Bachelor of Science in Social Work
Student Handbook

2017-2018

Department of Social Work
THE COLLEGE OF STATEN ISLAND
THE CITY UNIVERSITY OF NEW YORK
# TABLE OF CONTENTS

I. **HISTORY AND CONTEXT** ............................................................................................................... 6  
   History of the College............................................................................................................... 6  
   History and Context of the BSSW Program .............................................................................. 7  
II. **MISSION OF THE COLLEGE OF STATEN ISLAND** ................................................................................. 7  
III. **BSSW PROGRAM MISSION STATEMENT** ...................................................................................... 8  
IV. **PROGRAM GOALS** .................................................................................................................... 8  
V. **PLURALISM AND DIVERSITY** ......................................................................................................... 8  
VI. **POLICIES TO ASSURE EQUAL AND FAIR TREATMENT** ................................................................. 9  
    Policy on Non-Discrimination................................................................................................... 9  
    Pluralism and Diversity as a Cornerstone of the BSSW Program ............................................. 9  
    Policy on Sexual Harassment.................................................................................................... 9  
VII. **SOCIAL WORK ORGANIZATIONS, STANDARDS, & ETHICS** .............................................................. 10  
     Social Work Organizations ..................................................................................................... 10  
     Accreditation Standards ......................................................................................................... 10  
     Social Work Ethics .................................................................................................................. 10  
VIII. **BSSW Application and Retention Policy** .............................................................................. 11  
    Pre-Major Declaration............................................................................................................. 11  
    Application Process ................................................................................................................ 11  
    Criteria for Admissions ........................................................................................................... 11  
    Policy for Transfer Students.................................................................................................. 12  
    Retention in the BSSW Program............................................................................................. 12  
    Credit for Life or Work Experience.......................................................................................... 12  
IX. **CURRICULUM** ........................................................................................................................ 13  
    General Education Requirements.............................................................................................. 13  
    Professional Foundation Social Work Requirements............................................................ 13  
    Additional BSSW Program Requirements............................................................................... 13  
    Sample Programs .................................................................................................................... 13  
    Program Waivers, Exemptions, & Substitutions...................................................................... 18  
X. **FIELD INTERNSHIP** .................................................................................................................... 18  
    Field Placement Application and Field Internship Requirements......................................... 18  
XI. **STUDENT ADVISEMENT** ............................................................................................................. 19  
    Academic and Career Advisement .......................................................................................... 19  
    Field Advisement .................................................................................................................... 19  
XII. **EVALUATION PROCESS** .............................................................................................................. 19  
    Grading Policies....................................................................................................................... 19  
    Grade Appeals......................................................................................................................... 20  
XIII. **PROBLEM RESOLUTION, TERMINATION AND APPEAL** .............................................................. 20  
    Termination from the BSSW Program...................................................................................... 21  
    Appeal of Program Termination Decision............................................................................... 21  
    Termination from Field Education and Appeals Process ...................................................... 22
Dear Students,

It is our great pleasure to welcome you to the Bachelor of Science in Social Work (BSSW) Program, and to the start of an exciting and meaningful professional journey. You have chosen to study social work at the College of Staten Island, pursuing a profession that requires a life commitment to the service of others, supports the realization of human potential, honoring its diversity, and recognizing common needs. Social work is a profession that seeks social and economic justice, such that all people can live and thrive in societies free from oppression. What an amazing career choice!

You are likely to find that social work education is quite different from your other educational experiences thus far. To be successful, you will need to become increasingly self-reflective, develop critical thinking, and acquire knowledge and skills, which you will apply to real-life situations. The classroom and the field setting in which you complete your internship will be laboratories for your learning.

Your education is a partnership among you, the social work faculty, and other students. We, your faculty, want you to feel challenged and to be willing to make mistakes, to ask questions, and to try again to get it right. We, too, must continually be self-critical and strive to make this study come alive for you. In this regard, we need your active participation and your feedback; much more will be learned if you are involved in your education. We are always available to meet with you, as needed, and we are committed to your success. We look forward to a productive time together.

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I. History and Context

History of the College

The College of Staten Island was established in 1976 when two branches of the City University of New York, Staten Island Community College, the first community college in the University; and Richmond College, an upper division college offering both baccalaureates and graduate degrees, were merged. As it remains today, the new college became the only publicly funded four year institution of higher learning on Staten Island. It currently offers coursework leading to associate degrees, baccalaureate degrees, master’s and doctoral degrees in the liberal arts and sciences and in professional studies, and participates in doctoral programs of The City University of New York Graduate School.

Since 1993, The College of Staten Island has been situated on a 204 acre campus in the approximate middle of the borough of Staten Island. This location was formerly home to the Willowbrook State School which, prior to its closing, was the largest institution for people with cognitive, developmental, and other disabilities in the United States (at one point housing over six thousand residents). Conditions of abuse and neglect at Willowbrook were the subject of investigative reporting leading to the dissolution of the institution and to reforms and civil rights legislation for people with disabilities. With the closing of Willowbrook, residents were moved to community housing and some still live in the borough. Adjacent to the College of Staten Island are a few buildings from the original institution, providing care for those persons with special needs who could not be placed in other settings. The relationship between the College and the community of people with disabilities, and their advocates on Staten Island continues to be a strong one. The College of Staten Island prides itself on its overall commitment to the people of Staten Island and to the various agencies and programs, public and private, that support a vital and growing population.

Almost since its inception, the College of Staten Island has had an interest in providing its students with some courses in social work. The need in the community for appropriately trained professionals to serve in agencies was immediately apparent. Students were enthusiastic about the courses and the field internships. In the beginning, all of the social work courses were included in a more general program, as part of the Psychology, Sociology, and Anthropology Department. In 1996, with the approval of the State of New York and with tremendous community support, the far more comprehensive Bachelor of Arts in Social Work (BASW) Program was born. This Program was discontinued as part of the Sociology, Anthropology, and Social Work Department, and graduated its last students in 2012. The new Bachelor of Science in Social Work (BSSW) program was approved by the State of New York in 2011, and this program received full accreditation from the Council on Social Work Education (CSWE) in 2014. It is housed in the new Department of Social Work, which started in 2015.

Staten Island has nearly half a million residents and is a part of one of the most opportunity-filled cities of the world, but it is often called the forgotten borough, receiving less attention than the rest of New York City, in part, because of its location and geographic isolation; it is the only borough of New York City not connected to the underground train system. Commutes on local buses, including those routed to the Staten Island Ferry to Manhattan, may involve multiple connections. Four toll bridges join Staten Island to Brooklyn and to New Jersey, but passage by car is expensive and time-consuming. Consequently, most
Staten Islanders tend to use the majority of needed services in the borough and rely heavily on the local schools, hospitals, and social service organizations. Many of these agencies struggle with inadequate resources and increasing need; they find it nearly impossible to recruit professionally educated social workers and often make do with staff who are unprepared to serve their clients as well as they could.

As with all communities where access to needed resources is uneven, social problems abound, but what is most remarkable about Staten Island, at this juncture, is its unparalleled growth in population: in the period from 2000 to 2009 the population increased by 10.8% as compared with a 3% increase in New York State. Also, in terms of race and ethnicity, it is the most rapidly diversifying borough. Staten Island has an enormous influx of new immigrants, many of whose primary language is not English and, consequently, who struggle to learn about their new environment and to access the resources that will assist them in adapting. The borough is home to refugees fleeing civil war and political oppression as well as those who are simply seeking better lives and relief from extraordinary economic hardship. Nigerians and Pakistanis, Mexicans and Poles, Koreans and Russians, Haitians and Chinese, all have substantial communities in the borough. Staten Island boasts one of the biggest Liberian communities in the United States and has the second largest Albanian mosque in the country. The Asian population of the borough has risen by 7.5% in less than ten years, the Hispanic population by 16%. The newcomers not only bring with them cultures that have enriched the community but also pose many challenges for the programs on Staten Island, straining an already overburdened, underfunded, and inadequately prepared social service network.

As with all communities where access to needed resources is uneven, social problems abound, but what is most remarkable about Staten Island, at this juncture, is its unparalleled growth in population: in the period from 2000-2011 the population of foreign-born increased by 36%. Also, in terms of race and ethnicity, it is the most rapidly diversifying borough. Staten Island has an enormous influx of new immigrants, many of whose primary language is not English and, consequently, who struggle to learn about their new environment and to access the resources that will assist them in adapting. The borough is home to refugees fleeing civil war and political oppression as well as those who are simply seeking better lives and relief from extraordinary economic hardship. Nigerians and Pakistanis, Mexicans and Poles, Koreans and Russians, Haitians and Chinese, all have substantial communities in the borough. Staten Island boasts one of the biggest Liberian communities in the United States and has the second largest Albanian mosque in the country. The Asian population accounts for 30% of the foreign-born population of the borough, and the Hispanic population has increased by 16% in less than ten years. The newcomers not only bring with them cultures that have enriched the community but also pose many challenges for the programs on Staten Island, straining an already overburdened, underfunded, and inadequately prepared social service network.

**History and Context of the BSSW Program**

The College of Staten Island reflects the ethnic and racial diversity of New York City, drawing the vast majority of its students from the local Staten Island community, Brooklyn and in some cases from New Jersey. In addition we have students from other states. In recent years, students in the Social Work program have emigrated from Albania, Russia, China, Ecuador, Liberia, Nigeria, India, Peru, The Dominican Republic, Haiti, Mexico, Kirghizstan,
Ghana, Panama, Jamaica, and Trinidad. In the Class of 2016, many of the students are newcomers; many are the children of immigrants, often fluent in the language of their parents. The students bring a wealth of traditional and nontraditional life experiences to the classroom, including employment and military service. Many students work full time and have significant family responsibilities in addition to their academics. Despite economic, social stressors and family responsibilities, many of our students have gone forward to complete graduate studies. Graduates of the BSSW program are currently employed in various agencies across the Staten Island and New York City.

I. MISSION OF THE COLLEGE OF STATEN ISLAND

Grounded in the Liberal Arts tradition, the College of Staten Island is committed to the highest standards in teaching, research, and scholarship. Drawing on the rich heritage of the City University of New York that has provided access to excellence in higher education since 1847, the College of Staten Island offers that same opportunity in New York City’s Borough of Staten Island. The College is dedicated to helping its students fulfill their creative, aesthetic, and educational aspirations through competitive and rigorous undergraduate, graduate, and professional programs. We embrace the strength of our diversity, foster civic mindedness, and nurture responsible citizens for our city, country, and the world.

II. BSSW PROGRAM MISSION STATEMENT

Drawing on the past and present rich diversity of Staten Island, the College of Staten Island Baccalaureate Social Work Program is committed to the highest standards in teaching, research, and scholarship. Given the history of the Willowbrook State School where CSI is now located, the program infuses diversity, respect for all people, and integrity in all its endeavors. It is grounded in liberal arts education. The BSSW program provides a local and global context for understanding and addressing the experiences of people and societies that includes knowledge of cultural, economic, and political factors; and that fosters human and community well-being, with particular emphasis on matters of social and economic justice, and global interconnectedness. The Social Work Program is committed to community development on Staten Island and ensuring that our graduates are prepared for practice that meets the needs of the local and global community. The BSSW program honors human diversity and acknowledges its vital role in advancing mutuality and interdependence

III. PROGRAM GOALS

1. Graduates will have the knowledge and skills for entry-level, urban, generalist social work practice, on Staten Island and in the region.
2. Graduates will be competent, culturally sensitive professional practitioners who can help people to meet basic survival needs for food, clothing, shelter, and livelihood.
3. Graduates will be able to apply social work knowledge and skills to informed action, at
direct and indirect levels, that will benefit individuals, groups, communities,
organizations, and the greater society.
4. Graduates will have the knowledge, skills, and commitment to work toward a just and
equitable society, and to support the rights of all people to determine their own destiny,
in the context of global interconnectedness.
5. Graduates will have the foundation knowledge and skills needed to enter into the
advanced study of social work.
6. Graduates will be prepared for practice with an understanding of the importance of
continued self-reflection and professional development throughout their social work
careers.

V. PLURALISM AND DIVERSITY

The College of Staten Island’s Fundamental Principles and Focus on Diversity

Our fundamental principles:

**Diversity:** Drawing from the richness of our diverse community, we incorporate multiple
approaches to developing and encouraging the inclusion of various world views,
cultures, and experiences into the fabric of our institution.

**Respect:** In our relationships with each other, we insist on mutual respect and
thoughtful dialogue. We provide forums for the exchange of ideas informed by the
techniques of critical analysis and the traditions of scholarly discourse.

**Integrity:** We uphold the highest standards of honesty and fairness in our interactions
with each other.

The College of Staten Island is committed to the education of students in matters of
pluralism and diversity and the inclusion and support of students from varied backgrounds in
full productive participation both inside and outside the classroom. The social work student
population is multi-racial, multi-ethnic, and many were born in other parts of the world. The
students include women and men of varying ages and religious beliefs. The College attracts
students from a range of economic backgrounds. The program welcomes students with
disabilities and lesbian, gay, bisexual and transgendered students.

VI. POLICIES TO ASSURE EQUAL AND FAIR TREATMENT

Policy on Non-Discrimination

Every aspect of the BSSW Program’s organization and implementation is conducted in
accordance with College policy. The College of Staten Island admits and provides services for
students without regard to race, color, national or ethnic origin, religion, age, sex, sexual
orientation, gender, disability, genetic predisposition or carrier status, alienage or citizenship,
veteran or marital status, as stated in appendix vii of the College of Staten Island Undergraduate Catalog. Non-discrimination policies are embodied in BSSW Program curricula and further detailed in the College’s Affirmative Action Plan. Any matters related to discrimination may be addressed in the Office of Diversity and Compliance, Building 1A- Room 103 or by telephone (718) 982-2250.

The College operates an Office of Diversity and Compliance; the Director of the Office reports to the President of the College and serves as the College’s Chief Diversity Officer. The Office of Diversity and Compliance is responsible for ensuring the College’s compliance with University and College policy, and Federal, State, and municipal laws pertaining to equal employment, affirmative action, and diversity. An Affirmative Action plan is in place and all hiring must be conducted in a way that supports the commitment of the College to increased diversity. The College’s Center for Student Accessibility facilitates reasonable accommodations for students with documented disabilities, striving to ensure equal access to academic and co-curricular programming in compliance with the Americans with Disabilities Act. The Center for Student Accessibility is located in the Center for the Arts (1P), Room 101. Through robust student support programming, comprehensive services, and a commitment to student learning, staff members work toward creating an environment that fosters empowered students who will realize their potential in a higher education setting.

Pluralism and Diversity as a Cornerstone of the BSSW Program

All students in the College are required to take, as part of their general education requirements, a course with pluralism and diversity themes, and every aspect of the BSSW Program at the College incorporates content on pluralism and diversity. In addition to the required social work course, Diversity in Social Work, focused specifically on pluralism and diversity issues and their importance for social work practice, every syllabus is designed to recognize differences, honor them, and note their impact on the subject matter at hand. In the field, students are encouraged to work with varied populations including socially, economically, and politically disenfranchised groups.

Policy on Sexual Harassment

It is the policy of The College of Staten Island to promote a cooperative work and academic environment in which there exists mutual respect for all College students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the College’s non-discrimination policy. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the College.

Absences for Religious Observance

Reasonable accommodations will be made for the religious needs of students who are missing class due to religious observance. Students are required to make up any work that is missed due to the absence. Because our students encompass a diverse multi-cultural community, it is likely that some religious observances may be less well known and requests will present opportunities to learn about the religious celebrations of many different cultures.
Requests for absences for religious observances should be made in sufficient time prior to the observance to allow for the professor to make the appropriate accommodations (develop an assignment to be completed in lieu of the class session, etc.) In general, approval will not be considered unless requested at least 10 working days prior to the day of religious observance.

VII. Social Work Organizations, Standards, & Ethics

Social Work Organizations

The National Association of Social Workers (NASW) is a membership organization committed to advancing professional social work practice and the profession, and to promoting human rights, social and economic justice, and unimpeded access to services for everyone. Visit the NASW website for further information: http://www.naswdc.org.

The Council on Social Work Education (CSWE) aims to promote and strengthen the quality of social work education through preparation of competent social work professionals by providing national leadership and a forum for collective action. CSWE pursues this mission through setting and maintaining policy and program standards, accrediting bachelor's and master's degree programs in social work, promoting research and faculty development, and advocating for social work education. Visit the CSWE website for further information: http://www.cswe.org.

Accreditation Standards

The BSSW program is accredited under the College’s general accreditation by the regional accrediting body for Colleges and Universities: the Middle States Commission on Accreditation. This is not the same as professional accreditation, which can only be granted by CSWE. The standards for the curriculum of any professionally accredited BSSW or MSW program are set by CSWE. The BSSW program is fully accredited by CSWE.

CSWE accreditation allows students to transfer from one accredited social work program to another without loss of credits. Graduates of CSWE accredited BSSW programs are also eligible for consideration for Advanced Standing programs in CSWE accredited MSW programs; they may be able to apply their undergraduate social work credits to the first year of their graduate education, potentially saving up to a year of tuition and time in graduate study. Professional accreditation attests to the quality of a program, and CSI is firmly committed to continue to meet the highest professional accreditation standards.

Social Work Ethics

The social work profession is grounded in adherence to a set of values that are fundamental to its philosophical base. The College of Staten Island BSSW program subscribes to these values, which are detailed in the NASW Code of Ethics. In every course in the BSSW curriculum, there will be references to this document, which serves as the foundation for all social work practice, research, and policy-making. In keeping with the NASW Code of Ethics, students are expected to actively engage with their classmates in fruitful discussion that is respectful of different points of view and that welcomes diversity of opinion and background. As they prepare for entry into the social work profession, students should be embracing the values of their
profession and conducting themselves accordingly both in the classroom and in the field internship. Failure to do so is grounds for reduction in a course grade, including failure, and can result in dismissal from the Program.

VIII. BSSW Admissions & Retention Policies

Pre-Major Declaration

Students who plan to pursue study in social work should speak with an advisor in the social work program as early in their academic process as possible. Although not required, students are urged to declare social work as an intended major upon admission to the College or very soon thereafter. This is the best way to ensure that a course schedule includes the courses required prior to formally applying for the program. The Social Work Department staff (718-982-2070), who are located in Building 2A, Room 201, can provide contact information and office hours for the BSSW faculty.

Application Process

For formal admission to the program, the first step is to complete and return an application for admission to the Social Work Department office. The application must be completed by February 15th prior to the fall semester of the student’s proposed formal admission into the BSSW program. In addition to the application form, the student will be required to submit a two to four page essay concerned with the student’s views about a social issue of interest, personal qualities that the student believes are suitable for social work, and the origin of the student’s interest in this field of study. The student will also submit a current copy of their college transcript, resume, and two academic letters of reference. The formal admissions process may include an in-person interview (see admission application online or contact the Department of Social Work).

After the application deadline, the Admissions Committee members are given the application for review. Each application will be reviewed and rated by at least two members from the Admissions Committee. After all applications are reviewed, the Committee will convene for a discussion of the eligibility of candidates. In some cases the Committee may determine that additional information is needed to make a decision. Once the Committee has met, letters of Acceptance, Conditional Acceptance (pending grades, completion of prerequisite courses, and/or interview), or Rejection will be sent to all applicants. Notice of status is given to students by the end of April.

Students who are admitted with Conditional Acceptance will receive notice of the conditions that must be met prior to acceptance. The assigned advisor will meet with the student to assess progress and provide academic guidance at the end of every semester and at any other time assistance is needed.

Criteria for Admissions

The criteria for admission into the Social Work Program are detailed as follows:

1. Matriculation at the College of Staten Island.
2. Passage of CUNY Mathematics and English Assessment Tests.

3. Completion of a minimum of 40 credits, including SWK 200 or its equivalent with a grade of B or above, POL 100, and MTH 113.

4. An overall GPA no lower than 2.5. A minimum GPA does not guarantee admission into the Program.

5. Pertinent volunteer experience or previous work history will be considered in evaluating the application.

6. Completion of a well-written, thoughtful and persuasive personal statement, as outlined in the “Guidelines to writing the personal statement” in the admissions application.

7. An interview may be required.

Admission to the program is competitive and is based on a combination of the factors noted here. The Admissions Committee will evaluate the student’s readiness for this work, the student’s academic record, and, through the essay and interview, the student will need to demonstrate emotional maturity and openness to learning and meeting new challenges.

**Policies for Transfer Students**

Credits for general education that have been earned in other institutions are evaluated by the Admissions Department of the College of Staten Island at the point of transfer. The student is then informed as to which credits will meet the curriculum requirements of the College, which credits may be applied to specific requirements of the College, and which credits are not transferrable. Once this process is completed, an academic department is responsible for reviewing transferred credits to determine whether credits accepted for general transfer meet the requirements of the discipline. The BSSW Program accepts the transfer decisions of the Office of Admissions in all matters other than those specifically concerned with the social work professional foundation courses. Transfer credits cannot be applied to professional foundation social work courses unless these credits have been earned in CSWE accredited programs. A minimum of 20 social work credits, including all field internships, must be completed at CSI.

**Retention in the BSSW Program**

Students must maintain a minimum GPA of 2.5. If a student’s GPA falls below 2.5, the student will be placed on academic probation and will have one semester to increase their GPA to 2.5. If the student is unable to do so, they will be dismissed from the program. Please note that the minimum GPA does not meet entrance requirements of most MSW programs, where at least 3.0 cumulative GPA is required.

**Credit for Life or Work Experience**

The BSSW Program does not grant social work credit for life experience or work experience.
CURRICULUM

General Education Requirements

As with all students at the College, students in the BSSW Program must complete general education requirements in a variety of disciplines (see the College of Staten Island Undergraduate Catalog for a full explanation). It is strongly recommended that the majority of these courses be completed prior to entry into the junior year of study, as this is the point at which students who have been admitted to the BSSW Program begin the professional foundation courses, and the schedule entails a rigorous program of study. If general education requirements are not completed early, field education and graduation is likely to be delayed. The College requires several core courses and distribution courses, listed in the Undergraduate catalog. To satisfy some of these requirements, pre-major social work students must take the following courses, some of which simultaneously satisfy part of the general education requirements.

The pre-major courses are: SOC 100 Introduction to Sociology; PSY 100 Introduction to Psychology; PSY 202 Psychopathology; any Sociology course at the 200 level; either BIO106/107 or BIO 170/171; and up to the third level of a foreign language. The final pre-major requirements, SWK 200 Introduction to Social Work; POL 100 American Government and Politics; and MTH 113 Introduction to Probability and Statistics must be completed before admission to the BSSW Program.

Professional Foundation Social Work Requirements

Social work courses cover content areas in diversity, research, policy, human behavior, social work practice, and fieldwork. These content areas form the basis for courses referred to as the professional foundation. At the College of Staten Island, the professional foundation for full-time students begins with SWK 305 Diversity in Social Work and SWK 322 Ethics and Human Rights. Students also take SWK 300 Social Work Research I & SWK 302 Social Work Research II; SWK 311 Human Behavior in the Social Environment I & SWK 312 Human Behavior in the Social Environment II; SWK 370 Social Welfare Policy I & SWK 470 Social Welfare Policy II; SWK 350 Social Work Practice I, SWK 306 Community Service Learning & Professional Development Seminar, SWK 360 Social Work Practice II, & SWK 365 Social Work Practice III; and, in the senior year, SWK 454 Social Work Field Practicum I & SWK 464 Social Work Field Practicum II; and SWK 455 Social Work Field Seminar I & SWK 465 Social Work Field Seminar II. Please note that you can only enter the field in the academic year in which you expect to graduate.

All of the courses in the BSSW professional foundation must be taken in the sequence prescribed as each successive course is intended to build on the material of preceding courses.

Additional BSSW Program Requirements

For completion of the BSSW degree, students are also required to take six credits of social work electives, plus electives from other disciplines as needed to reach the total 120 credits needed to graduate.
**Sample Programs**

The following is a *sample* full-time, four-year course of study for students pursuing a Bachelor of Science in Social Work. *BSSW students must complete the professional foundation courses in the sequence outlined during the junior and senior years.*

**Pathways (entry in 2013/14 and onward)**

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SPRING (16 credits)</th>
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<tbody>
<tr>
<td><strong>FALL (15 credits)</strong></td>
<td><strong>SPRING (16 credits)</strong></td>
</tr>
<tr>
<td>ENG 111 (3) Required Common Core – English Composition</td>
<td>ENG 151 (3) Required Common Core – English Composition</td>
</tr>
<tr>
<td>PSY 100 (3) Flexible Common Core – Individual &amp; Society SWK Requirement</td>
<td>MATH 113 (3) Required Common Core – Mathematical &amp; Quantitative Reasoning SWK Requirement (Prior to Admission)</td>
</tr>
<tr>
<td>SOC 100 (3) College Option – Social Scientific Analysis SWK Requirement</td>
<td>BIO 106/107 (4) Required Common Core – Life and Physical Sciences College Option – Life and Physical Sciences Lab SWK Requirement</td>
</tr>
<tr>
<td>COM 100 (3)* Flexible Common Core – Creative Expression</td>
<td>SPN 112 (3)* Flexible Common Core – World Cultures &amp; Global Issues**</td>
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<tr>
<td>COR 100 (3) Flexible Common Core – U.S. Experience in its Diversity</td>
<td>POL 100 (3) Flexible Common Core – U.S. Experience in its Diversity SWK Requirement (Prior to Admission)</td>
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<tr>
<th>SOPHOMORE YEAR</th>
<th>SPRING (16 credits)</th>
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<tr>
<td><strong>FALL (15 credits)</strong></td>
<td><strong>SPRING (16 credits)</strong></td>
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<tr>
<td>SPN 114 (4)*</td>
<td>SPN 213 (4)* SWK Requirement</td>
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<tr>
<td>SWK 200 (3) SWK Requirement (Prior to Admission)</td>
<td>SOC 200 or higher (4) SWK Requirement</td>
</tr>
<tr>
<td>WGS 203 (4)*</td>
<td>AST 100/103 (4)*</td>
</tr>
<tr>
<td>College Option – Textual, Aesthetic and Linguistic Analysis (TALA) 200+</td>
<td>Flexible Common Core – Scientific World</td>
</tr>
<tr>
<td>Pluralism &amp; Diversity (WGS 203)</td>
<td>College Option – Scientific World Lab</td>
</tr>
<tr>
<td>Contemporary World (WGS 203)</td>
<td></td>
</tr>
<tr>
<td>PSY 202 (4)</td>
<td>POL 349 (4)*</td>
</tr>
<tr>
<td>College Option – Social Scientific Analysis</td>
<td>Any Elective</td>
</tr>
<tr>
<td>SWK Requirement</td>
<td></td>
</tr>
</tbody>
</table>

*Courses marked with an asterisk indicate the student should check the catalogue and select from that field of courses.

** If exempt from the 112-level of foreign language (by testing out), students must select any other course from this list, including another 112-level course in a different language. NB: Students must achieve the third level in a foreign language.

Pathways and Transfer Students:

Students who transfer into or within CSI with 30 or fewer credits must complete 12 College Option credits and all the requirements above, including the requirement to take 6 credits at the 200-level in the Common Core and College Option combined that satisfy Social Scientific Analysis and TALA, as well as the Contemporary World and Pluralism & Diversity requirements;

Students who transfer into or within CSI with more than 30 credits but without an Associate Degree must complete a minimum of 9 College Option credits. If they have not done so as part of their prior academic record, then this will include completing at least one 200-level Social Scientific Analysis or TALA course that also satisfies the Contemporary World and/or Pluralism & Diversity requirements;

Students who transfer into or within CSI with a completed Associate Degree must complete a minimum of 6 College Option credits. If they have not done so as part of their prior academic record, then these students are encouraged to complete at least 6 credits of 200-level courses from Social Scientific Analysis and/or TALA listings and, whenever possible, also satisfy the Contemporary World and Pluralism & Diversity requirements.
## Social Work Major Courses

**THESE COURSES ARE ONLY OFFERED IN THE FALL OR SPRING AS INDICATED BELOW**

<table>
<thead>
<tr>
<th>JUNIOR YEAR</th>
<th>FALL (15 credits)</th>
<th>SPRING (15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBSE I SWK 311 (3)</td>
<td>HBSE II SWK 312 (3)</td>
<td></td>
</tr>
<tr>
<td>Diversity in SWK 305 (3)</td>
<td>Policy II SWK 470 (3)</td>
<td></td>
</tr>
<tr>
<td>Ethics &amp; Human Rights SWK 322 (3)</td>
<td>Research II SWK 302 (3)</td>
<td></td>
</tr>
<tr>
<td>Research I SWK 300 (3)</td>
<td>Practice I SWK 350 (3)</td>
<td></td>
</tr>
<tr>
<td>Policy I SWK 370 (3)</td>
<td>SWK 306 Community Service Learning (3)</td>
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</table>

<table>
<thead>
<tr>
<th>SENIOR YEAR</th>
<th>FALL (16 credits)</th>
<th>SPRING (12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice II SWK 360 (3)</td>
<td>Field Practicum II SWK 464 (4)</td>
<td></td>
</tr>
<tr>
<td>Field Practicum I SWK 454 (4)</td>
<td>Field Seminar II SWK 465 (2)</td>
<td></td>
</tr>
<tr>
<td>Field Seminar I SWK 455 (2)</td>
<td>Practice III SWK 365 (3)</td>
<td></td>
</tr>
<tr>
<td>Social Work Elective (3)</td>
<td>Social Work Elective (3)</td>
<td></td>
</tr>
<tr>
<td>Any Elective (4)</td>
<td></td>
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</tbody>
</table>

Social Work majors must take 3 credits of social work electives. 
Social Work majors may also take MSW electives, with permission of the faculty, but you must have a GPA of 3.0 or above.

### Part-time: 4 year plan

**THESE COURSES ARE ONLY OFFERED IN THE FALL OR SPRING AS INDICATED BELOW**

<table>
<thead>
<tr>
<th>JUNIOR YEAR</th>
<th>FALL (Year One)</th>
<th>SPRING (Year One)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity in SWK 305 (3)</td>
<td></td>
<td>Practice I SWK 350(3)</td>
</tr>
<tr>
<td>Ethics &amp; Human Rights SWK 322 (3)</td>
<td></td>
<td>SWK 306 Community Service Learning (3)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL (Year Two)</th>
<th>SPRING (Year Two)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBSE I SWK 311 (3)</td>
<td>HBSE II SWK 312 (3)</td>
</tr>
<tr>
<td>Policy I SWK 370 (3)</td>
<td>Policy II SWK 470 (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENIOR YEAR</th>
<th>FALL (Year Three)</th>
<th>SPRING (Year Three)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research I SWK 300 (3)</td>
<td>Research II SWK 302 (3)</td>
<td></td>
</tr>
<tr>
<td>SWK elective (3)</td>
<td>SWK elective (3)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL (Year Four)</th>
<th>SPRING (Year Four)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice II SWK 360 (3)</td>
<td>Practice III SWK 365 (3)</td>
</tr>
<tr>
<td>Field Practicum I SWK 454 (4)</td>
<td>Field Practicum II SWK 464 (4)</td>
</tr>
<tr>
<td>Field Seminar I SWK 455 (2)</td>
<td>Field Seminar II SWK 465 (2)</td>
</tr>
</tbody>
</table>
BSSW Course Descriptions

SWK 305 Diversity in Social Work
3 hours; 3 credits
A framework for the development of the cultural competency skills needed to work with diverse clients, social groups, and communities. The course introduces the student to Critical Multicultural Theory, a theoretical framework for understanding and respecting culturally diverse populations. The theories presented in this course are the basis for the integration of cultural diversity issues throughout the curriculum.

Prerequisite: Open only to Social Work majors

SWK 311 Human Behavior in the Social Environment I
3 hours; 3 credits
The first of two foundation theory courses. The course will provide the student with the theoretical framework needed to develop as a generalist social work practitioner. Students learn to apply key theoretical frameworks to the exploration of societal issues and the impact of racial, ethnic, class, cultural, religious/spiritual, and gender diversity on behavior. The course will examine the reciprocal nature of these interactions on persons, families, social groups, communities, organizations, and institutions.
Prerequisite: Open only to Social Work majors
Pre- or corequisite: SWK 305 (if taken as a prerequisite requires a grade of C or higher)

SWK 322 Social Work Ethics and Human Rights
3 hours; 3 credits
Explores social work ethics and human rights. The goal of this course is to equip students with the skills they need when facing ethical dilemmas across micro, mezzo, and macro fields of practice. Specific emphasis is placed on values, ethics, and human rights as they are embodied in contemporary practice. This course will be particularly directed to social ethics addressing the moral quality of societal arrangements and the values and ethical principles that guide social policies that deal with ethical obligations of society.
Prerequisite: Admission to the Social Work program

SWK 300 Social Work Research I
3 hours; 3 credits
This course provides an examination of the principles and theory underlying scientific inquiry and the practices of social science research. The focus is on developing informed consumers of social work research. The course introduces students to critical reading, understanding, and the use of library research and web resources in social work practice, often referred to as evidence-based practice, steps in conducting research, and research efforts toward developing and evaluating social work knowledge and skills.
Prerequisite: Open only to Social Work majors and MTH 113
Pre- or corequisite: SWK 305 (if taken as a prerequisite, requires a grade of C or higher)
3 hours; 3 credits
An introduction to fundamental concepts, values, terminology, frameworks, and ethical issues that define social welfare policy. Students will be introduced to the historical and philosophical bases of American social welfare programs. This course will help students understand the contemporary welfare state in terms of its underlying motivations - political, economic, ideological, religious, and social - their impact on social welfare institutions, and the role of the profession of social work in this context. This is the first of a two-part sequence, designed to prepare generalist practitioners with an understanding of the evolution of the social welfare system in the United States, as well as in the global context. The course specifically emphasizes how historically underrepresented groups (e.g. people of color, people with disabilities, women, LGBTQ people, and children) have been affected by social welfare policy throughout history.
Pre or requisite: POL 100 and SWK 305

SWK 312 Human Behavior in the Social Environment II
3 hours; 3 credits
The second of two foundation theory courses. The course will provide the student with the theoretical framework needed to develop as a generalist social work practitioner. This course will provide the generalist social worker with a broad, theoretical knowledge base to work effectively with individuals, families, groups, organizations, and communities. The students will study human development from a life course perspective recognizing patterns in the human behavior related to biological age, psychological age, and social age norms. The course will cover diversity in the life course related to historical time, gender, race, ethnicity, social class, current global trends, and other dimensions.
Prerequisite: SWK 311 with a grade of C or higher

3 hours; 3 credits
This is the second policy course in a two semester sequence. This course builds on the historical perspectives presented in SWK 370. It is designed to offer students knowledge of issues surrounding the development, implementation, and evaluation of social welfare policies that have affected and continue to affect historically oppressed groups in the United States. Specific policy areas to be discussed include healthcare, mental health, child welfare, people with disabilities, the elderly, and criminal justice. Students in this course will understand the need for social work involvement in political arenas, advocacy groups, and as part of organizational change, to advance social, political, and economic justice. The course will demonstrate the various policy analysis tools to teach students to better understand how policy affects practice and how social workers can influence policy.
Prerequisite: SWK 370 with a grade of C or higher
SWK 302 Social Work Research II
3 hours; 3 credits
Continuation of Social Work Research I. This course deals with identifying appropriate research methods, and evaluating and applying standard social science research methods. Qualitative and quantitative methods are explored. Descriptive and inferential statistics are presented. In addition, the course covers the logic of data preparation and analysis. It reviews the basic skills required to evaluate and write research reports including graphic and statistical analysis and presentation. This course fosters an appreciation for diversity and an awareness of and sensitivity to social work research with diverse groups, based on multiple dimensions including race, ethnicity, gender, sexual orientation, and disability.
Prerequisite: SWK 300 with a grade of C or higher

SWK 306 Community Service Learning & Professional Development Seminar
3 credits
Students will participate in a 65-hour service learning experience within a local social service agency, school, or other human service organization. Concurrently, students will attend a two-hour weekly seminar-format class. The purpose of the seminar service learning experience is to expose students to professional community-based human service practice and help students prepare for the senior field practicum (SWK 454). The course is designed to expose students to the beginning engagement skills, with particular attention to professional roles and boundaries of social work, social work values and ethics, self-reflection, development of the professional self, the importance of social justice values, cultural competency and cultural humility in providing services to clients and the policy contexts of services. Note: a grade of B or higher is required for students to be eligible to enter a field placement (SWK 454). This course may be repeated once.
Prerequisite: Admission to the BSSW program

SWK 350 Social Work Practice I
3 hours; 3 credits
First of three courses in social work practice. In preparation for practice in the field, this course emphasizes practice with individuals and families. Assessment, intervention, and evaluation are taught from a social work perspective. Students study the NASW code of professional values and ethics. Issues of diversity and working with populations at risk in the urban environment are integrated. Skill development includes interviewing and recording skills analysis of need, use of self, communication techniques, and the problem-solving process. This course may be repeated once. NOTE: To graduate, a grade of B or higher is required in SWK 350.
Prerequisites: SWK 200 and admission to the BSSW Program with a grade of C or higher
Pre or corequisite: SWK 311 with a grade of C or higher
SWK 360 Social Work Practice II
3 hours; 3 credits
Second of three courses in social work practice. As preparation for practice in the field, this second course emphasizes practice with groups. Group assessment, intervention, and evaluation are taught from a social work perspective. Students study the NASW code of professional values and ethics. Issues of diversity and working with populations at risk in the urban environment are integrated. Skill development includes use of self, communication techniques, and the problem-solving process. The types of groups studies will vary from social action to support groups.
This course may be repeated once. NOTE: to graduate, a grade of B or higher is required in SWK 360
Prerequisites: SWK 350 with a grade of B or higher

SWK 454 Social Work Field Practicum I
16 field hours; 4 credits
A practicum where each student is placed at a community agency. Students are expected to spend a minimum of 240 hours during the semester (16 hours per week) in the agency. Direct interaction with individuals and groups from diverse backgrounds, reflective supervision, and process recordings will aid the student in developing greater cultural awareness and sensitivity. Students will gain skills while working under the instruction of professional social work practitioners who are "teachers" in the field, in conjunction with the guidance of the Social Work faculty at CSI. The Practicum will be graded as Pass/Fail.
Prerequisites: Senior Standing and SWK 300, SWK 302, SWK 305, SWK 311, SWK 312, SWK 350, SWK 370
In addition, student must meet each of the following criteria:
1. Completed all general education requirements.
2. An overall grade point average of 2.5.
3. A grade of C or better in all SWK courses except SWK 350 where a grade of B or better is required to advance.
Pre- or corequisite: SWK 360 (if taken as a prerequisite requires a grade of B or higher)
Corequisite: SWK 455

SWK 455 Social Work Field Seminar I
2 class hours, 2 credits
First course of a two-semester sequence taken in conjunction with field practicum. The purpose of the seminar is to facilitate students' integration of the educational experience in class and the field. During the Field Seminar, students will be supported in their learning in various ways. Students will discuss issues related to field placement and problem solve with their peers. Students will be introduced to a variety of topics including the NASW Code of Ethics, professional roles, cultural competency, effective interventions and documentation.
Prerequisites: Senior Standing and SWK 300, SWK 302, SWK 305, SWK 311, SWK 312, SWK 350, SWK 370
In addition, students must meet each of the following criteria:
    1. Completed all general education requirements.
2. An overall grade point average of 2.5.
3. A grade of C or better in all SWK courses except SWK 350 where a grade of B or better is required to advance.

Pre- or corequisite: SWK 360 (if taken as a prerequisite requires a grade of B or higher)
Corequisite: SWK 454

SWK 464 Social Work Field Practicum II
16 field hours; 4 credits
A continuation of the Field Practicum I. Students are expected to spend a minimum of 240 hours during the semester (16 hours per week) in the agency. Direct interaction with individuals and groups from diverse backgrounds, reflective supervision, and process recordings will aid the student in developing greater cultural awareness and sensitivity. Students will gain skills while working under the instruction of professional social work practitioners who are "teachers" in the field in conjunction with the guidance of the Social Work faculty at CSI. The Practicum will be graded as Pass/Fail.
Prerequisite: SWK 454 with a passing grade; SWK 455 with a passing grade
Corequisite: SWK 465

SWK 465 Social Work Field Seminar II
2 hours, 2 credits
The second course of a two-semester sequence which continues to facilitate students' integration of the educational experience in class and the field. In addition, the field seminar is the capstone course in the social work program that synthesizes theory, research, policy, and practice methods. Students are to produce documents that combine research and analysis applied to practice in the field. Understanding of social work concepts and readiness/competency to begin the professional social work practice is the goal of the capstone course. Students will explore significant social work issues, bringing their experience and knowledge to bear on the interaction of their values and skills within the major.
Prerequisite: SWK 454 with a passing grade; SWK 455 with a passing grade
Corequisite: SWK 464

SWK 365 Social Work Practice III
3 hours; 3 credits
Third of three courses in social work practice. The social work practice sequence provides an introduction to the basic theory and methods of generalist social work practice with individuals, families, groups, organizations, and communities. As a preparation for practice in the field, this third course emphasizes practice with organizations, neighborhoods, and communities. Change strategies such as social action, legislative policy, citizen participation, advocacy, and service development are explored. All case material is studied within the context of the values of the social work profession and the recognition of the importance of cultural diversity. This course may be repeated once. NOTE: to graduate, a grade of B or higher is required in SWK 365.
Prerequisites: SWK 350 with a grade of B or higher.
Social Work Electives

Disclaimer: 1 or 2 electives are usually offered each semester.

SWK 105 Introduction to Disability Studies
3 hours; 3 credits
This course introduces the student to the emerging, multidisciplinary field of disability. The course will cover the social construction of disabilities, which is distinct from a medical model of disabilities. Included are definitions, early history of disabilities, the disability rights movements, eugenics, policy that impacts people with disabilities, legal issues, self-advocacy, and disability culture.

SWK 107 Introduction to Developmental Disabilities
3 hours; 3 credits
Overview of the key knowledge on developmental disabilities. Issues to be explored include defining the disabled throughout the life cycle, normalization, deinstitutionalization, mainstreaming, case management and advocacy, ethical and legal issues, the Developmental Disabilities Movement, and its impact on the family and community.

SWK 307 Drugs and Alcohol
3 hours; 3 credits
Drugs and alcohol from a social work perspective. This course focuses on the social reality of drug use, and drug users, within contemporary society and includes a historical analysis of the social construction of drug use, drug users, abuse, and addiction. Students will investigate complex relationships among individual behavior, group behavior, and social structure. Central concepts such as social learning, labeling, power, and inequality, as well as socio-cultural definitions of drugs, behavior, and the people who use drugs, will be the tools of analysis. Special attention will be given to the complex legal history surrounding drug use, the link between drugs and crime, the impact of the medicalization of human behavior, and varying perspectives on "doing something about drugs."
Prerequisite: Open only to Social Work majors
Pre- or corequisite: SWK 305 (if taken as a prerequisite, requires a grade of C or higher)

SWK 321 Social Work Practice with Older Adults
3 hours; 3 credits
An introduction to gerontological social work, a field of social work practice which focuses on the biopsychosocial needs of older adults and their families and the social services and health care systems which promote successful aging. This course is open to majors and non-majors.
Prerequisite: ENG 151

SWK 440 Internship in Developmental Disabilities
2 class hours, 6 field hours; 4 credits
The student is assigned to an agency devoted to the care and supervision of persons with developmental disabilities. The two hours per week in class are devoted to feedback and
discussion of issues related to field experiences. Written records are an integral part of the field experience. In semesters when this course is not offered, students may register for an individual internship.

**Program Waivers, Exemptions, and Substitutions**

There are no program waivers or exemptions for any of the professional foundation courses required by the College of Staten Island BSSW program, unless these courses were successfully completed in a CSWE accredited program in another school. Transfer credits from courses taken in CSWE accredited programs will be evaluated by the Admissions Committee on a case by case basis to determine whether these courses may substitute for course offerings in the BSSW Program at CSI. Requests for waivers, exemptions or substitutions in courses other than those in the professional foundation should be discussed with the BSSW Program Director. The BSSW Program policy is strict in maintaining the integrity of the curriculum.

**IX. Field Internship**

**Field Placement Application and Field Internship Requirements**

The field internship is a required component of the social work major at the College of Staten Island, and the signature course in social work education nationally. In this course, students are placed in a social service setting under the supervision of a licensed social work practitioner. Students are required to complete 240 hours per semester, for a total of 480 hours in an approved field internship setting, engaged in social work activities. This is approximately 16 hours per week for the academic year. The field placement provides both the direct and indirect practice experience necessary to becoming an entry-level generalist social worker. Further details about the field internship are provided in the BSSW Program Fieldwork Manual.

Students entering the BSSW Field Practicum must have senior status and have completed and passed all major coursework with a minimum GPA of 2.5 (please note that a minimum, cumulative GPA of 3.0 is required for entry into most graduate programs). An important exception is SWK 350 Social Work Practice I, SWK 360 Social Work Practice II, SWK 365 Social Work Practice III and SWK 306 Community Service Learning & Professional Development Seminar where students must receive a grade of ‘B’ or above in these courses prior to being placed in the field. Note that these courses may be repeated once, but not for credit.

Students are required to complete a field application and submit two copies of their most updated resume during the semester prior to field placement. Generally these applications will be distributed to students in February of the year preceding entry into the field.

After the Director of Field Placement reviews the field application, an interview will be scheduled with the student to explore possible matches for field placement. The goal is to assign internships well in advance of the actual placement allowing ample time to iron out any possible difficulties and to complete agency requirements for paperwork or medical clearances, thus avoiding delays once the internship is underway.

Based on student and agency need, some flexibility in the days and times for scheduling the field practicum might be possible but is never guaranteed. Students are expected to be in the
field placement during regular agency hours (usually Monday – Friday, 8AM – 5PM). **Students are required to have 16 daytime hours available Monday through Friday to complete the necessary hours.**

Please note: If the student does not have weekday daytime hours available, the school may be unable to place the student, and continuation in the program is jeopardized.

X. **STUDENT ADVISEMENT**

***Academic and Career Advisement***

Each student admitted to the BSSW Program is assigned a full-time social work faculty member who serves as academic and professional advisor for the student for the remaining stay at the College. Students must make an appointment to see their advisor every semester, **prior to registration,** to assure that the student is making the appropriate choices in pursuit of the BSSW degree. This advisement policy is enforced by the College across all disciplines; stops are placed on the registration process that can be removed only by a faculty member. This means that without advisement, a student cannot register. It is the student’s responsibility to seek out advising. Of course, social work academic advisors are available throughout every term for any concerns or questions students may have regarding their studies or matters related to their professional development.

The student must email or call their advisor to set up an appointment. The student should allow ample time in order to do so prior to registration opening. Please note that the Department communicates electronically solely by CSI email, as a matter of policy. Students should contact their assigned advisor. If there are any difficulties in meeting with the assigned advisor, the students should contact the BSSW Program Director detailing the specific reasons for not being able to meet with their advisor in order to make alternative arrangements. The student must bring a copy of their transcripts and degree audit to the advising meeting. The student may also need to meet with the Center for Advising and Academic Success if there are any questions regarding general education requirements.

***Field Advisement***

Faculty Field Liaisons are CSI BSSW Program faculty members. The field liaison works in conjunction with the field placement agency to help the student reach maximum potential as a beginning generalist social worker. The field liaison will make an on-site visit to the agency at least once per semester. These visits will include discussion about the learning contract, the student’s responsibilities in the agency, and assessment and evaluation of the student’s progress and skills, to date, in the field placement. The field liaison will meet with both the student and the agency supervisor during the visit. Generally, the liaison meets with the student and the supervisor separately and then together. The field liaison is also available to assist if any problems should arise in the field placement that cannot be resolved with the field instructor/agency supervisor.

The CSI faculty member who serves in the role of field liaison has the responsibility for assigning the grade for the field practicum, based on the meetings with the field instructor and
student, field instructor evaluations, reviews of process recordings and other assignments, and the faculty member’s assessment of the student’s progress, skill level, and consistent application of the NASW Code of Ethics.

**XI. Evaluation Process**

**Grading Policies**
Instructors for all courses in the social work curriculum provide syllabi to students outlining the grading policies and the specific course requirements. Syllabi and other course materials will be available on Blackboard. Students are required to submit all assignments in a timely and complete fashion, to attend class regularly and on time, and, if absence is unavoidable, to inform the professor beforehand and arrange to make up any missed work. The general criteria for evaluating students are included in this *Student Handbook* and in the *Field Education Manual*, both of which are provided to every student. Please note that college policy is that a student who misses more than 15% of contact hours in a course, for any reason, can fail the course.

**Grade Appeals**
The College of Staten Island policy on grade appeals is as follows.

Students wishing to appeal a grade other than WU or FIN must do so within 60 school days, excepting summer session, following the end of the semester. Appeals must be submitted in writing to the chairperson of the department in which the course was offered. Upon receipt of the appeal, the chairperson shall direct the student to discuss the issue with the instructor who assigned the grade. If the issue remains unresolved, the student may request a review by the Department Committee on Grade Appeals.

This Committee on Grade Appeals shall review all information presented by the student and shall meet with the instructor. The committee shall render a decision within 30 days after the student requested the grade review by the committee because the student and instructor had not resolved the matter. If the committee upholds the appeal by a vote of 3-0, the chairperson shall change the grade to reflect the decision of the committee. If the committee does not uphold the student, there is no further appeal within the College.

In all deliberations on grade appeals, the burden shall be on the student to prove that a violation of the College’s regulations occurred or that the instructor’s own stated criteria for grading, which shall have been enunciated at the beginning of the semester, have not been followed. Students needing advice on the procedure may consult an academic and personal counselor.

Students wishing to have a WU or a FIN grade changed to a grade of W must file a written petition supported by documentation to the Committee on Course and Standing.
XII. Problem Resolution, Termination and Appeal

As with all academic programs, a student in the BSSW program can be dismissed for failing to perform academically in accordance with the standards established by the College and the Program. Violations of academic integrity also may result in a lower grade or failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the Program or College (see CSI Undergraduate Catalog or The Gazetteer for a fuller explanation).

Academic requirements for BSSW students are somewhat different from those of students in other majors. In the BSSW program, a student must earn a grade of C or higher in all professional foundation courses other than the social work practice courses and the Community Service Learning & Professional Seminar course: SWK350 Social Work Practice I, SWK 306 Community Service Learning & Professional Seminar, SWK360 Social Work Practice II, and SWK 365 Social Work Practice III, where a grade of B or higher is required. Students may not continue in the program until satisfactory grades are earned, Students with lower grades have one opportunity to repeat a course in which they have performed poorly, but credit may only be earned once. Students cannot be placed in the field internship until all professional foundation courses that precede field placement have been completed at a satisfactory level. Consistently low grades may be grounds for dismissal from the program.

In the BSSW Program, there are criteria in addition to academic performance which determine whether a student can continue in the program. Students in both the classroom and field are expected to behave in a manner that is respectful of other students, staff, and faculty, and to conduct themselves in accordance with the NASW Code of Ethics. Failure to do so is a strong indicator of a lack of readiness for entry into the social work profession and consequently may result in termination from the Program.

Academic Review Committee and Termination from the BSSW Program

If a student is not performing well academically, or is unable to master basic knowledge or skills, or is unable or unwilling to uphold the ethical standards of the profession, the academic advisor will report the difficulties to the BSSW Program Director. Difficulties specifically relating to field placement will also be reported by the field liaison to the Director of Field Education. Regardless of where difficulties arise, it is the responsibility of the faculty advisor to request a meeting of the Social Work Program’s Academic Review Committee (ARC).

The ARC will meet as soon as practical to discuss the difficulty and determine appropriate action. The student will be asked to submit any written material prior to the meeting that may shed light on the issues. The student will also have the opportunity to be present at the meeting to respond to the concerns of the faculty, but will not be present during deliberations and decision-making.

If the Committee determines that the difficulty can be resolved in a timely manner, consistent with Program and professional standards, a problem resolution plan will be developed by the Committee. The advisor will monitor the student’s progress and request that the Committee reconvene if the difficulty continues, or the student is still not progressing satisfactorily. A problem resolution plan may not be appealed. A student who refuses to follow the plan will be dismissed from the program.
If the Committee determines that, in its academic and professional judgment, the student is not meeting the standards of the program and the profession at the level expected of an undergraduate social work student, and that the difficulty is unlikely to be resolved quickly and satisfactorily with a problem resolution plan, the BSSW Program Director will notify the student by registered mail, within 14 days of the Committee meeting, that the student will be terminated from the BSSW Program.

Refusal to participate in an ARC is grounds for dismissal from the BSSW Program.

**Appeal of BSW Program Termination Decision**

ARC Appeals Students have the right to appeal the ARC’s decision. Written requests to appeal an ARC decision must be submitted to the Department Chair within ten working days after written notification of the ARC’s decision. If that appeal is denied, the student may appeal to the Graduate Studies Committee during its next regularly scheduled meeting, or the subsequent meeting. The grounds for appeal are: new information has become available that was not available during the first appeal and/or the program violated its stated procedures or those of the College.

**Appeals Process**

1. The student must send a letter stating a desire to appeal the decision of the ARC to the Department Chair that gives the date of decision and the grounds for the appeal as above. This letter must be received within ten working days after the ARC’s written notification of its decision.

2. This request is read by the Chairperson. If the Chairperson decides to go forward with the appeals process, the student must submit all potentially helpful material consistent with the grounds for appeal.

3. First, a decision is made, based on written material submitted, as to whether to consider the appeal further, or reject consideration of the appeal.
   A. If the decision is to reject consideration of the appeal, the Chairperson notifies the student in writing.
   B. If the decision is to hear the appeal, the Chairperson decides whether to meet with the student, the faculty advisor or the field instructor as part of the review of the decision of the Academic Review Committee.

4. If the appeal has been considered, the Chairperson notifies the student of the outcome in writing within ten working days after submission of the request for an appeal.

5. If the appeal has not been considered at the Department level, or if the appeal was not sustained at the Department level, the student may appeal to the Academic Standing Sub-Committee of the Graduate Studies Committee. The Graduate Studies Committee reviews student records and considers student appeals related to admission, readmission, and graduation. Students can petition the Committee through a counsellor in the Division of Student Affairs. The process is as follows:
A. The student requests assistance from an Academic Counselor in the Counseling Center to prepare the appeal.

B. The appeal is submitted to the Graduate Studies Committee, with notification by the student to the Department that an appeal will be filed, since the Graduate Studies Committee will only hear an appeal if both the student and the department have submitted documentation.

C. The notice of plan to appeal must be sent by registered mail and be received by the College within ten working days of the receipt of the notice from the ARC or the Department chair.

D. Neither the student nor a student representative is present at the Academic Standing Sub-Committee of the Graduate Studies Committee. The Graduate Studies Committee Chair notifies the Department and the student of the result. The student is notified by registered mail, sent within three business days of the Graduate Studies Committee decision.

**Termination from Field Education and Appeals Process**

See the College of Staten Island Field Education Manual for information about termination from Field Education and the Appeals Process.

**XIV. STUDENT RIGHTS AND RESPONSIBILITIES**

*Academic Responsibilities and Student Class Participation*

The process of becoming a social work professional begins with conditional or final admission to the BSSW Program. From this point on, students must be actively engaged in their own education, following the guidelines for meeting with advisors, planning their coursework, and taking initiative to assure that they get what they need from their learning. The faculty are committed to providing support and counsel in this pursuit.

The social work classroom serves as a laboratory to develop interpersonal skills and critical thinking. As such, it is essential for all students to be responsible in completing all assignments in a timely, thorough, and careful manner, just as students will be doing in the field internship, and later, as social work professionals. The expectation in the BSSW Program is that students will only be absent in situations where it is absolutely unavoidable and that they will take full responsibility for all material missed, as they will do when they enter the field. There are no “excused” absences; all count toward 15% beyond which a student can fail the course. This is an insurance against emergencies and is not an entitlement to miss 15% of the course.

Students are expected to be prepared for every class session to allow for a lively exchange in discussions, the sharing of ideas and questions, and the expression of differing viewpoints, grounded in response to assigned readings. Students will be encouraged to be open to the opinions, perspectives, and experiences of others, developing the active listening skills needed for social workers to work effectively as students in a professional program, and as professionals. Most importantly, students will be expected to conduct themselves in a manner
that is in keeping with the NASW Code of Ethics, demonstrating respect for and acceptance of the unique characteristics of individuals and populations, striving to make social institutions more humane, and supporting the profession’s dedication to advance social and economic justice.

**Student Participation in Decision-Making**

The BSSW Program affords students some important opportunities to share in its governance. A total of four students will be elected as student representatives: two from the junior year and two from the senior year. The students will meet periodically with the BSSW Program Director to share student feedback regarding student experiences both in the classroom and in the field. At least one elected student representatives will serve on the Academic Review Committee (see page 21).

**Role of BSSW Student Representatives**

The BSSW Student Representative role demands an exceptional level of maturity and confidentiality. This is a student-elected position. Students nominate themselves or are nominated by peers. If a student agrees to be considered for the position, the student’s name will be included in a confidential electronic election, held annually, as needed, to replace graduating students or representatives who are unable or no longer willing to serve. Students are invited to remain in the position for up to two years.

There are two primary responsibilities.

1. **The Student Representative is a liaison** between social work faculty/administration and students. The Representative meets periodically with social work administrators to help keep lines of communication open. The Representative is asked to help peers engage in professional advocacy and self-advocacy, with the goal of strengthening the social work programs and the department. The Representative assists peers in formulating thoughts and proposals about what the program and faculty are doing well, and should continue to do; what the program and faculty should start doing; what the program and faculty should stop doing; and suggests steps for solving any problems that may arise. The Representative assists students, as needed, to advocate in a professional manner. The Representative does not simply bring a list of complaints, but works with peers to practice professional advocacy and self-advocacy by proposing possible solutions and potential steps to move forward, and helping students to formulate their thoughts in a respectful, solution-focused manner.

2. **The Student Representative is a member of the Academic Review Committee**, without vote. The Representative is neither an advocate for nor against the student under review, but represents the student perspective and listens with an open mind to the proceedings, participating in deliberations without bias, and maintaining strict confidentiality.

**Course Evaluations**

An evaluation form is made available to students electronically in the final weeks of their courses allowing them to provide anonymous comments on their instructor’s effectiveness and on the material taught. Both the instructor and the program director will see these forms some weeks after the student grades are submitted and will consider ways to improve the learning
experience. Similarly, upon completion of fieldwork, students will be asked to complete a field evaluation form that will be used in planning for field placements for future students.

**City University of New York and College of Staten Island Student Rights and Responsibilities**

The City University of New York and the College of Staten Island have developed an extensive list of Student Rights and Responsibilities. BSSW students are responsible for knowing and adhering to these policies. The Undergraduate Catalog contains policies on the following topics: Campus Behavior Code, Computer User Responsibilities, CUNY Policy on Academic Integrity, Immunization Requirement, Policy Against Sexual Harassment, New York State Education Law Section 224-a, Access to Student Records, Section 504 Statement of Nondiscrimination, Federal Rehabilitation Act, Campus Safety and Security, Crime Awareness and Campus Security Act, No Smoking Policy, The City University of New York Workplace Violence Policy and Procedures.

The catalog is available on the CSI website. Failure to familiarize oneself with these policies does not absolve one from responsibility for adhering to the policies.

**XV. NASW CODE OF ETHICS**

The BSSW program subscribes to the National Association of Social Work Code of Ethics. All students are held to this code.

National Association of Social Workers (NASW) Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. The 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 principle, 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.

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

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

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

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.
The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

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

**Value: Service**

**Ethical Principle:** _Social Worker's 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 other 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 group, organization, 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 organization with which they are affiliated.

**Value: Competence**

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

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

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

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

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

1.03 Informed Consent
(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

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

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

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

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

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

1.05 Cultural Competence and Social Diversity
(a) Social workers should understand culture and its functions 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 and respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
1.06 Conflicts of Interest
(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

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

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

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

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

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

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

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

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

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

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

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

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

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

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

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

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

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

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

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

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

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

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

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

1.12 Derogatory Language
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about their 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 decision, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

1.16 Termination of Services  
(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the client's 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 considering to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

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

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

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

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

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

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the 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' area of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

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

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

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

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

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

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

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

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

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

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

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

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

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

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

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

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

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

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

(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.
3.09 Commitments to Employers
(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes
(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

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

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

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

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

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

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

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

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organization.
(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 solicitations 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 of evidence in their professional practice.

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

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

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

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

(h) Social workers should inform participants of their right to withdraw

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

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

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

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

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

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

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

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

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

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

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