

BASW
Student Handbook
2014-2015 Academic
Year

CSUSB
School of Social Work

**School of Social Work, CSUSB
BASW Student Professional Commitment Form**

To all Bachelor of Arts in Social Work students, please fill out this form and hand it in to the School of Social Work office by October 31.

I have read and understand,

- | | | |
|---|-----------|----------|
| 1. The Mission and Program Objectives | Yes _____ | No _____ |
| 2. The Curriculum (especially regarding the Field Practicum, p. 33) | Yes _____ | No _____ |
| 3. The Grading Policy | Yes _____ | No _____ |
| 4. Academic Advising | Yes _____ | No _____ |
| 5. The CSUSB Sexual Harassment Policy
(available at http://studentaffairs.csusb.edu/documents/EO1074.pdf) | Yes _____ | No _____ |
| 6. Policies and Procedure for Review of
Academic Performance/
Professional Ethical Conduct | Yes _____ | No _____ |
| 7. Graduation and Beyond | Yes _____ | No _____ |
| 8. The NASW Code of Ethics | Yes _____ | No _____ |
| 9. I have a) read the section on plagiarism in the university catalogue, b) read the NASW Code of Ethics section 4.04 related to plagiarism, and c) taken the tutorial at the following website on plagiarism: http://davon.etg.usf.edu/share/plagiarism/story.html . Please pay particular attention to Sections 1 and 6 of this webpage. | Yes _____ | No _____ |

If you have marked “No” against any of these chapters, please make an appointment with your advisor as soon as possible so that you can clarify any confusion and have this form placed in your file by the October 31st deadline.

Student Signature

Printed Name

**The Bachelor of Arts in Social Work
(BASW)
Student Handbook**

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1.0 Introduction

Welcome to the Bachelor of Arts in Social Work (BASW) Program at CSUSB. You have an exciting and challenging two years ahead of you. This handbook is a helpful source of information about school policies, procedures, and commonly asked questions.

Becoming familiar with the contents of this handbook will save you time and trouble as you proceed through the BASW Program. You should also become familiar with other important sources of information including the CSUSB Bulletin and the quarterly CSUSB Class Schedule (both available on-line at <http://www.csusb.edu>).

The BASW Program is administered by the School of Social Work, (SB 423, phone number 537-5501) which is a school within the College of Social and Behavioral Sciences (SB-207). Policies set by the College of Social and Behavioral Sciences and by California State University, San Bernardino, apply to the BASW Program.

Please be aware that policies summarized in this Handbook and elsewhere are subject to review and revision. It is very important that you stay in close communication with the School of Social Work for the most current information.

This handbook, the Field Manual, the NASW Code of Ethics and other program information is also available at the school's website <http://socialwork.csusb.edu>. If you have reviewed those resources and still have questions, please contact me.

All social work students are expected to read this handbook and the National Association of Social Workers (NASW) Code of Ethics. Students will then be asked to sign an acknowledgment that they have read, are aware of the contents, and will abide by the documents. The form will be kept in students' files.

Best wishes as you start your journey in Social Work! We are all excited to be working with you.

Carolyn McAllister, MSW, Ph.D.
Assistant Professor and BASW Program Director
cmcallis@csusb.edu / (909) 537-5559

1.1 History of the Program

The BASW Program was developed both in response to the need for more social workers in the community and at the request of community leaders to provide social work education at the baccalaureate level. Planning for the program began in the late 1990's and the first cohort of students was admitted in 2003.

In June of 2006, after the rigorous four-year evaluation process, the program was accredited by the Council on Social Work Education (CSWE). Since the accreditation process was started before students were accepted, all students are considered to have graduated from an accredited program. A Title IV-E component was added to the program in 2006 and the program continues to grow each year. The program was re-accredited by CSWE without conditions in 2010.

Beginning in Fall, 2013, the BASW program began offering a three year, part-time, hybrid option through the Pathways Program. Please see our school website for additional information about this program.

1.2 School of Social Work Mission

CSUSB's School of Social Work provides accessible, dynamic, and rigorous academic programs that prepare students with foundation and advanced professional values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state and world.

Accessibility means that we attract and retain a student population reflective of the region's population and provide social work education opportunities to students in previously unserved areas.

Dynamic Change means that we change and innovate to reflect changes in the professional knowledge base, technology for practice and teaching, regional demographics and needs, and national and global trends that affect human well-being.

Rigor means that the education is rigorous as demonstrated by comprehensive assessment of the values, knowledge and practice competencies that we expect our students acquire during the program.

Professional Social Work Knowledge, Skills and Values means that we promote human and community well-being through teaching professional social work values, knowledge and practice skills. These values include service, social justice, the dignity and worth of the person, the importance of human relationship, integrity, competence, human rights, and scientific inquiry. The knowledge base includes risk and protective factors in all stages of human development, practice skills to enhance the functioning of individuals, families, groups, organizations, communities (including policy advocacy), and the skills of scientific inquiry.

Serving the diverse populations and communities of our region, state and world means that our programs prepare students for practice in a regional, state and global context of dynamic diversity.

1.3 School of Social Work Goals

1. To prepare social workers to be generalist and/or advanced practitioners at the micro and macro levels.
2. To prepare Social Work professionals who are able to work effectively with diverse populations.
3. To help meet the social service needs of the Inland Empire by contributing scholarship, direction and leadership for a range of social service issues.

1.4 BASW Program Objectives

Students will gain:

1. The ability to apply critical thinking skills within the context of professional social work.
2. An understanding of the value base of the profession and its ethical standards and principles, and practice accordingly.
3. An understanding of the forms and mechanisms of oppression and discrimination and the ability to apply strategies of advocacy and social change that advance social and economic justice.
4. Knowledge of the history of the social work profession and its contemporary structures and issues.
5. The knowledge and skills of generalist social work practice with systems of all sizes.
6. Knowledge and ability to apply theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
7. The ability to analyze, formulate and influence social policies.
8. The ability to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
9. The ability to use communications skills differentially across client populations, and other systems (e.g., colleagues, organizations, communities).
10. The ability to use supervision and consultation appropriate to social work practice.
11. The ability to function within the structure of organizations and service delivery systems and seek necessary change.
12. The ability to practice without discrimination and with respect, and with skills that reflect an understanding of diversity related to client age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
13. Knowledge of the social welfare needs, strengths, and resources in the Inland Empire.

Additional Program Objectives

14. To create an accessible educational environment supportive of a student population diverse in many respects including ethnicity and family traditions of higher education.
15. Faculty will demonstrate leadership service to social service agencies in the Inland Empire.
16. Faculty will contribute to the knowledge base of the profession through professional presentations, authoring journal articles, book chapters, books.

2.0 Policies and Procedures

2.1 Academic Advising

All BASW students are assigned a faculty advisor when they begin the program. For the 2011/2012 academic year, Mr. Nick Watson will be the advisor for all Title IV-E students (junior and senior year). Dr. McAllister, the BASW program Director, will advise all non-IV-E junior year students. Dr. Shon will advise all non-IV-E senior students. Advisors will check students' progress in the program quarterly and will be available for career advising.

The school mandates quarterly advising for all BASW students to ensure they remain on track for graduation. Registration holds are placed each quarter on all social work students. The holds are released after students review their PAWS and notify advisors of their course plan for the upcoming quarter. It is highly recommended that students learn how to read their PAWS and are proactive in their course planning.

To avoid any delay in registration, we recommend students sign up for an advising appointment as soon as course schedules for the following quarter are available. Students should be prepared with a proposed schedule to discuss during that appointment, and bring a copy of their PAWS (expanded).

2.2 Advisor Role and Responsibilities

- To review student progress in the program each quarter basis with the student. If progress is satisfactory, advisors will lift registration holds. If there are progress issues that need to be addressed, the advisor and student will develop plans to address the issues. The advisor will note contact and recommendations in the student's file.
- To reflect with students on how their academic progress is supporting their educational and career goals, discuss and advise on future career and/ or academic plans.
- To be involved in any "level one" reviews involving one of his/her advisees.
- To consult with or refer a student to the Student Review Committee whenever an issue regarding a student is not being resolved.

- To document and communicate significant events of advisees (e.g., leave of absence, recommendation for Student Review Committee involvement) in student files and to other faculty as appropriate (e.g., notify field directors, notify BASW Program Director and/or the School Director).

The focus of advising is on academic success. Advisors become concerned with students' personal issues only when they have a negative impact on academic performance, or when the student requests advice. Students are encouraged initially to attempt to resolve course related academic conflicts directly with the appropriate instructor.

2.3 Grading Policies

Specific grading criteria and procedures are included in each course syllabus given to students in the first class session. Undergraduate students must maintain a cumulative grade point average of 2.0 (grade of "C") for all CSUSB courses or be subject to academic probation. Students must have a 2.5 GPA to enter field. Students falling below 2.5 will be asked to meet with their advisor to devise a plan to increase their GPA.

SW 200, CJUS 101, and the lower division statistics course (ECON 250, PSYC 210 or SCM 210), must be passed with a "C" or better to be admitted into the BASW Program. All of the courses taken from the School of Social Work must be passed with a "C" or better grade to progress in the program. All courses, except specifically designated otherwise, are graded on the A through F scale.

Grade point averages are computed by dividing the number of grade points earned by the number of units attempted. The grade symbols used at the university are as follows (from CSUSB Bulletin of Courses, 2012-2014, page 51):

Grade Symbol	Performance Level	Grade points per quarter hour
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+		1.3
D	Passing	1.0
D-		.7
F	Failing	.0
CR	Credit	
NC	No Credit	

Please see Undergraduate Studies Regulations in the CSUSB Bulletin of Courses for further information about grading standards.

2.4 Plagiarism and Cheating

Plagiarism is presenting the work of others as your own work. Any time text is copied word-for-word from another source, it **MUST** be in quotations and credited to the author. Further, making very minor changes (i.e., a few words in a sentence) and failing to credit the original author is also plagiarism. Presenting ideas that came from other sources as your own ideas is also plagiarism.

It is the responsibility of the student to understand plagiarism in all its forms because the consequences for engaging in plagiarism range from no credit for an assignment to expulsion from the university (see the CSUSB Bulletin of Courses). "Not knowing" what plagiarism is will not protect you from these consequences. **Students are required to complete an on-line training on plagiarism as they begin the BASW program (see page 1 of the BASW Handbook).**

Copying or making minor changes in the work of others and presenting it as your own are not only unethical, it does nothing to develop writing, analytical, or critical abilities. The opportunity to develop these abilities is one reason for getting an undergraduate education.

Cheating in any way also will subject a student to a range of negative consequences, including appearing before CSUSB's Judicial Affairs Officer. Again, students should refer to the CSUSB Bulletin of Courses to be fully informed of the definition of cheating and the consequences for cheating.

2.5 If you fail a Social Work Course (get a lower than a "C")

The BASW Program is a highly structured program designed to be completed in two years. The social work courses are sequential, each course building upon the next. If you fail a social work course (get lower than a "C") you will not be allowed to continue in the program until you re-take the course and pass it. This means waiting one year until the course is offered again.

2.6 Grade Appeals

If a student has questions or concerns about the grade given on an assignment or for a course, he or she should always discuss the matter first with the course instructor. The student's advisor may also be included in these discussions. If the matter cannot be resolved through discussion, the student has the right to appeal a final course grade. Such actions must be initiated within 40 calendar days after the grade is recorded. Policies governing grade appeals and the forms needed for this purpose are available from the office of the College of Social and Behavioral Sciences (SB-207). Please see the University's webpage on Student Academic Grievance (Grade Appeals) (<http://www-ugs.csusb.edu/advising/grievances.html>) for the appropriate steps to take in a Grade Appeal process.

2.7 Field Placement Evaluation

Progress in SW 401 A, SW 401B and SW 401C is evaluated by the Field Learning Plan Agreement/Comprehensive Skills Evaluation (LPA). The LPA is a comprehensive evaluation of student skills in all areas related to program objectives. The LPA specifies observable behavioral indicators of success in reaching program objectives. Field Instructors and students are provided with a sample rating system prior to field placement. LPA and associated field documents are provided on the IPT database, which you will gain access to your Senior year.

2.8 Policy on Course Absences

The School of Social Work holds the reasonable expectation that all regularly enrolled students will meet the academic coursework and field practicum requirements through their regular attendance in class and site location (field). Missing class/coursework has consequences which could include the inability to make up missed assignments, grade reduction, and, in excessive unauthorized absence, courses failure. Missing field coursework/practicum obligations can result in receiving an incomplete or not passing grade, which could jeopardize both the timing and completion of your academic program.

It is the student's responsibility to inform instructors in advance, whenever possible, when they will miss class or field practicum obligations and to make specific arrangements for missed assignments or field practicum hours.

There are occasions where students, for a variety of reasons, may find themselves needing to miss a number of classes. Examples might include medical conditions, legal issues, or a catastrophic event. In these cases, students should contact all instructors, field instructor and liaison (if currently in a field practicum), and their academic advisor as soon as possible to discuss options. Possible options depend on the individual circumstance and time in terms of classes missed, required hours for field practicum (16 hrs per week), and point in the quarter. In any given situation, the possibilities could include continuing without condition in the program, receiving incomplete grades (see section 2.9 in the BASW Handbook for incomplete policy), withdrawing from coursework (see Section 2.9 of the BASW Handbook for more information), taking a leave of absence from the program (see Section 2.10 of the BASW Handbook for details), or receiving a failing grade or No Credit in coursework.

In planning for or in response to potential situation which could impact the success of an individual enrolled in the program, the School of Social Work is here to assist and support the student, but failure to fully communicate with faculty, instructors and administration may result in course failure or program dismissal.

2.9 Withdrawals & Incompletes

Any student needing to withdraw from a course or to request postponement of grading must do so formally and in accordance with University regulations. The policies and procedures governing withdrawal from a course may be found in the CSUSB Bulletin of Courses, under "Academic Regulations."

Students who fail to officially withdraw from a course will receive a grade of "F" recorded on their transcript. Incompletes or withdrawals from a required course must be removed before a student can enroll in subsequent required courses in the sequence.

An "Incomplete" is not given automatically when a student has not turned in all assignments for a given course. Rather, the student must initiate a request to the instructor, indicating reasons why the work could not be completed and a plan for completing the missing work. The instructor will grant or deny this request and approve a final plan for completing the work. Usually, an incomplete is only given for serious medical or personal reasons. Please see the CSUSB Bulletin of Courses for additional information (Section entitled "Academic Regulations".)

Any student receiving an "I" in a course that is a prerequisite for another course must complete that grade by the end of the third week into the next course in the sequence. If not completed, the student will be dropped from the next class, and will not be allowed to take the next class in that sequence until necessary remedial work is done. It is also the student's responsibility to make sure the instructor files a change of grade form when the work is complete. Failure to change the incomplete to a letter grade by the date specified (or one year later if not specified) results in an "IC" being recorded on the student's transcript, which is calculated in the GPA as a failing grade.

2.10 Leave of Absence

Students are required to file a leave of absence petition if they plan to be absent from the university for more than two consecutive terms, including summer. An approved leave of absence allows students to be absent from the campus without losing rights to specific degree requirements under an earlier catalog. See the CSUSB Bulletin of Courses for more details.

Students may take a leave of absence for medical, military or planned educational reasons. The petition must be filed in advance. However, medical and military leaves may be approved retroactively.

2.11 Deferral of Admission

Students who decline an offer of acceptance into the BASW Program must reapply the following year. Admission is not guaranteed and will be based on evaluation of the current pool of applicants.

2.12 Course Waivers and Transfer of Credits

For the transfer of credits in general, students must follow the policy established by CSUSB and found in the Bulletin of Courses. CSUSB specifies that no more than 70 units taken at a community college may be applied toward the requirements of a degree at the university. Also, CSUSB specifies that no upper-division credit may be allowed for courses taken at a community college. Finally, any course waiver or transfer of credit done within the School of Social Work does not supersede University requirements.

There may be times when a course a student has taken elsewhere is substantially similar to one that we offer or require. However, because we have specific course objectives that are consistent with our program objectives and with accreditation standards, we must see the actual course syllabus or other material to ensure that the course objectives and course material is substantially similar.

The BASW program will review specific courses for waiver or transfer of BASW major coursework and additional program requirements on a case-by-case basis. The waiver request must be on a **standard form** (a copy is available in the appendices of this document and online.) The BASW Program Director will be responsible for this review in collaboration with colleagues and CSUSB faculty who teach the course the student is seeking to waive. If the Director determines that the course is substantially similar, and the student received a grade in the course which is indicative of a high level of mastery of the course content, the BASW director will make a recommendation that the student be granted a waiver so that he or she will not have to take the essentially similar course in the BASW program at CSUSB. The waiver recommendation is then given to the Director of the School of Social Work for approval. If approved, the BASW Director informs CSUSB records of the waiver. Approved waiver forms will be placed in the student's file.

Course waiver or substitution varies depending on the type of course. For all Social Work courses, the BASW program will only accept social work courses completed at other CSWE accredited programs with a grade of C or higher. Courses with similar content taken in other departments than social work or at programs not accredited by CSWE will not be considered for waiver or substitution. Social Work field practicum courses are not subject to waiver or challenge. Other non-Social Work prerequisites and major requirements will be considered on a case-by-case basis.

2.13 Policy on Credit for Life Experience

In accordance with the Council on Social Work Education, the School of Social Work does not grant credit for life experience and previous work experience, in whole or in part as substitution of the field practicum or the professional foundation areas.

2.14 CSUSB Sexual Harassment Policy

BASW students are required to view campus policies and procedures regarding sexual harassment at <http://studentaffairs.csusb.edu/documents/EO1074.pdf>. The School is committed to creating a relaxed environment free of such harassment. If students feel unable to approach the BASW Program Director or the School Director of the School of Social Work with any concerns they might have about sexual harassment issues, then they are strongly encouraged to contact one of the harassment advisors for confidential consultation on rights and alternative procedures available to deal with problems of sexual harassment.

2.15 Nondiscrimination Policy

The policies and procedures of California State University, San Bernardino on discrimination are enumerated in the University's Diversity Policy. The School of Social Work believes strongly in the importance of an educational experience that prepares students to work effectively with diverse populations as defined by color, ethnicity, age, religion, gender, sexual orientation, and physical and mental abilities. Through assignments, lectures, class discussion, exemplars, exercises and choice of field settings, students are assured an opportunity to understand and work effectively with clients who represent a wide range of attitudes and points of view. Further, the school is committed to learning experiences that provide an opportunity for students to be exposed to values and ethics reflected by the profession and society at large.

2.16 Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the School of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who would like an accommodation must notify the Office of Services to Students with Disabilities (SSD, 537-5238, <http://ssd.csusb.edu/>) and provide that office with disability-specific documentation as determined by that office. The Office of Services to Students with Disabilities makes recommendations for accommodations, which are then communicated to instructors.

3.0 Policies and Procedures for Review of Academic Performance/Professional Ethical Conduct

3.1 Standards for Social Work Education

The ultimate goal of the Standards is to help students have a successful experience at the School of Social Work. Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. Standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns.

Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program administrators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

3.2 Criteria for Evaluating Academic Performance

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the academic performance of its students in four general areas: 1) Basic Abilities to Acquire Professional Skills; 2) Mental and Emotional Abilities; 3) Professional Performance Skills; and 4) Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

3.3 Basic Abilities Necessary to Acquire Professional Skills

Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

- a) *Written:* Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and complete adequately all written assignments as specified by faculty.

- b) *Oral*: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objects of field placement experiences, as specified by faculty.

Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and **demonstration of respect for and consideration of others**. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research - including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement with or without accommodations. (See section on *Accommodations for Disabilities* for clarification.)

3.4 Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

Stress Management

Demonstrates ability to recognize and deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance,
- Interfere with professional judgment and behavior, or

- Jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Code of Ethics by the National Association of Social Workers).

3.5 Professional Performance Skills Necessary for Work with Clients and Professional Practice

Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her rights to a just share of society's resources (social justice).

Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in the classroom, university community, field and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.

Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics. Ethical behaviors include:

- Adherence to the NASW Code of Ethics.
- No history of convictions of offenses which are contrary to professional practice.

- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

4.0 Student Review

Whenever a faculty member, adjunct faculty, Field Liaison, or Field Instructor has concerns regarding a student's academic performance, professional/ethical conduct in the classroom, field practicum performance, he/she will initiate a student review.

Student reviews can occur under any of the following circumstances, but are not limited to:

- Failure to meet or maintain academic requirements.
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair advantage to the student or another person. (Faculty must adhere to university guidelines. For complete University policy and procedures, see *California State University, San Bernardino Bulletin of Courses*, Academic Regulations, Plagiarism and Cheating.)
- Behavior judged to be in violation of the current NASW Code of Ethics
- Behavior judged to be in violation of the Student Discipline Code (See CSUSB Bulletin of Courses)
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice.
- Consistent pattern of unprofessional behavior
- Biopsychosocial functional impairment that may significantly or adversely affect work and/or relationships with clients, field agency personnel, or faculty.
- Failure to meet any of the Standards for Social Work Education: School of Social Work Criteria for Evaluation of Academic Performance (as stated in section 3.0 of the Handbook).

Note: In some cases, the degree of severity of plagiarism, or other harmful, inappropriate, or unprofessional conduct will result in program dismissal with no student review. These policies and procedures are for the BASW program only, and do not supersede any actions taken at the University level. Please see the Bulletin of Courses regarding behaviors that may lead to discipline or dismissal from CSUSB.

4.1 The Two Levels of Review

Two levels of review can occur at the School of Social Work in an effort to address and resolve the concerns about the student's academic performance, personal, professional, and/or ethical conduct. Normally level 1 will precede level 2. Situations needing more serious or immediate response may go directly to a level 2 review at the BASW Director's discretion or recommendation by other faculty.

Information disclosed during student meetings with faculty, program coordinators, or school administrators will be shared with other appropriate personnel if the information raises concerns about professional performance. Faculty and program administrators will share pertinent information with each other for the professional purpose of identifying student issues

and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

Level 1 Review

The faculty member, adjunct faculty, Field Liaison, or Field Instructor who has concerns regarding a student's academic performance, or professional/ethical conduct in the classroom or field practicum, shall attempt to meet with the student to resolve the concerns. If the issues are not resolved, the student's Academic Advisor and/ or other faculty will be contacted to help address the concern and do further fact finding. Typically, a note of these meetings and activities should be placed on the log at the front of the student's file. If the issues are still not resolved, a Level 2 Review will be initiated.

Level 2 Review

The BASW Program Director will arrange for members of the Student Review Committee (SRC) to attempt to meet with the student and involved faculty members. The composition of each Level 2 Review Committee is determined by the SRC Chair and the Director of the School of Social Work, and will consist of a chair and at least two faculty members not parties to the problem. During this review, options for resolving the issue will be discussed with the student.

After the review meeting has occurred, the BASW Program Director or SRC Chair will inform the student and any appropriate faculty of the SRC's recommendations in writing which can include one or more of the following actions:

Continue the student in the program with no conditions. In these situations, the concern has been addressed and no further action by the student or program is required.

Establish formal conditions for the student's continuance in the program. A remediation plan will be recommended. This plan shall:

- Specify the concerns of the faculty member in as much detail as possible
- Indicate the actions to be undertaken by the student
- Indicate the date by which the student must demonstrate the required level of knowledge, skill, behavior, or ethical conduct
- Indicate the documentation that will be required to show demonstration of the required level of knowledge, skill, behavior, or ethical conduct
- Indicate the name of a mentor (could be the advisor if the student chooses) who will meet regularly with the student and report progress to the SRC (see below Role of the Mentor) if a mentor is recommended by the SRC.
- Be signed by the advisor and SRC

The student will be given written documentation of the plan. The student will also be informed of the right to rebut the Plan or grieve the decision. Plan and reports will be filed in the student's file.

Dismiss the student from the program. In some situations, the SRC will recommend that the student no longer continue in the social work program. This decision will be made in consultation with all SRC members, and is final at the school level. That decision will be communicated to the student in writing including information on the right to appeal.

Any student who is dismissed from the BASW program and then re-applies to the program will be considered and reviewed on a case-by-case basis by the admissions committee during the routine admissions process/timelines. In such cases, faculty representatives of the Admissions Committee will always interview the student. If a student who applies to the BASW program has been dismissed from another BASW program, the Admissions Committee will ask that student for permission to contact the previous BASW program regarding that dismissal, and the student's assent will be documented in writing and placed in the student's file.

4.2 Appeals Process

A student may appeal the School's decision to the College level. If dissatisfied with the outcome of the College level procedure, the student may initiate the University level appeal procedure.

Detailed information and assistance regarding academic grievance procedures and guidelines are available from the Office of Undergraduate Studies.

5.0 Professional Associations

5.1 Future Social Workers in Action (FSWA)

Future Social Workers in Action (FSWA) was founded by the first class of students admitted to the BASW Program in 2003. The organization's objective is to promote the advancement of Bachelor of Social Work students as professionals and community leaders; develop and participate in programs with the university and community which mutually benefit students seeking social work degrees and the community; provide a forum for the exchange of information pertinent to the development of future social workers and develop a supportive network of Bachelor's level social work students; and develop opportunities that will help each member reach professional and educational goals. Membership is open to all CSUSB students enrolled in the BASW program.

5.2 Phi Alpha, Mu Epsilon Chapter: The Social Work Honor Society

The first class of the Bachelor of Arts in Social Work students established the Mu Epsilon chapter of the Phi Alpha International Honor Society. Students may apply for membership after completing the first quarter of the BASW program. Students must have a 3.0 overall GPA and a 3.25 GPA in required social work (SW) courses. Membership fees are required for both international and chapter participation.

5.3 National Association of Social Workers (NASW)

Students are encouraged to join and become active in our profession's primary association, NASW. Membership applications are available from the School of Social Work. Not only do students enjoy a substantially reduced dues rate, but also become eligible for a reduced transition dues rate upon graduation.

Benefits of membership in NASW include:

- Reasonably priced liability insurance
- NASW News, a monthly, national newspaper;
- NASW California News, a monthly, state newspaper;
- Social Work, a bimonthly professional journal;
- Reduced rates on other NASW journals;
- Access to conferences and continuing education programs; and
- Opportunities for professional development locally and at the state level.

Our local unit of NASW meets regularly to hear informative speakers, discuss current professional issues, and enjoy the company of colleagues. Students are very much welcomed at these meetings which provide an excellent means of increasing your own professional network.

6.0 Graduation And Beyond

6.1 Graduation Requirement Check

Students must request a graduation requirement check at the Office of Records, Registration and Evaluations prior to the end of the term of their expected graduation. Students should request the check when they have accumulated 135 quarter units toward their degree, which may include course work in progress. Students must pay for and file the graduation check by the deadline established for each quarter and published in the academic calendar of the catalog and in the Class Schedule.

6.2 University Honors

Highest Honors: Students with an overall cumulative undergraduate GPA of 3.9 or above and a 3.9 GPA in all work attempted at CSUSB are recognized.

High Honors: Students with an overall cumulative undergraduate GPA of 3.75 or above and a 3.75 GPA in all work attempted at CSUSB are recognized.

Honors: Students with an overall cumulative undergraduate GPA of 3.5 or above and a 3.5 GPA in all work attempted at CSUSB are recognized.

Dean's List: Undergraduate students who have completed 12 or more units for letter grades (A, B, C, and D), and earned a 3.5 or above are added to the list.

Dean's Letter of Recognition: Full-time undergraduates who make the Dean's List and earn a 4.0 average in any regular academic term are recognized.

President's Letter of Recognition: Full-time undergraduates who earn the Dean's Letter of Recognition plus earn a 4.0 average in three consecutive regular academic terms are recognized.

For additional information on University Honors, please refer to the CSUSB Bulletin of Courses.

6.3 School of Social Work Honors and College of Social and Behavioral Sciences Honors

Each year the School of Social Work selects a small number of graduating BASW students for departmental honors. These students have the highest GPA's in their cohort. Further, service to the program and the community will also be considered when selecting the top students. These students are honored at an annual College of Social and Behavioral Sciences honors night.

Each year the College of Social and Behavioral Sciences selects an undergraduate of the year and an undergraduate paper of the year. The School of Social Work will write letters of support for any of our departmental honors students who wish fill out the College honor student application. Faculty may also recommend to students with excellent papers in courses to apply for the College paper competition. Students may self-nominate for either the undergraduate or paper competition.

6.4 Commencement

BASW students typically graduate in June although the university has two commencement exercises per year, in December and June. **Students must have an approved graduation check and have paid their fee by the university's deadlines to be included in the June commencement ceremony.** Summer, December and March graduation candidates may participate in the December commencement exercises.

6.5 Career Services

The Career Development Center provides comprehensive career services to help students and graduates translate their academic experience at CSUSB into successful careers. Services include career and placement counseling, career testing, resume preparation, and mock interviews directed toward specific career interests. The Center maintains a career library and offers a variety of workshops that include job search, goal setting, and networking.

The Career Development Center is located on the third floor of the University Hall, Room 329, (909) 537-5250, <http://career.csusb.edu/>. Students are encouraged to visit the Career Development Center early. Some services are available on a walk-in basis.

6.6 Masters in Social Work

The Masters in Social Work (MSW) degree prepares graduates for advanced social work practice. BASW students may be eligible for advanced standing programs at universities that offer an accelerated program for students with a social work degree from an accredited school. Applications are typically due in the late fall or early winter prior to the fall that admission is sought. Your advisor, other faculty, and the Internet are the best sources of information about MSW programs.

At CSUSB, the MSW is based upon the requirements of the Council on Social Work Education, the national accrediting body for social work programs. We currently do not offer an advanced standing program. The program is structured into two models: Model 1 offers six quarters of course work leading to the MSW degree within two academic years. This option is intended for students who can devote their time and attention to full-time, intensive study. Model 2 offers the same course work over three to four academic years (the three year plan includes summer courses).

The CSUSB MSW program is very demanding of time and energy. The part-time program is not designed for students who must work 40 hours per week. Those who must work 40 hours per week should consider a planned four-year course of study.

CSUSB MSW admission requirements:

1. Baccalaureate degree from an accredited college or university
2. A grade point average of 3.0 (B) or better in all course work

3. An academic background in the liberal arts
4. Completion of the graduate entrance writing requirement
5. A year of full-time paid experience, one year internship in a social service agency, or relevant volunteer service (this requirement may be waived)
6. Evidence of personal qualifications, motivation and potential that show promise to be a successful social worker, an autobiographical statement, three letters of reference from individuals who are familiar with the student's academic work potential and level of maturity.
7. The following courses or their equivalents:
 - SW 301 – Research or SOC 307 – Social Research I
 - SOC 339 – Socialization
 - A course in biology or health science, which would give the student an understanding of basic human physiology.

Note: Felony convictions may prevent MSW graduates from becoming Licensed Clinical Social Workers. Each case is reviewed individually, and decisions are made by the California Board of Behavioral Sciences.

6.7 Letters of Recommendation or Phone Recommendations

Students often want a letter of recommendation from a faculty member for graduate school or a job. Keep in mind that you build a reputation for yourself based on classroom performance (grades, participation, attendance) and your participation in extra-curricular activities (social work clubs, community involvement) Please observe the following etiquette when requesting a recommendation:

For letters:

- 1) Contact your reference at least a week before the letter is due. Two weeks is preferable.
- 2) Give your reference everything they need to complete the letter: you should fill in all information at the top of any form, provide an envelope and stamp, and tell the reference when the letter is due.
- 3) Also include any special information as needed, e.g., if the letter should contain reference to any specific skills or experiences.

For phone references:

- 1) It is best to ask a potential reference if they would be willing to be contacted.
- 2) Let your reference know in advance that you have listed them as a reference. Otherwise, they may not feel they can comment on you at all. It does not reflect well on the student if the

reference gets a call "out of the blue" and has to say they cannot comment on the student without the student's permission.

3) Find out the best way for your reference to be contacted. There may be times where the person offering the reference will not have access to his or her CSUSB phone.

6.8. Scholarship Opportunities at CSUSB

There are numerous scholarship opportunities available for students at CSUSB. Some are specific to particular majors or colleges, while the majority are available for all students. The CSUSB Financial Aid office manages most scholarships, and there is an online application to apply. According to the CSUSB Financial Aid Office, "The CSUSB Financial Aid Office accepts scholarship applications for the upcoming academic year beginning in January. The scholarship application can be accessed via MyCoyote." Please visit the CSUSB Financial Aid Office website for additional information.

Don't forget to enjoy yourself at CSUSB. Take advantage of the recreation facility and the Robert and Francis Fullerton Art Museum (RAFFMA). There are also many music events, theater events, and special academic presentations. Much of this is low or no cost to students! Get involved in campus clubs and events.

APPENDICES

1. BASW Curriculum

The Bachelor of Arts in Social Work Program (BASW) curriculum includes a liberal arts perspective and a professional foundation. The liberal arts perspective provides broad-based knowledge and prepares students to think critically and communicate effectively about society, people and their problems, art, literature, science, history, and philosophy. Much of the liberal arts perspective is gained through CSUSB's general education requirements.

The professional foundation teaches students about social work values and ethics, human behavior and the environment, social work practice, research, social welfare policy and services, and provides the opportunity to apply this knowledge through field practicum.

The BASW prepares students for generalist social work practice for work in agency settings with individuals, families, groups, and communities who are encountering problems related to personal or social circumstance. The BASW program is accredited by the Council of Social Work Education, the national accrediting body for social work programs. It is intensive and exciting and applies to a wide variety of social work client populations.

Liberal Arts Perspective

General Education Requirements

The following General Education requirements must be completed before acceptance into the Bachelor of Arts in Social Work program. These general education courses provide the liberal arts base for the professional foundation in social work.

General Education Basic Skills in Written Communication (A1)

- *1. *One of the following:*
- | | |
|--|---|
| ENG 104A Stretch Composition III | 4 |
| ENG 104B Stretch Composition III for Multilingual Students | 4 |
| ENG 106 Accelerated Stretch Composition II | 4 |
| ENG 107 Advanced First-Year Composition | 4 |

General Education Basic Skills in Oral Communication (A2)

- *1. *One of the following:*
- | | |
|------------------------------|---|
| COMM 120 Oral Communication | 4 |
| HON 103 Language and Meaning | 4 |

General Education Basic Skills in Mathematics (A3)

- *1. *One of the following*
- | | |
|-----------------------------------|---|
| MATH 110 College Algebra | 4 |
| MATH 115 The Ideas of Mathematics | 4 |

MATH 120	Pre-Calculus Mathematics	4
MATH 192	Methods of Calculus	4
MATH 211	Basic Concepts of Calculus	4
<u>General Education Basic Skills in Critical Thinking (A4)</u>		
*1.	<i>One of the following:</i>	
PSYC 105	Critical Thinking Through Problem Analysis	4
SOC 180	Critical Thinking About Social Problems	4
<u>General Education Natural Sciences Breadth Area (B2)</u>		
*1.	BIOL 100 Topics in Biology	5
<u>General Education Humanities Breadth Area (C3)</u>		
*1.	<i>One of the following:</i>	
SPAN 103	Intermediate Spanish	4
SPAN 155	Intermediate Spanish for Heritage/ Native Speakers	4
<u>General Education Social and Behavioral Breadth Area (D4)</u>		
*1.	PSYC 100 Introduction to Psychology	4
*2.	SOC 100 The Study of Society	4
<u>Must earn a grade of “C” or better in the following courses:</u>		
1.	SW 200 – Introduction to Social Work	4
2.	CJUS 101 – Introduction to the Criminal Justice System	4
3.	<i>One of the following:</i>	
	PSYC 210 – Psychological Statistics	5
	ADMN 210- Applied Business Statistics	4

* Courses also CSUSB meet general education requirements.

Professional Foundation

There are a total of 86 upper division units required for the BASW degree.

Courses required by the School of Social Work (Must earn a grade of “C” or better):

1.	SW 300A: Social Welfare Policy I (History of Profession/Social Welfare Policies)	4
2.	SW 300B: Social Welfare Policy II (Overview of SW Fields of Practice)	4
3.	SW 301: Social Work Research (Intro to Interpreting SW Practice Research)	6
4.	SW 302A: Human Behavior and the Social Environment I	4

5.	SW 302B: Human Behavior and the Social Environment II	4
6.	SW 400A: Social Work Practice (Individuals)	4
7.	SW 400B: Social Work Practice (Groups)	4
8.	SW 400C: Social Work Practice (Organizations and Communities)	4
9.	SW 401A: Field Placement 1	4
10.	SW 401B: Field Placement 2	4
11.	SW 401C: Field Placement 3	4
12.	<i>Four units chosen from</i>	
	SW 320: Child Welfare Services (required/only for IV-E students)	4
	SW 325: Social Work Interventions in Substance Abuse	4

Courses required from other Departments:

13.	<i>Four units chosen from</i>	
	PSYC 390 – Abnormal Psychology♦	4
	PSYC 391- Psychopathology of Children	4
14.	<i>Four units chosen from:</i>	
	SOC 339 - Socialization	4
	SOC 360- Social Psychology	4
	PSYCH 382- Psychology of Social Behavior	4
15.	<i>Four units chosen from:</i>	
	PSCI 380 – Introduction to Public Administration	4
	PA 380 – Introduction to Public Administration	4
16.	<i>Four units chosen from:</i>	
	HUM 325 Perspectives on Gender	4
	NSCI 325 Perspectives on Gender	4
	SSCI 325 Perspectives on Gender	4
	SSCI 316 Race and Racism	4
	SSCI 350 Roots of Modern Racism in America	4

Discipline Requirements:

In addition students must choose 8 units outside the of the School of Social Work in one of the following disciplines:

<u>Criminal Justice</u>		
CJUS 354 – Victimology		4
CJUS 370 – Law and the Courts		4
CJUS 460 – Alcohol, Drugs and the Criminal Justice System		4
CJUS 462 – Domestic Violence and the Criminal Justice System		4
CJUS 465 – Hate Crime Law and Policy		4

<u>Economics</u>	
ECON 333 – Political Economy of Women: Money, Sex and Power	4
ECON 352 – Political Economy of Poverty and Discrimination	4
ECON 357 - Political Economy of Lesbian, Gay, Bisexual and Transgendered People	4
ECON 445 – Political Economy	4
ECON 520 – Social Economics	4
 <u>Human Development</u>	
HD 324 – Developmental Psychobiology	4
HD 372 – Psychology of Death and Dying	4
 <u>Political Science</u>	
PSCI 428 – Formulation of Public Policy	4
PSCI 330 – State and Local Politics	4
 <u>Psychology</u>	
PSYC 303 – Parenting and Family Relations	4
PSYC 320 – Psychology of Middle Childhood	4
PSYC 328 – Psychology of Adolescent Development	4
PSYC 329 – Psychology of Adulthood and Aging	4
PSYC 351 – Behavior Modification: Principles and Applications	4
PSYC 386 – Introduction to Psychotherapy	4
PSYC 387 – Community Psychology	4
 <u>Sociology</u>	
SOC 340 – Sociology of the Family	4
SOC 343 – Sociology of Family Violence	4
SOC 410 – Sociology of Race & Ethnicity	4
SOC 440 – Social Class	4
SOC 442 – Chicano Social Stratification	4

All required courses offered by the School of Social Work must be completed with a grade no lower than a C. A grade lower than a C in a course means that the student cannot advance to the next level of courses until the course is repeated and a grade of a C or above is achieved.

2. Social Work Course Descriptions

SW 200 – Introduction to Social Work

Introductory survey of levels of social work practice and fields of practice. Review of NASW professional code of ethics and social work resources (4 units)

SW 300 A– Social Welfare Policy I

History of social work, development of structures of social welfare services and the role of policy in service delivery. (4 units).

SW 300B – Social Welfare Policy II

Frameworks for policy analysis of organizational, local, state, national and international settings and social service delivery. Introductory social work policy practice skills. (4 units).

SW 301 – Social Work Research

Social work approaches to qualitative and quantitative research that builds knowledge for social work practice. Interpreting and applying social work practice research to students' own practice. Skills needed to implement a social work research project in a social work setting. Four hours lecture and two hours laboratory. (6 units).

SW 302A –Human Behavior in the Social Environment I

Theories and knowledge of human bio-psycho-social development from birth to young adulthood, including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions and communities). Interactions between and among human biological, social, psychological and cultural systems as they affect and are affected by human behavior. (4 units).

SW 302B – Human Behavior in the Social Environment II

Theories and knowledge of human bio-psycho-social development in relation to adulthood and aging. Includes theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions and communities). Interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior (4 units).

SW 400A – Social Work Practice (Individuals)

Theories, models and skills for interventions with individuals using a generalist model of social work practice. (4 units).

SW 400B – Social Work Practice (Families and Groups)

Theories, models and skills for interventions with families and groups using a generalist model of social work practice. (4 units).

SW 400C – Social Work Practice (Communities)

Theories, models, and skills for social work interventions with organizations and communities using a generalist model of social work practice. Designed to run concurrently with the field placement education. (4 units).

SW 401 A, B, C – Field Work

Practice Experience in public and private social service agencies with individuals, families, groups, formal organizations and communities. (4 units)

SW 320 Child Welfare Services

Public child welfare services and issues from a beginning generalist perspective. Prepares social work students for beginning level evidence-based, culturally competent, family-focused, strength-based, and outcome-oriented child welfare practice. Prerequisite: Admission to B.A. in Social Work. (4 units)

SW 325 Social Work Interventions in Substance Abuse

A comprehensive and systems-based examination of substance abuse and dependence. Prepares students with beginning skills for effective substance abuse intervention. Formerly a topic under SW 590. (4 units)

SW 590 – Elective

Special topics in social work. May be repeated for credit with consent of instructor as topics change. Prerequisite: junior, senior or graduate standing. (4 units)

Field Practicum

Field practicum provides the opportunity for students to apply the values, knowledge and skills gained in the classroom. **Students must complete 480 hours of field (2 days per week during the senior year) experience in supervised agency settings where they work directly with clients. Hours must be completed during times that the agency is actively serving clients and approved supervision is available.**

Students MUST complete and submit the field survey form after the BASW Field Coordinator distributes it. Students who fail to return the field survey risk late placement or no placement at all.

Students are surveyed on their preference for placements and any special needs (e.g., location) in spring quarter of their junior year. Most placements will be made by the end of the quarter. Placement includes interviewing at the agency and possible agency orientations and/or other types of screening over the summer. The field practicum experience **includes a seminar held once per month with the field liaison**, typically held

on Friday morning on campus. This is a **required component** of field. Note: Agencies where students are currently working **rarely** can use that agency as their field placement.

Students seeking to transfer to CSUSB's BASW program for their senior year must apply to the program in spring to secure a field placement. The program may not be able to accommodate students who apply after the normal time when students are placed.

While enrolled in a field practicum, students must carry professional liability insurance. This insurance will be mandatory and is offered through the School of Social Work for a nominal fee. More information about this will be forthcoming.

Additional information about Field Practicum can be found in the BASW Field Manual.

3. Course Schedules

This is a course plan that focuses on the required School of Social Work courses only. Students will have additional courses required to complete the BASW and University requirements. These will be scheduled based on course availability and student schedule in conjunction with the student's BASW advisor. Students in the BASW Pathways Program option will have an alternative, three year schedule. Please see your academic advisor for additional details.

Junior Year

Fall Quarter:

SW 300A Social Welfare Policy I
SW 302A Human Behavior in the Social Environment I

Winter Quarter

SW 300B Social Welfare Policy II
SW 302B Human Behavior in the Social Environment II

Spring Quarter

SW 301 Research
Select from:
SW 590 SW Elective (if offered)
SW 320 Child Welfare Services
SW 325 Social Work Interventions in Substance Abuse

Senior Year

Fall Quarter

SW 400A Social Work Practice (Individuals)
SW 401A Field Placement 1

Winter Quarter

SW 400B Social Work Practice (Groups)
SW 401B Field Placement 2

Spring Quarter

SW 400C Social Work Practice (Organizations and Communities)
SW 401C Field Placement 3

The Field Placement is an integral part of the BASW program and requires a commitment of 16 hours per week in the second year (typically Tuesday and Thursday from 9AM-5PM) AND monthly attendance at the field seminar. Students cannot expect to receive a weekend/ evening field placement.

BACHELOR OF ARTS IN SOCIAL WORK
Sample 4-Year Plan (180 units)

Year I		Year II		Year III		Year IV	
Fall	Units	Fall	Units	Fall	Units	Fall	Units
ENG (A.1)	4	SOC 180 -or- PSYC 105 (A.4)	4	SW 300A	4	SW 400A	4
MATH (A.3/B.1)	4	PSYC 100 (D.4)	4	SW 302 A	4	SW 401A	4
SPAN 101 (C.3)	4	Statistics*	4	SOC 339 or SOC 360 or PSYC 382	4	Multiculture / Gender (G.1)	4
GE (E.1)	2	GE (D.3)	4	Upper-Division Writing (F.1)	4	Discipline 2	4
Total	14	Total	16	Total	16	Total	16
Winter	Units	Winter	Units	Winter	Units	Winter	Units
BIOL 100 (B.2)	5	SOC 100 (D.4)	4	SW 300B	4	SW 400B	4
COMM 120 (A.2)	4	GE (C.4)	4	SW 302B	4	SW 401B	4
SPAN 102 (C.3)	4	GE (C.2)	4	PSYC 390 or PSYC 391	4	GE (B.5)	4
GE (E.2)	2	GE (C.1)	4	PA/PSCI 380	4	GE (C.5)	4
Total	15	Total	16	Total	16	Total	16
Spring	Units	Spring	Units	Spring	Units	Spring	Units
SW 200	4	GE (D.1)	4	SW 301	6	SW 400C	4
SPAN 103 (C.3)	4	CJUS 101	4	Elective	4	SW 401C	4
PSCI 203 (D.2)	4	GE (B.3)	5	Discipline 1	4		4
GE (E.3)	2	GE (B.4)	2	-----	-	GE (D.5)	4
Total	14	Total	15	Total	14	Total	16
Annual Total	43	Annual Total	47	Annual Total	46	Annual Total	44

4. School of Social Work Faculty and Staff

School of Social Work Chair, MSW Program Director and Professor

Laurie Smith, Ph.D. (UCLA)

SB 423B Ph. 537-3837, email lasmith@csusb.edu

Interests: Human behavior and the social environment, research methods, social welfare policy, AIDS prevention and services.

BASW Program Director and Assistant Professor

Carolyn McAllister, Ph.D. (Michigan State University)

SB 402D Ph. 537-5559, email cmcallis@csusb.edu

Interests: Social work practice with individuals with disabilities and their support systems, integrating disability content into social work education, alternate forms of instruction, general program evaluation.

BASW Field Coordinator & Assistant Professor

Herbert Shon, Ph.D. (UCLA)

SB 407 Ph. 537-5532, email hshon@csusb.edu

Interests: Gerontological social work, Alzheimer's disease and caregiving issues, cross-cultural mental health practice and research, and access to health and mental health services.

Janet Chang, Ph.D., Professor (UCLA)

SB 413, Ph. 537-5559, email jchang@csusb.edu

Interests: Women's health and mental health issues, divorced women's adjustment and mental health issues, elder abuse in cross-cultural context, child abuse prevention among Asian American families, ethnic specific service delivery.

Tom Davis, Ph.D., Associate Professor (University of Washington)

SB 411, Ph.537-3839, email tomdavis@csusb.edu

Interests: Substance abuse treatment, macro social work practice, research methods, and healthcare among Native Americans.

Cory Dennis, Ph.D., Assistant Professor (University of Albany, SUNY)

SB 419, Ph. 537-3501, email cdennis@csusb.edu

Interests: Substance abuse treatment and 12-Step programs, aging, best practices.

Shyra Harris, MSW, Pathway Distance Education Field Coordinator (CSUSB)

SB302C, Ph. 537-3776, email sharris@csusb.edu

Margaret Hughes, Ph.D., BASW Faculty (Brandeis University)

email mhughes@csusb.edu

Interests: Social Policy, domestic violence prevention and youth violence prevention.

Ray Liles, Ph.D., Practice Lecturer (UCLA)

SB 405, Ph. 537-5557, email reliles@csusb.edu

Interests: Children in foster care, adoptions, child sexual abuse, attention deficit hyperactivity disorder, personality disorders, working with involuntary clients, educational advocacy on behalf of learning disabled children, use of technology in human services training.

Rosemary McCaslin, Ph.D., Professor (Chicago)

SB 409, Ph. 537-5507, email rmccasli@csusb.edu

Interests: Gerontology, service use, adult families, caregiving, intergenerational aspects of individual development, kin care in foster care, domestic violence among the elderly. Social work practice: preventive interventions, mezzo practice, social workers with disabilities. Social work education: outcome measures.

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MSW Title IV-E (Child Welfare Training) Project Faculty

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BASW Course Waiver and Substitution Request
CSUSB School of Social Work

Name: _____ Date: _____

Street Address: _____ Telephone: _____

City, State: _____ Zip Code: _____ Student ID: _____

I hereby petition for waiver of the following course:
(Please use one form per course)

Proposed substitution course:

Student's Statement (*Indicate why you feel this petition should be granted. Attach additional page or supporting documentation (if necessary.)*)

Student's Signature

Program Review/Approval

BASW Director's Signature

_____ Approved

_____ Not Approved

Reason:

School of Social Work Director's Signature

7. 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:

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

The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

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

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

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

The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* 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

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.

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

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.)

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

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.

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

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.

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.

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.

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

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.

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

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

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.

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

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.

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

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.

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

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

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.

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

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.

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.

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

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.

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

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.

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

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

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.

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.

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).

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

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.

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

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.

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

3.02 Education and Training

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.

Social workers who function as educators or Field Instructors for students should evaluate students' performance in a manner that is fair and respectful.

Social workers who function as educators or Field Instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

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

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

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.

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.

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

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.

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.