

**Social Work Program
Student Handbook
2021-2022**



**Bachelor of Science in Social Work
Department of Social Work
School of Health Sciences and Professional Programs**

**York College
The City University of New York**

York College
Bachelor of Science in Social Work Program
Department of Social Work

Faculty and Staff

Gila Acker, DSW, MSW
Professor and Chair

Vadim Moldovan, PhD, LCSW
Associate Professor

Kim Glickman, PhD, MPP, LCSW
Assistant Professor and
Program Director

Shirell Roebach, LCSW
Lecturer

Susan Letteney, DSW, LCSW
Professor

Azzie Forbes, MSW
Field Education Director

Doria Thompson
Department Secretary

Department of Social Work
Room AC-3A11
718.262-2606/7

www.york.cuny.edu/social_work

Table of Contents

Purpose	3
About York College.....	3
About the B.S. in Social Work Program.....	3
Social Work Program Mission Statement.....	4
Pathways Requirements.....	4
Writing Intensive Requirement	6
Social Work Degree Requirements.....	6
Course Sequencing	8
Social Work Course Descriptions	8
Assessment of Core Competencies (2015 EPAS).....	10
Four-Year Plan.	12
Formal Admission to the Social Work Program.....	13
Program Admission Requirements.....	13
Field Instruction.....	14
Field Admission Requirements	15
Criteria for Continuing in the Program (Retention)	15
Termination from the Program	15
Appeal Process.....	17
Advisement.....	17
Honors.....	18
Student Rights and Responsibilities	18
York College Policies	18
Social Work Club.	19
Appendix A: NASW Code of Ethics.....	20
Appendix B: CSWE Core Competencies and Practice Behaviors	42
Appendix C: Student Contract.....	47

Purpose

This handbook was produced recognizing that students may be new to York College, thinking about pursuing social work as a career, and may have questions about majoring in social work. The information in this handbook is intended to answer questions and to help students plan their academic program, become familiar with social work degree requirements, obtain an overview of the Social Work Program, and prepare for matriculation into the Program. Along with this handbook, students are urged to read, and become familiar with, the York College Bulletin (<https://www.york.cuny.edu/produce-and-print/contents/bulletin>).

About York College

York College, a senior college of the City University of New York, offers baccalaureate and master's degrees in social work. The York College campus, easily accessible by public transportation, is situated in a culturally and ethnically diverse urban community in southeast Queens, New York. York College students and faculty reflect the diversity of the larger community. The College welcomes and supports the intellectual growth of students and faculty from a wide range of backgrounds. More than 80 cultural and ethnic groups are represented at York; 67 languages are spoken; and 30 ethnic and religious clubs and organizations meet the diverse interest and backgrounds of students and faculty.

York College of the City University of New York is an equal opportunity and Affirmative Action institution. The College's Equal Opportunity and Affirmative Action Policy is articulated in the York College Bulletin and is available in the office of Academic Affairs.

About the B.S. in Social Work Program

York College offers one of the largest baccalaureate social work programs in the country and is accredited by the Council on Social Work Education (CSWE). The Social Work Program follows the standards for the baccalaureate social work curriculum established by the Council on Social Work Education. Students graduating with a major in social work receive a Bachelor of Science (BS) degree in social work. Students graduating with a major in social work have a foundation in liberal arts combined with a generalist social work education.

The Social Work Program prepares students for direct practice and for advanced social work education. As a graduate of the Program, students are prepared to practice as a generalist, with individuals, families, groups, organizations and communities. The Program also prepares students for graduate social work education. Students who demonstrate academic excellence at York (i.e., a cumulative average of 3.0 or better) may be eligible for advance standing at the graduate school level. As an advanced standing student, candidates enter graduate school in the second, rather than the first year of study and are able to complete the Master's in Social Work degree in one year rather than two.

Students may select social work as an intended major upon entering York College. However, due to its unique professional and academic requirements, students must apply to and be admitted into the Social Work Program in order to progress beyond SCWK 101.

Social Work Program Mission Statement

The Department of Social Work is committed to undergraduate social work education of the highest academic rigor and professional relevance with a particular emphasis on serving diverse urban populations in the global context. The cohesive curriculum of the Program, built on a strong and well-integrated liberal arts base, is designed to educate students in the knowledge, skills and values for generalist social work practice. The department prepares students for successful professional employment and advancement as well as graduate study in the field of social work.

Pathways Requirements

To graduate with a baccalaureate degree, students must complete 120 credits. These credits consist of the following CUNY Pathways general education requirements (a Common Core for all CUNY students and the College Option) and major degree requirements.

Common Core

Required Core (12 credits):

- **English Composition** (6 credits): 125, 126

Composition I and Composition II (English 125 and English 126) must be completed within a student's first three semesters (full time) or 45 credits (part time) at York. This requirement applies to transfer students who do not enter York with Composition I and II course equivalencies.

- **Mathematical and Quantitative Reasoning** (3 credits): 111, 115, 119, 120, 121, 150, 184, 190

Choose one under advisement according to major program of study; certain programs may require additional coursework in Mathematics and Quantitative reasoning as part of the major requirements.

- **Life and Physical Sciences** (3 credits): Astronomy 140, 141; Biology 140, 201, Chemistry 106, 107; Geology 140; Physics 140, 151

Chosen under advisement according to major program of study.

Flexible Core (18 credits)

To meet the requirements of the Flexible Core, students must take at least one course from each of the five areas and no more than two courses in any discipline or interdisciplinary field.

World Cultures and Global Issues: Anthropology 101*; English 200; History 100, 108, 113; Humanities 350; Political Science 202, 241; World Literature 201, 205, 207, 210, 211, 212

U.S. Diversity in its Experience: Anthropology 246; History 201, 202, 204; Humanities 250, 253; **Political Science 103***; Sociology 235, 289

Creative Expression: English 286; Fine Arts 104; Humanities 221, 224, 260; Music 101, 250, 253, 270; Speech 160; Theater Arts 110, 210

Individual and Society: Anthropology 205, 211; Cultural Diversity 100; Economics 102; Humanities 209, 304; Philosophy 103; Political Science 267, 268; **Sociology 101***

Scientific World: Anthropology 152; Astronomy 101, 102; **Biology** 110, 120, **130***, 202, 234 & 235; Chemistry 108, 109; Geology 110, 115, 120, 121; Physics 152, HPEH 110; HPGC 102; Humanities 202; Philosophy 102; **Psychology 102***

*** Students intending to major in Social Work must take these courses.**

College Option

12 Credits (for native students and those entering York with fewer than 30 credits)

- Foreign Languages, 0 to 6 credits, as per department placement
- Health Education 111, 3 credits
- Any WI course at the 200-level or higher, 3 credits or Writing 300, 3 credits

(Chosen under advisement according to major program of study.)

9 Credits (for students who enter York with more than 30 credits, but without an associate degree)

- Foreign Languages, 0-6 credits, as per department placement
- One (1) WI course at the 200-level or higher, 3 credits **or** Writing 300, 3 credits

(Chosen under advisement according to major program of study.)

6 Credits (for student who enter York with an associate degree – AA or AS)

- Two (2) writing courses (These include WI courses at the 200-level or higher, 3 credits and Writing 300, 3 credits.) *(Chosen under advisement according to major program of study.)*

Writing Intensive Requirement

Students who start at York or who transfer to York with fewer than 45 liberal arts and science credits are required to take three Writing Intensive (WI) courses: two in the lower division (100-200 level) and one in the upper division. Transfer students should consult with an advisor about their WI requirements.

The Writing requirement in the College Option will be an overlay. Students must complete 2 or 1 additional **W** designated course based upon their matriculation status or a Writing 300 course. Any course with a **W** attribute can be used to fulfill this requirement, including courses taken from the Core, courses fulfilling requirements for a major or a minor or certificate, or elective courses. When Writing 300 is required for a major or minor certificate it can be used to fulfill the College Option requirement as an overlay. This requirement must be fulfilled by a **W** or Writing 300 course taken at York College.

Students entering York as a transfer student may have taken a sufficient number of liberal arts courses in their previous institution to give them the minimum of 60 liberal arts credits required for graduation. Students without the required number of liberal arts credits can select elective courses to make up the deficit. Liberal arts courses are distinguished in the York College Bulletin by a check mark, or an asterisk for example, ✓ Italian 102, *Health Education 312 (see course descriptions for Italian and Health Education in The Bulletin).

*** Social Work majors take SCWK 400 (WI) as part of the major requirements.**

Social Work Degree Requirements

Please note: *All of the courses listed in this Handbook are in the York College Bulletin and online at www.york.cuny.edu.*

In addition to Pathways general education courses required by York College, the Social Work Program requires students to complete work in social work and the natural, social and behavioral sciences. These Social Work degree requirements follow.

I. Required Support Courses (24-27 credits)

Courses			Credits
Anthropology*	101	Intro to Cultural Anthropology	3
Biology*	130	Biology of the Brain	3
Health Education	312	Health, Communities & Society	3
Political Science	103	Political and Gov. in the U.S.	3
Psychology*	102	Intro to Psychology	3
Psychology	214	Lifespan Development for Health Professionals	3
OR			
Psychology	215	Human Development I	3

Psychology	216	Human Development II	3
Sociology*	101	Introductory Sociology	3
Writing*	303	Research & Writing for Professional Programs	3

II. Human Diversity Requirements (9 credits)

Choose 3 courses from the following:

Anthropology	243	The Caribbean	3
Anthropology	244	Ethnology of Latin America	3
Anthropology	245	Ethnology of the Mediterranean, Middle East	3
Anthropology	246	Ethnology and Ethnography of North American Indians	3
Anthropology	249	Anthropology of Puerto Rico	3
Black Studies	202	Black Experience in the Caribbean	3
Black Studies	213	African American Religions and Religious Practice	3
Black Studies	262	Black American Culture	3
Black Studies	353	Boys to Men: From Black Macho to Black Male Feminist	3
Health Education	241	Sex and Sexuality	3
History	203	Slavery in World History	3
History	206	Women and the Family in World History	3
History	257	East Asia to the 19 th Century	3
History	258	East Asia from 1800 to the Present	3
History	262	History of the Middle East	3
History	263	Jewish History: From Ancient Israel Until the End of the Middle Ages	3
History	264	Jewish History: The Modern Period	3
History	272	African American History	3
History	275	African History until 1800	3
History	276	African History from 1800 Until The Present	3
History	277	The Caribbean Since Columbus	3
Humanities	250	The Italian Experience in the United States	3
Humanities	253	The Haitian Experience in the United States	3
Public Health	343	Sexual and Gender Minority Health (pre-req: ENG 126)	3
Puerto Rican Studies	241	Puerto Ricans in New York	3
Puerto Rican Studies	242	Puerto Rican Society and Culture I	3

Psychology	225	Psychology of Learning Disabilities	3
Psychology	236	Psychology of Women	3
Psychology	280	Psychology of Geriatrics	3
Psychology	333	Black Psychology	3
Sociology*	235	Ethnicity	3
Sociology	333	Social Stratification	3

III. Required Social Work Courses (42 Credits)

Social Work	101	Intro to Social Work	3
Social Work	203	Social Welfare Policies & Programs	3
Social Work	293	Social Work Practicum	3
Social Work	300	Generalist Practice I & Skills Lab	3
Social Work	350	Social Research I	3
Social Work	360	Human Behavior & the Social Environment	3
Social Work	370	Generalist Practice II	3
Social Work	400	Generalist Practice III	3
Social Work	410	Field Placement & Seminar	6
Social Work	470	Social Research II	3
Social Work	480	Social Welfare Policy	3
Social Work	492	Field Placement & Seminar II	6

***These courses (18 credits) can be used to fulfill Pathways general education requirements. A grade of C or higher for all Social Work courses and an overall GPA of 2.7 is required in order to stay in the Program.**

Course Sequencing

Students must follow the course sequencing as required by the Social Work Program. In keeping with the standard established by the Council on Social Work Education, the Social Work Program is designed so that course work is progressive and integrated. Course sequencing is structured by pre-requisite and co-requisite requirements. A pre-requisite is a course that must be taken prior to the current course in question; a co-requisite is a course that must be taken at the same time with the course in question.

Pre-requisites are designed so that lower-level courses provide a foundation for upper-level courses. For example, an understanding of what social work is and what social workers do (Social Work 101) is required before conducting an internship at a social welfare agency (Social Work 293). Co-requisites are designed to integrate and supplement courses taken concurrently.

Social Work Course Descriptions

Social Work 101: Introduction to Social Work.
3 hrs.; 3 cr. Prereq: None.

Social Work and its values viewed from historic and contemporary perspectives; emphasis on settings where social work is practiced; opportunity for career discovery and orientation.

Social Work 203: Social Welfare Programs and Policies. 3 hrs. 3 cr. Prereq: Admission to the Social Work Program, Social Work 101, Political Science 103, Sociology 101.

Consideration of socio-economic conditions that have influenced the development of major contemporary social welfare institutions; emphasis on the interrelationships of social problems and policies, social welfare systems, and the values of contemporary society; introduction to social policy analysis.

Social Work 293: Social Work Practicum. 2 hrs. lecture; 6 hrs. field work; 3 cr. Prereq: Admission to the Social Work Program, Social Work 101. Prereq or Coreq: Social Work 203, and Psychology 214 or 215.

Direct service contact in professionally supervised settings, opportunity to gain practical knowledge about structure and function of social services bureaucratic organizations; integration of field and classroom learning in seminar format. Field placement is for six day-time hours per week.

Social Work 300: Generalist Social Work Practice I and Skills Laboratory. 2 hrs. lecture; 2 hrs. lab; 3 cr. Prereq: Social Work 203, Social Work 293. Prereq or Coreq: Anthropology 101, Psychology 216.

Examination of the generalist model of social work practice with focus on intervention with individuals. Development of the professional, communication and interviewing skills in the laboratory.

Social Work 350: Social Research I. 2 hrs. recitation; 2 hrs. lab; 3 cr. Prereq or Coreq: Social Work 300. Not open to students with credit in Sociology 220.

Introduction to the logic of inquiry; the construction and interpretation of social indicators and demographic measures, the organization and analysis of quantitative data in social research, including the use of micro-computers for graphic and statistical analysis and presentation.

Social Work 360: Human Behavior and the Social Environment. 3 hrs.; 3 cr. Prereq: Social Work 300. Prereq or Coreq: two human diversity courses, and Social Work 350.

Integration of social science knowledge with the generalist model of practice to support intervention. Emphasis on human diversity and oppression.

Social Work 370: Generalist Social Work Practice II. 3 hrs.; 3cr. Prereq or Coreq: Social Work 350, Social Work 360, Writing 303.

Continued examination of the generalist model of social work practice with focus on intervention with families and small groups. Development of professional skills in referral, assessment, goal setting, contracting, termination and evaluation.

Social Work 400 WI: Generalist Social Work Practice III. 3 hrs.; 3 cr. Prereq or Coreq: Social Work 350, Social Work 360, Social Work 370.

Continued examination of the generalist model of social work practice with focus on intervention with formal organizations and communities. Development of professional skills in direct action, advocacy, bargaining, conflict resolution and evaluation.

Social Work 410: Field Placement & Seminar I. 2 hrs. lecture; 14 hrs. field work; 6 cr. Prereq: Acceptance into field placement, Social Work 360, Social Work 370. Prereq two human diversity courses or Coreq: Social Work 400.

Supervised field experience. On site visits by Social Work faculty. Integration of field and classroom learning in a weekly on-campus seminar. Placements are from 9:00AM to 5:00PM on two weekdays per week for a minimum of 200 hours for the semester. Permission required for repeating the course.

Social Work 470: Social Research Methods II. 3 hrs.; 3 cr. Prereq: Social Work 350. Prereq or Coreq: Social Work 400, Social Work 410.

Application of the scientific method, the logic of experimentation, and rules of evidence to social data, with particular attention to experimental and quasi-experimental research designs, including single-case designs, measurement problems; and sampling designs and the use of inferential statistics.

Social Work 480: Social Welfare Policy. 3 hrs.; 3 cr. Prereq or Coreq: Social Work 400, Social Work 410, Social Work 470.

Social Policy analysis; emphasis on the various conceptions of social policy and the elements that influence social welfare decision making; the relationship between social policy and social work practice; development of analytical techniques needed for problem evaluation and policy change.

Social Work 492: Field Placement & Seminar II. 2 hrs. lecture; 14 hrs. fieldwork; 6 cr. Prereq: Social Work 410. Prereq or Coreq: Social Work 470, Social Work 480.

***** In the Spring semester this course begins the first week in January.**

Continuation of supervised field experience. On site visits by Social Work faculty. Integration of the field and classroom learning in a weekly on-campus seminar. Placements are from 9:00AM to 5:00PM on two weekdays per week for a minimum of 200 hours for the semester. Permission required for repeating the course.

**All students will be evaluated on their mastery of the CSWE 9 Core Competencies (see Appendix B).

Assessment of Core Competencies (2015 EPAS)

Students in SCWK 370 and SCWK 492 are required to participate in non-graded assessment exams at the end of the semester. The purpose of the assessment is to assist the Social Work Program in evaluating its effectiveness in teaching the CSWE Core Competencies. The assessment exams will not count towards the final grade in these courses.

Elective Courses/Minors

Elective courses allow students to pursue areas of interest not stipulated in the Pathways general education curriculum or major. Students should complete enough liberal arts electives courses to meet graduation requirements. An academic minor can help students develop expertise in specialized areas (e.g. gerontology, psychology, public health).

The Social Work Department also offers opportunities for independent research in which students may work closely with a Social Work faculty member studying specific social work - related issues and problems. Enrollment in a credit-bearing course may be required. See the Social Work Department Chair for more information about research opportunities.

Four-Year Plan

A sample schedule for a social work major entering York College as a freshman is presented below:

	Credits		Credits
FRESHMAN YEAR- FALL	15	SPRING	15
English Comp (I) ENG125	3	English Comp (II) ENG126	3
Math/Quantitative Reasoning (MA 111)	3	Life & Physical Sciences Course	3
Indi & Society (SOC 101)	3	US Experience (POL 103)	3
World Cultures (ANTH 101)	3	Scientific World (PSY 102)	3
SCWK 101	3	HE111 (College Option)	3
SOPHOMORE- FALL	15	SPRING	15
SCWK 203	3	SCWK 293	3
Foreign Language (placement exam)	3	PSY 216	3
Scientific World (BIO 130)	3	US Experience (SOC 235) (Human Diversity #1)	3
PSY 214 or 215	3	Creative Expression	3
HE 312	3	Foreign Language (placement exam)	3
JUNIOR- FALL	15	SPRING	15
SCWK 300	3	SCWK 360	3
SCWK 350	3	SCWK 370	3
Human Diversity #2	3	SCWK 400 (WI)	3
WRIT 303	3	Human Diversity #3	3
Free Elective (LIB Arts)	3	Free Elective	3
SENIOR- FALL	15	SPRING	15
SCWK 410	6	SCWK 480	3
SCWK 470	3	SCWK 492	6
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3

Students who start at York are required to take three Writing Intensive (WI) courses: two in the lower division (100-200 level) and one in the upper division (300-400 level). Transfer students should consult with an advisor about their WI requirements.

The day and the time a class is held is called the class section and is designated by the letter code, for example social work 350 TW (TW indicates that the class meets on Tuesdays and Thursdays, from 6:00- 7:50PM). The section for each class offered during the semester is printed in the Schedule of Classes which is available on-line and from the Registrar's Office prior to registration. Unless otherwise stated in the York College Bulletin, each social work course is offered during both the fall and spring semesters. A minimum of two sections of each course are offered each semester and are scheduled to accommodate the needs of day and evening students.

The grade point average (GPA) requirement for social work majors differs from the GPA required by the College. York College requires students with 25 credits or more, to maintain a minimum average of 2.00 in order to remain in good standing. **However, the Social Work Program requires social work majors to maintain a cumulative GPA of at least 2.7. Student schedules should be planned with this requirement in mind.**

Formal Admission to the Social Work Program

Application to the Program: After completion of SCWK 101, formal admission to the Program is required. Students must submit the application form prior to enrolling in any other SCWK courses. Admission to the Social Work Program is separate from admission into the College. The Social Work Program admits applicants twice per year, once during the fall and spring semesters. Applications should be submitted electronically through a link on the York College BSSW website.

Decisions to accept students into the Social Work Program are made by Social Work Program staff. Students are notified by letter emailed to the student's York College email address.

Program Admission Requirements

1. Matriculation at York College;
2. A minimum Grade Point Average (GPA) of 2.7;
3. A grade of "C" or higher in SCWK 101;
4. Transfer social work courses require a grade of C or higher;
5. A completed application form (electronic).

Evaluation of Transcripts: Transfer students must have the transcript from their previous institution (s) evaluated by the York College Office of the Registrar. Students who transfer to York College while completing courses at another institution should make sure that the grades for these courses are sent to York College at the end of the semester in question. Students may need to have their transcripts re-evaluated at York to credit courses taken during the last semester at their previous institution.

Students with a two-year degree from a CUNY or SUNY college are considered to have met all Pathways general education requirements, except Writing 303, but may need particular courses required by the Social Work Program, or may need additional liberal arts courses to fulfill the 60 liberal arts credit requirement. Students who do not hold a two-year degree from a CUNY or SUNY community college, but have at least 45 credits in liberal arts and sciences from a regionally accredited college may apply for a full or partial waiver from the Pathways requirements based on the evaluation of the credits transferred.

For students transferring from other CUNY schools, grades of "D" or better will be credited for transfer **except social work courses** that require a grade of "C" or higher. Students entering York from accredited schools other than CUNY need grades of "C" or higher in all coursework, not just social work, in order to receive transfer credit.

Course credit for Life Experience or Work Experience: Students will not receive social work course credit for life experience or previous work experience.

Transcripts: A preliminary evaluated transcript is from a transfer institution and has been given a preliminary review by the York College Registrar. The transcript notes the equivalent York College course numbers next to the course numbers from the transfer institution.

A preliminary evaluated transcript may be used to plan student course schedules for the first semester at York. The Registrar will subsequently provide an official evaluated transcript.

Once transfer courses are loaded onto the CUNY FIRST system, students are able to access the transcript. CUNY First is a "Fully Integrated Resources and Services Tool."

Field Instruction

Field instruction begins with Social Work 293, the mini field practicum taken in the sophomore year. Additional field instruction at York is taken in the senior year. The field placement courses, Social Work 410 and Social Work 492, consist of both field and seminar components. For the field component, students are placed in an approved agency under qualified (MSW) professional supervision, fourteen hours a week for fifteen weeks (200 hours) for each of two semesters. Students remain with the same agency for a full academic year. Over 60 health and social welfare agencies participate with the Social Work Program as field placement sites. Students may be assigned to any one of a variety of settings such as a public school for pregnant teens; a program for the mentally frail elderly, a drug treatment center, a temporary housing program, a hospital outpatient clinic, a correctional facility, or additional sites. Most field placements are located in Queens and Brooklyn. Other placements are in Manhattan; a few are in Nassau County.

Each field course includes a weekly two-hour seminar with a Social Work Program faculty member. Students remain with the same seminar for the full two semesters of field placement. The purpose of the seminar is to integrate class and field learning. The seminar instructor also serves as the field liaison between the Social Work Program and the field placement agency to which students are assigned.

Applications for field placement are accepted each semester. They are made available in the eighth week of the semester and are due back two weeks later, in electronic format. One year prior to applying to the field, students should review and plan to fulfill requirements admission to the field. Some students may find it necessary to make adjustments in work and family schedules in order to fulfill field requirements during normal business hours in the workweek. Evening or weekend field placements are rarely available. .

First semester field placements begin in both fall and spring semesters. If possible, students should plan to begin the field experience in the fall semester to avoid discontinuity of the summer break.

Late applications will not be accepted.

Field Admission Requirements

1. Admission to the Social Work Program;
2. A cumulative York College GPA of 2.7 or better;
3. A grade of “C” or higher for all social work courses;
4. Successful completion of 94 or more credits by the end of the semester in which students apply;
5. A completed Application for Field Placement I;
6. Successful completion of the following courses: SCWK 203, 293, 300, 350,360, 370, Writ 303, **and** 2 human diversity courses from the approved list.
7. Adherence to the NASW Code of Ethics and to the York College Code of Conduct

Criteria for Continuing in the Social Work Program (Retention)

Academic Performance: Students must maintain a minimum cumulative GPA of 2.7 to continue in the Program.

Faculty use several criteria to evaluate student academic performance, including quizzes, examinations, written assignments, oral presentations, and participation in class. The syllabus for each course outlines the specific criteria for each course. In addition to the specific criteria, students are expected to attend class regularly and punctually. Excessive unexcused absence (more than three per semester) or lateness will result in a lower grade in most classes.

A grade of “C” or higher is required in social work courses. Students who earn a grade lower than “C” in a social work course have one chance to repeat the course (provided they have an overall GPA of 2.7) and earn a grade of “C” or higher in order to continue in the Program. Faculty permission is required to repeat SCWK 410 or 492.

Academic Integrity: Students are expected to adhere to the York College policy on Academic Integrity (see York College Bulletin). Proof of academic dishonesty may lead to **termination from the Program** and dismissal from York College.

Social work students must adhere to the principles of professional conduct found in the *National Association of Social Workers Code of Ethics*. Students are expected to demonstrate responsibility, integrity and respect for others in interactions with client groups, field agency staff, faculty, and fellow students at all times.

Termination from the Program

A student may be terminated from the Program for academic or non-academic reasons. The following section includes the criteria and process for academic and non-academic termination as well as the process to appeal a decision regarding termination from the program.

Academic Termination

1. Failure to maintain a minimum cumulative GPA of 2.7 will result in academic termination from the Program. When the cumulative GPA of 2.7 is reached, the student will be reinstated.
2. If a course is repeated and a grade of “C” or higher is not earned, academic termination will occur.

Non-Academic Termination

Criterion 1: Violation of the York College Code of Conduct

Description

York College will not permit:

1. The sale, purchase, use or possession of illegal drugs;
2. The use of alcoholic beverages in any area not covered by special permit or license;
3. Any form of gambling;
4. The misuse of University identification and/or name of the college; or
5. The use of false records or documents or false information to gain admission, obtain financial aid and receive college related services.

Process

Violation of the York College Code of Conduct may result in a dismissal following a disciplinary hearing. This hearing process is described at length in the Board of Trustees of The City University of New York Guidelines and By-Laws, Sections 15.3-15.6.

Criterion 2: Violation of the National Association of Social Workers Code of Ethics

Description

Students in the York College Social Work Program are held accountable to the ethical standards described in the National Association of Social Workers (NASW) Code of Ethics.

Process

An alleged lack of adherence to the NASW Code of Ethics may be informally discussed with the student by a faculty member. In situations where lack of adherence to the NASW Code of Ethics cannot be resolved informally, a formal process will be initiated. The formal process is as follows:

1. Faculty or field supervisor writes statement about alleged offense.
2. Faculty or field supervisor submits statement to Social Work Program Director.

3. Student is notified of allegation and given a copy of statement.
4. Student may respond in writing.
5. All Social Work faculty (and field supervisor, as appropriate) meet (meeting of the whole without student) to discuss.
6. Social Work faculty (and field supervisor, as appropriate) meets with student.
7. Social Work faculty makes a decision regarding termination (based on majority vote).
8. Social Work faculty inform student of decision in writing.

Appeal Process

If a student is dissatisfied with the departmental action an appeal may be made requesting an opportunity to present the case before the School of Health Sciences and Professional Programs (SHSPP) Student Progression and Retention Committee within ten (10) business days after the student has been formally notified of the department decision. The appeal is made in writing (formally typed, double spaced, dated and signed with contact information including e-mail and telephone) and submitted to the Student Progression and Retention Committee. The letter requesting an appeal should include any supporting documents. Students will have an opportunity to present all support materials at the meeting.

Upon receipt of the letter, the Chair of the SHSPP Student Retention and Progression Committee will notify the department's Chairperson and request any materials (including contact information on the student) appropriate for the committee to review.

Once the appeals date is scheduled, the student will be informed by the Chairperson via e-mail and/or postal mail. If a student brings a friend or family member for support, that supporting person will not be allowed to attend the hearing. Students who bring Legal Counsel without notification will not attend the committee meeting. In such a case, the meeting will cease and be rescheduled when the York College Legal Counsel can be present.

After a meeting with the student and the committee, the student will receive a written and/or email notification within five business days of the committee decision to the School Dean, Department Chairperson and Program Director /Coordinator. The decision of the SHSPP Student Progression and Retention Committee is final.

Advisement

The Social Work Program is committed to helping students develop to their fullest potential, academically and professionally. Seeking advice and guidance from the program faculty and staff are crucial components of being a successful social work student.

Students continuing their studies at York may register for classes during specified times either before regular registration or during regular registration. Continuing York students are encouraged to take advantage of pre-registration advisement scheduled during a 2-week period towards the end of each semester. Advisement dates and times are posted on the Social Work Bulletin Board,

outside of the Department located in Room AC-3A11. Pre-registration advisement is conducted by full-time social work faculty.

Regular registration advisement: Regular registration takes place **immediately before the beginning of each semester**. A Social Work faculty member is available each day of registration to assist students with academic advisement. College advisors from the Academic Advisement Center are also available to assist students who have completed fewer than 30 credits. During both pre-registration and regular registration advisement students may meet with a faculty member individually to discuss academic or career concerns.

Preparation for Academic Advisement: Students may prepare themselves for advisement by reviewing their transcript, Degree Works, reading the College Bulletin and reviewing Social Work degree requirements.

Honors

Each year, at commencement ceremonies representatives from the Social Work Program and the College present special awards to graduating seniors with the highest GPA among the graduating class of social work majors.

The Social Work Program faculty nominate one or two social work majors for the Vera B. Douthit Memorial Award. Nominees must demonstrate outstanding college and community service.

Student Rights and Responsibilities

York College students have the right to information affecting their college academic and career decisions. Students also have the responsibility to exercise this right by utilizing available College and Program services and resources, especially advisement.

Students should be familiar with the section of the York College Bulletin that delineate the rights and responsibilities of being a student at York College. Students should also be familiar with the National Association of Social Worker's Code of Ethics.

In general, students are expected to take an active part in learning and in planning their college career. Students are encouraged to participate in York College Student government and in the Social Work Club.

York College Policies

Equal Opportunity and Affirmative Action Policy: The Social Work Department follows the University's policy on Equal Opportunity and Affirmative Action. The Program does not discriminate on the basis of gender, age, color, race, religion, national or ethnic origin, citizenship, sexual orientation, disability, veteran or marital status. (<https://www.york.cuny.edu/cpla>)

Academic Integrity: Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. (<https://www.york.cuny.edu/academics/integrity>)

Students with Disabilities: The Social Work Department works closely with the Office of Student Development to make sure that students with disabilities have full access to Program and College resources. Program faculty adapts teaching and testing methods to accommodate special needs. For example, visually impaired students may be given written material in large print or arrangements can be made for the student to work with a proctor; students who cannot take written tests can be given oral examinations. Students who have questions about a physical or learning challenge may discuss the situation with a counselor in the Office of Student Services for Students with Disabilities (<https://www.york.cuny.edu/csd>).

Social Work Club

The Social Work Club is one of many extracurricular activities available at York College and is the primary student organization for social work majors. All social work majors are urged to participate in Club activities and join Club committees. Club By-laws outline Club mission, structure and function. Social Work faculty members act as consultants to the Club and facilitate communication between social work majors and Program faculty. As a social work major, students have the opportunity to influence academic and student policies by participating in Club activities. Additionally, the Social Work Club president has the opportunity to meet with social work faculty to discuss any concerns they deem important. Students also have an opportunity to experience “Case to Cause” advocacy by joining in Club legislative and advocacy initiatives.

In addition to working with the Social Work Program, the Social Work Club sponsors a variety of programs related to scholastic, personal and professional development. Recent activities have included: Graduate school and job fairs, service activities, college-wide forums on issues of social justice, and legislative action trips to the state capitol in Albany, New York.

Appendix A

National Association of Social Workers Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

(<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>)

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all

social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

Ethical decision-making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of

computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.
- (f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
- (g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.
- (h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
- (i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.
- (d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.
- (e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- (d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

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

- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.
- (e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- (f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.
- (g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.
- (h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages -

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) 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.

(v) 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.

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

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit

clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such

colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 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, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues

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

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

2.09 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.

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

4.02 Discrimination

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

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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) 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.
- (h) 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.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) 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.
- (m) 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.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) 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.
- (p) 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.

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

APPENDIX B

Council on Social Work Education (CSWE) Core Competencies (2015 EPAS)

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

The Council on Social Work Education employs a competency-based framework for social work curriculum design. The nine Social Work Core Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and

- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;

- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Appendix C

Student Contract

Student Name:
CUNY First ID #:
Date Received:
Date Returned:

I _____ affirm that I have fully read and understand the contents of the Social Work Program Handbook. I am responsible for adhering to the NASW Code of Ethics and the policies and procedures of the Social Work Program, York College, and The City University of New York.

Student Signature: _____

Date: _____

York College
The City University of New York
94-20 Guy R. Brewer Boulevard
Jamaica, New York 11451