.

Transfer of Credit

Graduate courses successfully completed at another institution's accredited MSW program may be accepted for credit toward the MSW degree at Binghamton in lieu of any of the required courses, provided such courses covered content similar to that taught in Binghamton University's required courses.

A minimum grade of B is required for transfer credit. Graduate courses for which transfer credit is sought must have been taken within the last seven years to be considered. A maximum of 29 credits can be transferred toward the MSW degree.

Request for Transfer Credit forms are available in the MSW Program office. Course syllabi must be submitted with the form to the program office for consideration.

Academic credit is not given for life experience or previous work experience.

Deferment

Students who have been officially accepted into the MSW program may apply for deferment. The maximum number of deferrals granted is based upon 5% of the next incoming class cohort. Exceptions to the number of deferrals granted may be made by the Admissions Committee. Requests for deferral must be submitted in writing to the Department of Social Work and must include the reason/rationale for deferment. Requests will be reviewed by the Admissions Committee. The decision of the committee is final.

Guidelines on Graduate Student Rights and Responsibilities

Students can find information regarding their rights and responsibilities in the Social Work Department Handbook as well as the Graduate School Student Handbook at the following link <http://gradschool.binghamton.edu/cs/handbookguidelines.asp#1>

Academic and Professional Conduct

Professional Performance

Once admitted to the program all students are required to sign a contract (See Social Work Contract in Appendix B). In this contract students state that they have read and agree to abide by the NASW Code of Ethics. A few of the pertinent clauses in this contract are:

I will continue my professional development through regular faculty assessment of my academic and professional aptitude and performance.

I give any faculty or staff permission to discuss my progress in the MSW Program with the Director and any other social work faculty or staff members.

I understand that although I am admitted to the MSW Program, if my professional development is not deemed satisfactory by the social work faculty, the MSW Program has the right and the responsibility to request reassessment of my suitability for the program.

Graduate students' responsibilities

Graduate students must strictly observe professional standards and academic honesty in coursework, examinations, research and written reports, as well as in the professional treatment of the students, faculty, staff, community members, research subjects, clients, patients, and laboratory animals they may encounter in the process of their graduate education.

Academic Standards

A cumulative grade-point average (GPA) of at least 3.0 (on a scale where A = 4.0) is required for satisfactory academic standing and for graduate degree certification. When the GPA falls below 3.0, a student may be placed on academic probation (see below for further details). Graduate students may be dropped from the Graduate School by action of the Dean, on recommendation of the graduate program, or if it appears that they are not making satisfactory progress toward the degree and it is unlikely that they will satisfactorily complete the requirements for the degree.

Probation Policy

Binghamton University's Graduate School Policy states that students must have a 3.0 GPA to receive a degree. Graduate School policy also states that the minimum requirement for continuing status is the maintenance of a 3.0 GPA. In the Department of Social Work, if a student's GPA drops below a 3.0, s/he is placed on academic probation and must initiate a meeting with his/her advisor within the first week of the following semester in order to develop a plan to improve performance to attain a 3.0.

The student has one semester from when they fail to reach a 3.0 in order to bring his/her GPA to the required 3.0. If a student first falls below the 3.0 at the end of the semester s/he was expected to graduate, the student may retake concentration year classes (only if they received B- or lower <http://www2.binghamton.edu/grad-school/new-and-current-students/graduate-school-manual/manual-enrollment.html#repeat> in the semester following the one where s/he received less than a 3.0 GPA. If a student does not achieve the 3.0 in the semester following the one where s/he fell below the 3.0, the Department will recommend to the Graduate School that he student be dismissed from the program.

Students whose GPA falls below a 2.6 are deemed by the Graduate School to be in "academic jeopardy." MSW students whose GPA falls below a 2.6 are immediately dismissed from the program when this occurs.

Additionally, the MSW Program has a policy that a grade of "F" in any course taken as either a matriculated or non-matriculated status, will result in automatic dismissal from the MSW Program.

Social Work Program Advancement Policy

Purpose:

The faculty and staff of the Binghamton University Department of Social Work are responsible for creating an educational environment that fosters student growth, academic success and professional development. When students apply to the program they sign an academic contract agreeing to advance their professional development and to have it assessed by social work faculty and staff throughout their time in the program. Our department Advancement policy supports this responsibility by addressing criteria including academic, professional and ethical conduct (e.g., being respectful; displaying integrity and honesty; addressing concerns in a clear and constructive manner; responding to evaluation and criticism with appropriate self-reflection and modification of behavior), ensuring that graduates of the program have the necessary professional conduct to effectively serve clients. When there are concerns about a student's academic /professional conduct, the department may institute the Advancement policy as a way to address such behavior.

The nature of the social work profession demands that practitioners use sound professional judgment and exercise professional and ethical conduct in all aspects of their work. When there is evidence of unprofessional behavior e.g., cheating, plagiarism, misuse of university property, verbally or physically abusive behavior, behavior that is counter to the National Association of Social Workers Code of Ethics or other unprofessional conduct, the social work department has the right and responsibility to terminate enrollment of the student. Alternatively any student, who, at any time in the program is determined by the department faculty and administration to have engaged in unprofessional behavior may be required to participate in the social work Advancement process to assess and support their professional readiness. Students will not be approved for graduation if they have unexecuted/unresolved concern(s) in relation to the Advancement policy on file.

Process and Procedure:

Students will advance automatically from semester to semester unless they are informed otherwise. Problems in academic/professional and/or ethical behavior may be identified at any point in the semester by faculty (full-time and adjunct), field instructors or staff.

Any faculty (full-time or adjunct), field instructor, or staff who identifies a concern regarding a student's professional behaviors will confer with the department chair to see if the behavior can be handled inside of the class/field structure. If not, the concerned party/ies will put their concerns in writing and share them with the academic advisor and student.

1. The academic advisor will meet with the student to construct a written plan signed by the two of them with the goal being to resolve the professional and/or ethical deficiency. *The plan shall state with specificity: 1.) the concern(s); 2.) the actions to be undertaken by the student; 3.) how success will be determined; and 4.) date(s) in which the student must demonstrate the completion of and compliance with the plan.* This plan must allow a reasonable period of time for completion, but shall not allow more than one semester beyond the semester in which the concern is expressed.
2. If unable to reach consensus in the development of a plan, if the student does not agree that there is a concern, if the plan is not fulfilled and/or if concerns escalate, the written documents with evidence regarding the concerns are brought to the Social Work Program Committee Chair via email from the student's advisor. The Program Committee Chair will appoint an Advancement Committee to consider next steps and whether the student can be advanced in the program.
3. Once notified, the Program Committee Chair will assemble an Advancement Committee that consists of two faculty (one of whom will serve as Chair of the Advancement Committee), one professional staff and one student representative. The student will be the President of the Social Work Graduate Student Organization (SW-GSO). If the President is not available, then the President will designate another SW-GSO Officer to serve. If the Program Committee Chair is a/the person identifying the concern or is the

student's advisor, or if the Program Chair is unavailable (such as may be the case over the summer session) the Department Chair shall appoint the committee.

4. The Chair of the Advancement Committee will schedule a meeting within 14 business days of the committee being appointed to review any documents submitted by the student and gathered and submitted by the advisor, to hear the concerns from the parties, and to come to a determination. The student and advisor will need to email any documents to the Committee for their review a minimum of 7 business days prior to the meeting date.

The Advancement Committee will consider the concern(s) as explained by the academic advisor and person(s) identifying the concerns(s) and the response of the student. The student may be accompanied at the Advancement Co. meeting by an advocate who is permitted to communicate directly with the student but who is not allowed to directly address the committee.

At the culmination of the meeting, the Advancement Committee may choose to:

- Dismiss the concern as not being substantiated or having no merit;
- Place conditions on the student's advancement in the program;
- Recommend the student be suspended for a period of time or dismissed from the program.

If further questions need to be answered prior to making a final determination, the committee has the right to question the student and/or others involved in putting forward the concern(s) after the meeting. The Advancement Committee shall write a report that summarizes their deliberations and decisions and send it to the student, the Social Work Dept. Chair, the student's academic advisor, those raising concerns and the Dean of the College of Community and Public Affairs. The report shall be delivered to the student via certified mail within 20 working days of the Advancement Committee meeting.

Appeal Process:

If the student, the academic advisor and/or individual(s) expressing the concern(s) is/are dissatisfied with the decision of the committee or if the committee is unable to reach consensus, the matter can be appealed to the Department Chair. In the case of disagreement with the decision, the advisor, instructor or student must put in writing the reasons why they believe that the decision should be re-examined. This must be submitted via e-mail within (10) business days of receiving notice from the Advancement Committee. The final decision regarding the student's advancement rests with the Social Work Department Chair.

As noted in the College of Community and Public Affairs (CCPA) by-laws, in order to pursue and be granted an appeal beyond the Social Work Department Chair, with the Dean of CCPA, there must be submitted a "written claim of abrogation of due process and/or new information". In such cases as an appeal goes to the Dean, and as cited from the CCPA by-laws, "there will be no further recourse after the Dean's decision."

Department of Social Work Grade Appeal Process and Procedure

1. To appeal a final course grade, the student must put in writing the reasons why s/he believes that the grade should be changed, citing perceived unfairness in the grading process. The student must submit this written appeal via e-mail to the instructor-of-record for the course (field/ non-field) within ten 10 business days of receiving notice of the grade from the instructor-of-record or registrar – whichever is first.
2. Upon receipt of the written appeal, the instructor-of-record will consider the student's appeal and respond to the student in writing within 20 business days with a final decision.
3. If the student is not satisfied with the instructor-of-record's decision, the student must put in writing the reasons why s/he still believes that the grade should be changed, and attach a copy of the original document that was written to the instructor-of record and the instructor's response to this appeal. These documents must be forwarded

via email to the Chair of the Social Work Program Committee within 10 business days following written notification from the instructor-of-record. If the Program Committee Chair is the instructor-of-record, then the appeal goes to the Department Chair.

4. The Program Committee Chair (or Department Chair if the Program Committee Chair is the instructor-of-record) will assign a Grade Appeal Committee within 5 working days that consists of 2 faculty (one of whom will serve as Chair of the Grade Appeal Committee), one professional staff and a student representative to review the student's appeal. The student will be the President of the Social Work Graduate Student Organization (SW-GSO). If the President is not available, then the President will designate another SW-GSO Officer to serve. The Chair of the Grade Appeal Committee will schedule a meeting within 20 business days for the committee to review the documents submitted by the student and instructor of record. If further questions need to be answered prior to making a final determination the committee has the right to question the student, instructor or other relevant individuals in writing or by phone; when necessary the committee has the right to request more written material. Results from this appeal will be mailed to the instructor-of-record and student within 5 business days of a recommendation being reached.
5. If either the student or instructor-of-record is dissatisfied with the decision of the committee they may appeal the decision to the Department Chair. If the instructor-of-record is the Department Chair, then the final decision rests with the Grade Appeal Committee providing that committee's decision is unanimous.
6. If the instructor-of-record is the Department Chair and the Grade Appeal Committee's decision is not unanimous, then the Dean of the College of Community and Public Affairs (CCPA) will review the written record and make the final determination.
7. As noted in the College of Community and Public Affairs (CCPA) by-laws, in order to pursue and be granted an appeal with the Dean of CCPA, there must be submitted a "written claim of abrogation of due process and/or new information". In such cases as an appeal goes to the Dean, and as cited from the CCPA by-laws, "there will be no further recourse after the Dean's decision".

Graduate Student Severance or Removal of Support

Graduate students who do not meet academic standards may be dropped from their graduate program according to the process described in the advancement policy.

Graduate students are subject to the rules governing academic life listed in the Binghamton University *Bulletin*. Accusations that students have committed acts of academic dishonesty may be brought before the CCPA Ethics and Integrity Committee, which issues a finding and a recommendation to the Assistant Dean of the College of Community and Public Affairs; the student receives a copy. A graduate student who is found to have violated the rules of academic integrity-- who plagiarizes, cheats, or falsifies research data--is subject to suspension or expulsion. The CCPA Ethics and Integrity policies can be found at this link:

<http://www2.binghamton.edu/ccpa/community-involvement/pdfs/Approved%20CCPA%20Bylaws.pdf>

Students may be involuntarily withdrawn from the University without academic penalty based on the recommendation of the Medical Director of the University Health Service or the Director of the University Counseling Center. "Without academic penalty" is defined as continuing as a student in good academic standing at the institution and eligible to return. Efforts are made to preserve a student's academic progress with incomplete grades and/or withdrawals through consultation with faculty. If there are irreconcilable disagreements in these discussions, the Provost will make the final decision(s) about the disposition of the student's academic record. Recommendations for involuntary withdrawals are submitted to the Associate Vice President and Dean of Students for

appropriate action. Students will be sent written notification of the intended action. Appeals of such action may be made in writing to the Vice President for Student Affairs within 10 business days. Students are not readmitted without a positive recommendation from either the Medical Director of the University Health Service or the Director of the University Counseling Center, and upon clearance by the Associate Vice President and Dean of Students.

All other recommendations to sever a student from the Graduate School or one of its programs, or to break a student's assistantship contract or to revoke a fellowship, tuition scholarship or other source of financial support, are made to the Associate Dean of the Graduate School, accompanied by appropriate documentation. The student should be informed of the basis for any such decision and can appeal it, using first the grievance procedure of the student's program and then, if needed, the appeals procedures of the Graduate Council Grievance Committee. Action on a recommendation to remove support from or to sever a student in good academic standing will await the outcome of the grievance procedure. (Approved by Graduate Council, April 6, 1998.)

Discrimination on the basis of race, color, national origin, religion, age, gender, disability, marital status or sexual orientation

Graduate students are protected by SUNY's "Grievance Procedure for Review of Allegations of Discrimination." A graduate student who believes that he or she has been discriminated against on the basis of any of the above, or that he or she has been subjected to sexual harassment, may get help, including information and documentation of the grievance procedure, by contacting the Affirmative Action Office (LSG – 663, 777 - 4775).

Financial Support

A. Awarding of an assistantship

SUNY's guidelines for the awarding of an assistantship are included in "SUNY Guidelines for Awarding of Graduate and Teaching Assistantships".

B. Evaluation of assistantship performance

SUNY's guidelines for the evaluation of assistantship performance are included in "SUNY Guidelines for Awarding of Graduate and Teaching Assistantships".

C. Renewal of assistantship appointment

SUNY's guidelines for the renewal of assistantship appointments are included in "SUNY Guidelines for Awarding of Graduate and Teaching Assistantships". Each department or program is responsible for publishing the criteria it uses for appointment and renewal, and for informing all assistants of the procedures and of the timetable for renewals of awards. Assistants should know the University's policies concerning the maximum time for which a student may be supported (two years for a masters? degree, four from masters? to doctoral degree or six total years from baccalaureate to doctoral). Departments and programs that hold more limited policies for support must make students aware of them in the initial letter of appointment.

To be eligible for renewal of assistantships, students must be making satisfactory academic and degree progress and in good academic standing, and they must have carried out their assistantship responsibilities to the satisfaction of the program. The department has an obligation to reappoint those students whom it recruited with offers of continuing funding, and in every case must honor the terms of all letters of appointment. Offers of reappointment to assistantship are to be made in writing.

D. Professional nature of appointment

Every effort should be made to ensure that the student's assigned assistantship duties and responsibilities advance the student's professional development. Assignments should not conflict with courses or other work considered to be an integral part of the student's degree program. Assistants should be consulted about their assignments in order to minimize such conflicts.

IV. Requests for Waivers of Graduate School Procedures and Regulations

Students with requests for waivers of Graduate School procedures or regulations should consult with and obtain approval from their graduate or program director. Approved requests go to the Associate Dean of the Graduate School who, in turn, may refer such requests to the Academic Standards Committee of the Graduate Council. (Examples of requests for waivers include: waivers of minimum GPA requirements, waivers of degree requirements, and extensions of Graduate School deadlines.)

General Information

MSW Graduate Student Organization

The MSW Graduate Student Organization is the student organization developed by and for graduate social work students to encourage broader acquaintances among social work students, to discuss academic and career interests, and to become further involved in the community. The extent to which the organization is able to accomplish its goals depends upon the level of interest and participation of the students themselves.

All MSW students are members of the organization and have the opportunity to participate in its functioning. The Student Organization provides students of the program occasions to gather at meetings on a regular basis throughout the year. Students serve in designated officer positions and meetings are student-driven. Members of the program, thus, have an opportunity and are encouraged to openly share ideas and interests, plan and organize events, and communicate questions or concerns regarding the program. The Student Organization aims to inform students of pertinent social work-related events and activities in the surrounding area.

The Student Organization receives funds from the University based on activity fees collected from all students.

Leave of Absence

Under exceptional situations, students may apply for a Leave of Absence by submitting a petition to the Department. This petition must be approved by the Department before it is forwarded to the Graduate School for final approval. Students on leave are excused from the registration requirement during the period of the leave. Leaves are normally granted for one semester with an extension of up to two regular semesters. A Leave of Absence is granted only in exceptional circumstances, such as illness or other unusual personal hardship, and requires detailed justification. Leaves of Absence are not granted to students who wish to absent themselves to undertake research or academic study elsewhere. If possible, requests for Leaves of Absence should be submitted one month prior to the semester for which the leave is requested.

Withdrawal

It is the policy of the Social Work Department that students who are considering withdrawing from the program meet their advisors to discuss the challenges they are facing and explore options that may help support their continuing in the program.

If a student wishes to withdraw from the program, they should take the following steps;

1. If the decision is made to withdraw, the student must provide, in writing, to their advisor their wish to withdraw, a brief description of the reason(s) why they are withdrawing, and an effective date of withdrawal.
2. The student must also submit a copy of the letter to the Dean of Students, who will then forward the information to the appropriate campus departments, i.e., Student Accounts, Registrar, etc.

3. The student must inform all faculty from whom they are currently receiving instruction, (the courses the student is currently enrolled in.)

Life Experience and Prior Work Experience

Academic credit is not given for life experience or previous work experience. This policy is clearly communicated to students in the program's admissions materials.

Registration

In order to register, graduate students must pay all tuition and fees prior to the first day of classes. Even if all tuition and fees are covered by University sources, students must confirm their registration by the stated deadlines. Students enrolled in the MSW Program are required to pre-register after their first semester. Registration takes place through BU Brain (described below under Resources and Services for Students). Students are responsible for updating their contact information with the Department and University. Students should check their bills for accuracy.

Enrollment Policies

Review of Applications Policy

Policy and Rationale:

The admissions process consists of the selection of those applicants who best fit the program's commitment to preparing students for social work practice in public and not-for-profit agency settings and in pursuing policies, practices, and services that promote social and economic justice for diverse client populations. Given the rigor of graduate social work education, the program seeks students who demonstrate adequate preparation for pursuing academic education and fieldwork at the graduate level. Due to the nature of the profession, if there is a concern by the committee regarding the appropriateness of the candidate for the profession, that person will not be admitted.

Procedure:

All materials submitted are forwarded to the Director of Admissions, who checks the applicant's materials for completeness. Applications are not evaluated until all materials requested have been submitted. Once an application is complete, the Director of Admissions reviews the application and completes a qualifications summary. This document highlights key aspects of the application in an easily accessible format. Each file is then passed on to a second member of the Admissions Committee for a second independent review. Any concerns regarding the applicant's academic ability, values, appropriateness for the field, or maturity/stability are noted. Both the Director of Admissions and the second reviewer can recommend acceptance, rejection, a hold on the application, or an interview with the student. All applicants will be asked to participate in an individual or group interview as part of the application process. Personal and/ or group Interviews are conducted by the Director of Admissions with at least one additional faculty member and/or a practitioner member of the Admissions Committee present. Once tentative recommendations regarding admission have been made, the qualifications summary and admissions materials are forwarded to the Director of Admissions for further review and a final admissions decision.

In some years, the Department is able to offer applicants admission on a rolling basis. Admittance to the program on a rolling basis occurs when anticipated enrollment slots for the following fall are not filled by those applicants who submitted materials prior to the application deadline of February 1st.

In cases of rolling admission, the Director of Admissions reviews the application and forwards the names of applicants to all members of the Admissions Committee. This allows committee

members to be aware of who is applying to the program and to offer feedback about these applicants, should they have any familiarity with the applicants. A decision on initial action, i.e., whether or not an interview is necessary, is made by the Director of Admissions in consultation with the Program Director. As with the regular admissions process, interviews are conducted by the Director of Admissions with at least one additional faculty member and/or a practitioner member of the Admissions Committee present. Those committee members present for the interview provide feedback to the Director of Admissions regarding their assessment of the applicant's appropriateness for the program. The Director of Admissions and Program Director then make a final determination regarding admission.

Wait List

Policy and Rationale:

Admission to the MSW program is highly competitive. Class size is controlled to enhance student learning and to protect the integrity of the program. In the event that a student makes application for admission, is an acceptable candidate and space is unavailable, the student may be placed on a waiting list.

Audit Policy

Space permitting, students will be permitted to *unofficially* audit one or more course(s) in the MSW Program per academic year. Auditors must meet course pre-requisites. Audit requests are approved only if there is space available in the course after matriculating students registering for credit have registered. Permission of the Director of Admissions and Student Services and the instructor is required in order for a student to audit a course.

Withdrawal from course(s)

Students who withdraw from all courses for which they are registered at the University must follow a formal withdrawal procedure if they wish their record to indicate good standing. *Absence from class does not constitute due notice of withdrawal.* Withdrawals are initiated through the University Dean of Students Office or can be accomplished by submitting a letter to the Graduate School. No grades are recorded for students who formally withdraw within the first eight weeks of the semester. Students who withdraw to enter military service are granted a full tuition refund for the semester if no academic credit is received.

Waiver of Regulations and Requirements

Specified Graduate School regulations and/or program degree requirements may be waived by the Vice Provost/ Dean in individual instances. A petition for such a waiver must be endorsed by the appropriate program graduate committee and graduate program director, who append their reasons for believing that the requested waiver would not result in a breach of the spirit of the specified regulation or requirement.

The University reserves the right to alter these regulations and requirements without notice, pending the publication of the next scheduled issue of this Bulletin.

Resources and Services for Students

The BU Brain

<https://bubrain.binghamton.edu/>

The Binghamton University BU BRAIN Portal provides secure access to online tools and resources for students, faculty and staff. BU BRAIN will be used by all Binghamton University community members to perform grading, review schedules, access student records and perform Student Accounts and Financial Aid Services transactions.

Computing Services and Educational Technology

The Computing Services and Educational Technology Center, located on-line at <http://computing.binghamton.edu>, provides information and resources regarding student e-mail access, software available to students, computing facilities, and technology training. Students are encouraged to familiarize themselves with this site prior to the start of classes.

The Writing Center

Students needing assistance with writing skills can seek such assistance through the Writing Center free of cost. The Writing Center is located in LN1209 and is open Monday thru Thursday 10-5, Monday and Wednesday 6-8, and Friday 10-3. Interested students can contact the Writing Center at 777-6725.

The Career Development Center

The Career Development Center, located on-line at <http://cdc.binghamton.edu>, provides information and resources regarding the skills and competencies needed for career success. The CDC assists undergraduate and graduate students and alumni.

Services for Students with Disabilities

The Office for Services for Students with Disabilities is located in LH-B51. Complete information can be found on their website, <http://ssd.binghamton.edu/> or by calling 777-2686.

ID Cards

Specific information regarding student ID cards will be forthcoming from the Graduate Office. During the regular academic year and summer, ID cards are handled through the Office of the Registrar. Special schedules will be set to accommodate students entering in the fall semester.

Financial Aid

Students seeking financial aid should contact the Financial Aid and Employment Office at 777-2428 or visit the website at <http://bingfa.binghamton.edu/>. The website lists a number of financial aid opportunities open specifically to graduate students.

Campus Preschool and Early Childhood Center

The Campus Preschool is located in the building adjacent to the East Gymnasium near the main entrance to campus. Interested persons should call 777-2696 or go to the website at <http://urel.binghamton.edu/Buildings/Preschool/Preschool.html>.

Counseling Center

The Counseling Center is located diagonally across from the main entrance of the Glenn G. Bartle Library in LN1202. Interested persons should call 777-2772 or go to the website at <http://counseling.binghamton.edu/> .

Multicultural Resource Center

The Multicultural Resource Center serves as a primary resource for coordination of Binghamton University's multicultural initiatives, including, but not limited to, the development and implementation of conferences, seminars, training programs, and workshops. MRC is located in the University Union, Room 258. Information about events, resources, and associated student organizations can be found at <http://mrc.binghamton.edu/> . Information about student organizations can also be found at <http://www.binghamton.edu/home/student/cultural.html>.

Recreation and Fitness

The Fit Space is located in the West Gymnasium on campus and offers a variety of options to faculty, staff, students and community members to use the various facilities and equipment. Specific information can be access online at <http://campusrecreation.binghamton.edu/> .

Parking Services

All students must register their vehicles on campus unless they plan to pay for parking at one of the Downtown parking ramps. Students may apply for parking permits online at <http://parking.binghamton.edu/regs.htm> , or in person at the Information Booth (located alongside the main drive entrance to the university). Parking permits can also be obtained at the Parking Services office in the basement of the Couper Administration Building. Parking is available in the UDC parking lot and a University issued student parking ID is necessary in order to park in the UDC lot.

Appendix A: Petition for Transfer of Credit Form

Binghamton University Social Work Department Petition for Transfer of Credit

Name _____ Social Security Number _____

Local Address _____ Local Telephone Number _____

This petition is to be used for requesting exceptions to academic regulations in the Social Work Department. State below the EXACT DETAILS of your request and reason(s) for making this request. Attach additional pages as needed. After discussing your request with your faculty advisor and obtaining his/her signature, submit this petition to the Admissions Committee through the Office of the Social Work Department. Attach official transcript, course description, and syllabi.

Student's Signature Date

Faculty Advisor Comments:

Faculty Advisor's Signature Date

Recommendation _____
Comments:

Chair, Program Committee Date

Petition Approved _____ Denied _____
Comments:

Director, Division of Social Work Date

Appendix B: Social Work Contract

College of Community and Public Affairs MSW Program

Social Work Contract

I agree to the following academic contract:

Social workers serve a wide variety of client systems that could include the poor, victims, as well as perpetrators of abuse, people with different sexual orientations, those with racially and ethnically diverse backgrounds, people of all ages, persons from diverse religious, spiritual and cultural backgrounds, and many other aspects of human diversity. Social work services should be provided without prejudice and/or imposition of the worker's values on clients.

I have read and understand the National Association of Social Workers Code of Ethics and agree to adhere to the standards therein.

I will continue my professional development through regular self-assessment of my academic and personal aptitude and performance.

I will continue my professional development through regular faculty assessment of my academic and professional aptitude and performance.

I give any faculty or staff member permission to discuss my progress in the MSW Program with the Director and any other social work faculty or staff members.

I will become familiar with all course and program requirements and accept responsibility for taking all required courses in the correct sequence.

I understand that although I am admitted to the MSW Program, if my professional development is not deemed satisfactory by the social work faculty, the MSW Program has the right and responsibility to request reassessment of my suitability for the program. The social work faculty, in turn will provide academic instruction and professional advising to assist with the learning and professional development process.

Student's Name: _____

Student's Signature: _____ Date: _____

Appendix C: 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. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional

relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

of colleagues.

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance

abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the

research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

