Program Handbook for Students

Fordham University
Graduate School of Social Service
Baccalaureate Program in Social Work

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Preface to the Handbook

This handbook has been designed to serve students admitted to the bachelors program in social work. It is hoped that this handbook will meet students’ needs for centralized information about the program. Within this document students will find an overview of the program’s operating framework, including goals and curriculum design. The handbook contains the policies and procedures that govern students’ participation in the program. In addition, the handbook contains an abridged statement of the competencies put forward by the Council on Social Work Education and the Code of Ethics of the National Association of Social Workers.

A spirit of inclusion and cooperation has been the hallmark of the program’s operation, and this manual could not have been compiled without the consultation of the faculty, students, administrators and deans of Fordham University’s Undergraduate Colleges and the Graduate School of Social Service.

We welcome the continuing development and encourage ongoing review of the handbook and the social work program. Our discussions will continue to enrich the program’s operation.

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Program Handbook for Students
Fordham University Baccalaureate Program in Social Work

Mission of the Graduate School of Social Work

The mission of the Fordham University Graduate School of Social Service is to educate students to promote human rights and social justice. The School strives to improve the well-being of people and communities through teaching culturally responsive, evidence-informed practice and engaging in research, policy advocacy, and community partnership.

The School's commitment to excellence in education and scholarship is built on professional social work values and the Jesuit educational tradition with its focus on social justice. Located in the greater New York City metropolitan region, the School prepares social work professionals and instills in its students a commitment to the profession while helping them build the competencies necessary for them to effectively serve diverse populations.

Mission of BASW Program of Social Work

The mission of the BASW program at Fordham University is to educate students to promote human rights and social justice and improve the well-being of individuals, families, groups, organizations, and communities through culturally competent evidence-informed generalist social work practice embedded within an agency context. The School’s commitment to excellence in education and scholarship is built on professional social work values and the Jesuit educational tradition with its focus on social justice. The BASW program builds upon a strong liberal arts core to establish the social work competencies necessary to effectively serve diverse populations.

Overview of the BA Program in Social Work

Fordham’s social work program builds on students’ broad liberal arts experience at Fordham University and combines high quality classroom and field education with an extensive student advising and support system. The social work program is administered and staffed by the Fordham University Graduate School of Social Service. All social work courses and activities take place at the Lincoln Center and Westchester campuses.

The program actively consults and collaborates with other programs and majors within the undergraduate colleges of Fordham University and has established the Inter-University Program Advisory Committee, comprised of administrative and faculty representatives of the program, Fordham’s undergraduate colleges and the Graduate School of Social Service. The committee serves a vital planning, mediating, and coordinating function, integrating the program in the University.

The program and its faculty maintain ongoing relationships with the social work practice community to keep current and continually evaluate its curriculum in light of new knowledge, technology, social policies, and employment and market trends.

Students in the social work program must be matriculated at either Fordham College at Lincoln
Center, Fordham College at Rose Hill, Fordham School of Professional and Continuing Studies and are allowed to take courses outside the program at the Lincoln Center (Manhattan), the Rose Hill (Bronx) campus of the University, or the Westchester campus. They continue to participate in the overall activities of the University and can access all services available to undergraduate students. In matters outside the jurisdiction of the social work program, students are subject to the policies and expectations of their college of matriculation.

Following admission into the social work program, students participate in classes and activities of the Graduate School of Social Service and become members of the school community. The design of the program -- including eight commingled classroom courses of undergraduate and graduate social work students, a 600-hour, year-long field practicum and integrative seminar, and a faculty advisement system for students at each stage of the program -- provides a challenging and stimulating educational environment.

Students are expected to complete the 33 credits of the major within a two-year period either on a full or part-time basis. The major consists of eight required and sequenced courses of three credits each (meeting weekly at Lincoln Center on Mondays, Thursdays or Saturdays and at the Westchester campus on Thursdays and Saturdays), and a 600-hour, year-long field practicum and integrative seminar of nine credits. Following admission, students are assigned a social work faculty advisor who meets with them individually and in group meetings. All students are enrolled in the program for two years. Students may enter the first year of the program in the fall or spring semester and all begin the second year in the fall.

Fordham College at Rose Hill students are expected to complete another major in the University, as well as the major in social work. The dual major requirement for students transferring 50 or more credits is evaluated on an individual basis. Fordham School of Professional and Continuing Studies and Fordham College at Lincoln Center students are not required to complete another major but are welcome to do so. Various departments or majors in the University accept particular social work courses in lieu of a required course or courses in the major. Details of these arrangements are available from the social work program and faculty advisors.

The baccalaureate program is accredited by the Commission on Accreditation of the Council on Social Work Education. Students completing the social work program are eligible to apply for advanced standing at Fordham University’s Graduate School of Social Service or other graduate schools of social work that will accept their applications. Advanced standing substantially decreases the number of credit hours required to complete a Master of Social Work degree. The New York State Education Department has granted Fordham University the authority to confer the BA in Social Work Degree.

Fordham University offers a financial aid program to help students attend the undergraduate colleges. Some aid is available to both full-time students, taking 12 or more credits, and part-time students, taking six to 11 credits. Some aid is available to full-time students only, and scholarships and awards are also available. The University’s Financial Aid Offices will answer questions and provide further information to prospective students. In addition to these services, the social work program has prepared a supplementary booklet: “Financial Assistance and Scholarship Information,” a collection of resources that appear particularly suited to students interested in
social work and related fields. This booklet is available to students already involved in the social work program and those considering making an application.

Goals of the BA Program in Social Work

**GSSS seeks to prepare BASW graduates who will:**

1. Function as competent generalist practitioners with a commitment to human rights and social justice.
2. Practice with, and on behalf of, diverse populations, within agency settings to promote individual and community well-being.
3. Critically and systematically examine, evaluate, and utilize research and other sources of evidence to guide their practice within organizational and community contexts.
4. Practice with competency guided by a professional identity, values and ethical standards of behavior, as well as recognizing the need for ongoing professional development.
5. Prepare students for Graduate Work in Social Work
6. Develop self-awareness and critical thinking through liberal arts and social work classes.

Objectives of the BA Program in Social Work

Upon completion of the BASW program, graduates will be able to:

1. Function competently within agency settings
2. Advocate for human rights and social Justice for individuals families groups and communities
3. Utilize evidence based practice within field instructor settings
4. Function competently as a generalist practitioner.
5. Promote individual and community wellbeing.
6. Value diversity within one’s role as a social worker
8. Apply social work values and ethics within agency settings
9. Demonstrate critical thinking in one’s practice with individuals families groups and organizations and communities
10. Develop a BASW professional identity
11. Demonstrate undergraduate knowledge of government and social work policy within one’s agency placement.
Curriculum Sequence Objectives of the BA Program in Social Work

Program objectives are further elaborated into curriculum sequence objectives, as follows:

Human Rights and Social Justice:
By the completion of the course students will be expected to:
1. Practice personal reflection and self-correction to assure continual professional development.
2. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
3. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
4. Understand the forms and mechanisms of oppression and discrimination.
5. Engage in activities that advance social and economic justice.

Human Behavior and the Social Environment I and II:
By the completion of the two required HBSE courses, students are expected to:
1. Apply an ecosystemic perspective to social work practice with individuals, families, groups, organizations, and communities.
2. Use a risk and resiliency lens to understand human development in infancy and childhood in the context of families, communities, and the larger social structure.
3. Demonstrate how economic, political, social, physical, mental, spiritual, and educational factors affect well-being at micro, mezzo, and macro levels.
4. Demonstrate a critical understanding of theories of human behavior and the human rights framework within a global context.
5. Identify mechanisms through which a culture’s structures and values may create, oppress or enhance privilege and power.
6. Apply a bio-psycho-social—spiritual and cultural lens to infant and childhood development.
7. Apply an ecosystemic perspective and human rights framework to human development across the life course.
8. Use a risk and resilience lens to understand human development in adolescence, adulthood, and older adulthood in the context of families, groups, and communities.
9. Apply a bio-psycho-social—spiritual and cultural lens to adolescent, adult, and older adult development.
10. Apply critical thinking to global social issues on adolescent, adult, and older adult development.
11. Apply a life course model to the assessment of multiple trajectories related to adolescents and adults as they cope and adapt to life events, identity formation as well as developmental transitions and tasks.
12. Utilize theories of individual and group dynamics, family systems, and community organization to analyze the person-environment fit.

Social Work Research I and II
At the end of the research sequence the student is expected to:
1. identify the ethical considerations in social work research and protection of the rights of participants.
2. conduct a literature search.
3. summarize the findings of empirical research.
4. use practice knowledge or experience to formulate a research question.
5. use the scientific-empirical knowledge base to improve social work practice.
6. understand the criteria for causality.
7. identify different study designs and their appropriate uses.
8. understand sampling terminology and identify sampling strategies and their appropriate uses, and potential bias in the sampling strategy.
9. understand data collection methods and their appropriate uses.
10. understand the difference between process and outcome evaluation.
11. understand measurement terminology, and design a data collection instrument.  
12. critically evaluate published research and utilize research findings in social work practice.  
13. design a research study with methods appropriate to the research question.  
14. follow ethical procedures appropriate for the class project.  
15. implement the informed consent process.  
16. protect confidentiality during and after data collection.  
17. communicate research findings.  
18. be able to make recommendations about practice and policy implications of the findings from their class research project.  
19. be able to collect, analyze, and interpret data.  
20. conduct a needs and assets assessment.  
21. identify existing resources for assessing a community and/or organization.  
22. critically assess published reports of intervention research.  

**Generalist Social Work Practice I and II**  
By the completion of the generalist practice courses, students are expected to:  

1. Demonstrate professional behaviors that include the ability to engage in personal reflection, self-correction, management of personal values and ethical decision-making as ways to ensure ethical practice with clients and advance professional development.  
2. Evidence the capacity during the assessment and case formulation process to distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
3. Understand the role of diversity in shaping life experiences and evidence the ability to convey this knowledge in working with clients.  
4. Articulate and critically apply conceptual frameworks to guide the process of assessment and evaluation.  
5. Identify the tasks and apply the skills that allow the social worker to substantively and affectively prepare for action and engagement with individuals, families and groups within the context of organizations and communities.  
6. Develop collaborative and mutually agreed on intervention goals and objectives that strengthen client capacity, increase client well being and address client problems that are based on assessments that are evidence informed and culturally competent.  
7. Understand the relationship between goal setting, intervention and evaluation.  
8. Demonstrate a beginning understanding of the differential use of a range of individual, family and group intervention models to achieve individual, family, group and organizational goals.  
9. Select intervention strategies at the appropriate level (individual, family, group and organizational level) and modality (individual, family, group, system) in order to help clients resolve problems.  
10. Demonstrate an understanding of how agency context, the community and availability of resources, institutionalized oppression and worker/client positionality impact the intervention, evaluation and termination process and negotiate, mediate and advocate for clients.  
11. Use conceptual frameworks to guide processes of intervention and evaluation.  
12. Implement prevention interventions that enhance client capacities;  
13. Critically analyze, monitor and evaluate interventions  
14. Facilitate endings and transitions.  

**Social Welfare Policy and Services**  
By completion of the policy courses, students are expected to be able to:  

1. Appreciate the role that social workers and social work profession have played in American social welfare.
history and the implementation of social policy
2. Identify the major policy concepts that underlie the historical development of the social welfare system.
3. Begin to analyze the impact of many of the political, global, economic, and social forces that lead to inequities and injustices in society’s social welfare provisions and impact human rights.
4. Articulate the values that shape the social welfare institution, with special emphasis on those values that inform and result in policies intended to meet the needs of vulnerable populations.
5. Demonstrate understanding of various forms of poverty and social injustices and how policy responses have affected poverty and injustice.
6. Keep abreast of the changes occurring in the United States regarding social welfare policy and services and understand how these changes reflect policy concepts, values, and historical development here and in other countries.

Field Education
Field education consists of 600 hours, including a 570 hour practicum in generalist social work practice (either 14 or 21 hours per week) in an agency setting, and a biweekly (30 hours) integrative seminar during students’ second year in the social work program.

Upon completion of the BASW program, graduates will be able to:

1. Demonstrate basic skills for building and using peer support
2. Construct a professional social work identity within one’s role as a generalist practitioner in an agency setting
3. Demonstrate basic skills in working with diverse populations
4. Demonstrate an understanding of the importance and role of professional supervision, the strengths and limitations of the supervisory relationship, and how to utilize the supervisory process to enhance one’s practice
5. Develop an understanding of the importance of continuing to work toward increased self-awareness
6. Apply critical thinking skills from undergraduate liberal arts and social work classes to field work
7. Apply skills in critical thinking to identify, evaluate, and make decisions regarding ethical dilemmas and value conflicts in agency practice
8. Develop tentative plans for either employment in the social work profession or entrance into a graduate program in social work
9. Integration of liberal arts knowledge and social work generalist practice skills within a capstone assignment

Preparing for Program Admission

Core Curriculum of Fordham University

The core curriculum provides students with a strong liberal arts platform from which to pursue upper-level study in social work. Students are expected to complete a substantial portion of the core curriculum before seeking admission to the social work program. Students are exposed to a wide body of knowledge, and are engaged in the cultivation of a spirit of inquiry, values and ethics, and critical thinking skills. The core consists of eighteen courses drawn from nine disciplines and/or families of disciplines and seeks to provide all Fordham students with the liberal arts background that will prepare them for life in the early twenty-first century. Courses may meet more than one core requirement, and detailed information is available in the Undergraduate Bulletin.
Social Work Prerequisites

In order to further strengthen the liberal arts base and bio-psycho-social knowledge of students entering the social work program, the following prerequisite courses are expected to be completed before program admission:

- One sociology course
- One psychology course
- One biology course (with emphasis on human biology)
- One American pluralism course
- One course related to contemporary government or social policy in the United States
- Introduction to Social Work and Social Welfare (4 Credits): This course provides an introduction to the values, knowledge, and skills of the social work profession. Focus is on the historical and contemporary roles and relationships of the social work profession to community problems, fields of practice, vulnerable populations, and social welfare history and policy.

Some of these prerequisite courses may also be applied to requirements of Fordham’s core curriculum and/or to requirements of other majors and programs in the University. Therefore, it is helpful to discuss students’ interest in the social work program as early as possible in their academic careers. With early mentoring by Program faculty, students are able to choose courses within the core curriculum that also serve as social work prerequisites (such as biology and American pluralism). As in the case of the core curriculum, the substitutions of courses taken at other institutions other than Fordham University are evaluated on a case-by-case basis.

Dual Major Opportunities

Fordham College at Rose Hill students are expected to complete another major in the University, as well as the major in social work. The dual major requirement for students transferring 50 or more credits is evaluated on an individual basis. Fordham School of Professional and Continuing Studies students and Fordham College at Lincoln Center are not required to complete another major, but are welcome to do so.

Various departments or programs in the University accept particular social work courses in lieu of a required course or courses in their major. For example, the sociology department and the interdisciplinary social science program accept social work practice in Research I and II to satisfy their four credit research requirements, and both accept Introduction to Social Work and Social Welfare as an elective course, for a total of 8 credits. Details of these arrangements are available from the social work program and faculty advisors.

Admissions Policies and Procedures

Applicants to the baccalaureate program in social work must be accepted for matriculation by Fordham College at Lincoln Center, Fordham College at Rose Hill or Fordham School of Professional and Continuing Studies. Following their admission to the University, students may apply to the baccalaureate program in social work once they have completed a substantial number
of core courses in the liberal arts (approximately 50 credit hours). Students entering the social work program will be expected to complete the 33 credits of the major within a two year period (either on a full or part time basis) and should consider this in timing their applications. Transfer students will be formally considered for admission in the social work program once they have been admitted to Fordham University and have had a review and determination of credits to be accepted by the University.

The baccalaureate program in social work is interested in applicants who demonstrate both academic competency and personal characteristics that will serve as a sound base for professional development. Therefore, a combination of admissions criteria is used for evaluating applicants.

It is usually expected that an undergraduate GPA of at least 3.0 on a 4.0 scale will have been achieved in courses taken before applying to the social work program. An applicant may have had a successful experience in areas related to social work practice, and/or may have demonstrated a capacity for professional work by virtue of study in other areas related to social work. The GPA is reviewed within the context of the total application.

A basic facility in English communication is required for admission to the program and for continued enrollment. The autobiographical statement that is part of the application provides the social work program with the opportunity to judge whether the applicant has the writing ability necessary to be admitted and to remain in the program. Candidates will want to be certain that their autobiographical statements are fair samples of their abilities to use the written word and are at the same level of proficiency that the faculty might expect in response to writing assignments given in class. Applicants should also note that an interview is required as part of the admissions process.

Also as part of the admissions process, the course instructor of Introduction to Social Work and Social Welfare is asked to evaluate the performance of students in their class(es) when students apply to the program. This evaluation is based on a variety of factors, including academic achievement, openness to new ideas, and readiness to become seriously involved in the learning process.

There are a number of characteristics deemed to be desirable in people who wish to become a social worker. Among these are maturity of judgment, openness to new ideas, capacity for the development of self-awareness and readiness to change, and acceptance of differences in people. There are other qualities considered essential, which include commitment to social and institutional change and possession of values consistent with those traditionally associated with the social work perspective. Work in social or civic organizations -- either paid or volunteer -- is viewed favorably as evidence of the kind of motivation sought in applicants. Persons completing letters of reference will be asked to evaluate the applicant on these qualities.

The following is required as part of the application process.

1. The application form signed and completed in full.
2. An autobiographical statement in which the applicant’s interest and plans for social work education are solicited. Guidelines are provided for the statement in the
application packet.

3. Three letters of reference, at minimum one of which is from an instructor of a course taken by the applicant within the last two years. Use the form provided in the application packet.

4. Completion and signature on “Release of Student Records” item in application.


6. Admissions interview.

All application materials are held confidential and shared only with those persons directly involved in the admissions process. All records and documents become the property of the baccalaureate program in social work of Fordham University.

**University Policy on Nondiscrimination**

Fordham University is an academic institution that, in compliance with federal, state, and local laws, does not discriminate on the basis of race, color, creed, age, sex, gender, national origin, marital or parental status, sexual orientation, citizenship status, veteran status, disability or any other basis prohibited by law. Fordham University does not knowingly support or patronize any organization that engages in discrimination.

No otherwise qualified person shall be discriminated against in any programs or activities of the University because of disability. Likewise, no person shall be discriminated against on the basis of sex. A compliance officer is available to address any complaints alleging discrimination, and, may be contacted at the Administration Building, Room 223, Rose Hill Campus, telephone (718) 817-3112.
### BASW Two-year Plan of Study

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<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>SOWK 6208 Human Behavior and the Social Environment I</td>
<td>3 Credits SOWK 6209 Human Behavior and the Social Environment II</td>
</tr>
<tr>
<td>SOWK 6050 Human Rights and Social Justice</td>
<td>3 Credits SOWK 6006 Social Welfare Policy and Services I</td>
</tr>
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<td>6 Credits</td>
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Note: Students may start Semester 1 in Spring or Fall and Semester 2 in Fall or Summer

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<tr>
<th>Semester 3</th>
<th>Semester 4</th>
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<tr>
<td>SOWK 6321 Generalist Social Work Practice with Individuals, Families, Groups and Communities I</td>
<td>3 Credits SOWK 6322 Generalist Social Work Practice with Individuals, Families, Groups and Communities II</td>
</tr>
<tr>
<td>SOWK 6801 Social Work Practice in Research I</td>
<td>3 Credits SOWK 6801 Social Work Practice in Research II</td>
</tr>
<tr>
<td>SOWK 6901 Field Practicum and Integrative Seminar I</td>
<td>5 Credits SOWK 6901 Field Practicum and Integrative Seminar I (Continued)</td>
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<td>11</td>
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</table>

10 Credits

Thus, the first year always consists of four classroom courses and advising. The second year consists of four classroom courses, the field practicum and integrative seminar, and advising. Regardless of when students enter the program, they complete HBSE Human Rights and Social Justice as well as Social Work Policy before entering the field practicum. The field practicum is
always taken in the second year of study, concurrently with the two generalist social work practice courses and two research classes.

Social Work Program Curriculum

The Fordham University Baccalaureate Program in Social Work is designed to prepare students for positions as generalist social work practitioners in human service agencies. The Program builds on students’ strong liberal arts experience required through Fordham University’s core curriculum and selected pre-requisites for study in social work. Once students are admitted to the Program, they participate in a variety of learning experiences, including eight classroom courses and 600 hours in field placement and integrative seminar, enhanced by individual and group advising activities.

The BASW curriculum, built upon on a liberal arts perspective, prepares students for generalist social work practice. The curriculum is based on an emphasis on a human rights and social justice perspective within an ecosystemic perspective. In addition, the BASW program is committed to the promotion of individual and community well-being.

Generalist Social Work Practice Framework

The program’s definition of generalist social work practice was prepared in consultation with faculty, and is consistent with the generalist practice model of the Graduate School of Social Service. The curriculum prepares graduates for direct, generalist social work practice with individuals, families, groups, communities and organizations, provided under the auspices of human service agencies and related institutions. Because emphasis is given to the common factors in social work, graduates have a strong base of knowledge and skills that can be adapted to particular settings, environments, and populations.

The program’s generalist practice model is an integrative approach to practice, which attends to the profession’s focus on person in environment. Students in the program learn to see beyond the narrow boundaries of separate cases and to appreciate client troubles (e.g., inadequate income, substance abuse, domestic violence) in the context of public issues (e.g., policy debates on welfare reform and health insurance) and agency regulations (e.g., eligibility criteria, screening procedures). They learn to move across system levels and among practice methods based on their assessment to improve the adaptive fit between person and environment in which person is a metaphor for the various size client systems.

The program’s vision of generalist social work is distinguished by a common base of knowledge (i.e. ecosystems approach and person-in-environment framework) and common practice principles (i.e. centrality of the client and worker relationship and professional use of self). Fordham believes that a solid understanding and use of phases of assessment, planning, contracting, intervention, and evaluation permeate all social work practice, and continue to do so in light of changes in fields of practice, demographic trends, or in the reconfiguration of service delivery systems.

The knowledge and principles of generalist social work are put into practice through the use of common skills (i.e. engagement and contracting) and roles (i.e. advocate and facilitator).
Generalist practice skills and roles are those that are easily adapted to use in diverse settings, across client populations, and levels of intervention that include individual, family, group, organization, and community.

Generalist practitioners have the capacity to move flexibly among roles, with a repertoire of skills applicable to work with client systems of varied sizes. This orientation serves graduates of the program throughout their professional careers. Graduates have the capacity to use their knowledge and skills in serving the needs of clients in a variety of social work venues. Generalist practice also serves as an excellent platform for education and training, including advanced social work practice, and specialization in fields of practice, populations, or modalities. Generalist social workers are prepared for life-long learning, with the tools to face professional challenges.

The Fordham BA Program in Social Work prepares graduates for direct, generalist social work practice with individuals, families, groups, communities and organizations, provided under the auspices of human service agencies and related institutions. The education of students in the BA Program in Social Work emphasizes the common factors in social work with a broad range of client populations, in a variety of settings and on multiple levels of practice. Thus, graduates bring a strong base of generalist social work knowledge and skills to be adapted to particular settings, practice, environment, and population. This base is then broadened by specific knowledge about the employing agency, modes of practice, clients, community, constituencies, and other salient factors.

**Combination of Curriculum Elements**

The program’s curriculum design incorporates two features: a commingled model of classroom education; and, separate and distinct field instruction and advisement for students.

The commingled model of classroom courses is the component of the curriculum that includes both undergraduate and graduate social work students. The model takes advantage of the rich resources of the Graduate School of Social Service by having undergraduate social work students learn in the same classes along with graduate social work students in the foundation year of study. Students are therefore able to interact with a wide range of teaching faculty and fellow students than would be available to such a relatively small cohort.

The diversity of students in terms of age, race and ethnicity, employment history and status, and social work related experiences is remarkably similar to the diversity of graduate students, thus contributing to a “fit.” BASW and MSW students report positively on the learning model; that they are prepared for meeting graduate course expectations, and that they find they are welcomed and encouraged to be active class members. With the use of master syllabi, common reading assignments and regular meetings of teaching faculty in foundation curriculum sequences further insures consistency across sections. Thus, the program can insure consistency in course content across the sections in which students are enrolled.

The field education component of the program is operated independently, thus enabling the program to maintain its distinct identity and achieve its objectives. A rigorous screening for undergraduate field placements to provide generalist practice opportunities and quality supervision is conducted. Students in field instruction participate in a bi-weekly integrative seminar solely for
students in the BA program.

The advisement system of the program is operated independently, and includes both individual and group components. The program’s advisement system supports the development of a sense of community and support among undergraduate social work students and program faculty. It complements the commingled classroom model, and provides forums to address the special needs of students launching social work careers and/or new educational pursuits following graduation.

**Classroom Courses**

**Overview**

Within a two-year period, students complete eight required, sequenced courses. As already noted, students must apply to the social work program and be accepted before taking any courses within the program. These eight courses are taught in commingled sections with graduate social work students in their foundation phase of study at the Lincoln Center campus.

Faculty of the Graduate School of Social Service who teach these commingled classes are knowledgeable about the program and welcome undergraduate students admitted into the program. Program students find that they are accepted into the school environment, and are able to join classmates in learning. Faculty is advised of the graduate or undergraduate status of students in their class. Faculty is expected to hold both types of students to the same standards of performance. Based on its mission and diverse student body, Fordham Social Service faculty is expected to individualize and treat each student as unique.

Program students have access to a variety of resources to support their study in the classroom. As members of the Fordham University community, they have can use the computer center and have individual access to the internet. The majority of social work holdings (and the social work reference librarian) is located at the Quinn Library at Lincoln Center. Students will also find valuable materials at the Walsh Family Library at Rose Hill and in North Hall at Marymount. Writing centers are located on all campuses. At Lincoln Center, a writing specialist is specifically designated to work with social work students on an individual and group basis. She leads periodic workshops on academic writing and presentation formats appropriate to social work study.

Program students are expected to meet academic standards in each class and to maintain a combined GPA of 2.75 in their social work classes. The full policy regarding the maintenance of satisfactory progress in the program and the “program continuance review” mechanism appear later in this document, in the policy and procedures section.

Generally, learning concerns and problems in academic classes are handled first by classroom instructors and proceed with the involvement of a student’s faculty advisor when appropriate. All students in the program have a faculty advisor who is available to discuss any issues of concern to the student. The faculty advisor regularly confers with faculty to stay current on the student’s progress, and can intervene with students and faculty to resolve differences. The faculty advisor and student meet regularly in both individual and group settings with other program students to facilitate students’ successful work in the program and their transition into the profession.
Social Work Course Descriptions

SOWK 6050 - Human Rights and Social Justice (3 credits)
This course is an introduction to the human rights and social justice perspectives and how they intersect with social work values, ethics and practice in local and global contexts. Students will learn a practice framework that integrates a human rights perspective which promotes the dignity, respect, and well-being of all persons with a social justice perspective which seeks to understand, challenge, and combat oppression, unequal access to resources, and social inequities. Students engage in critical self awareness and apply an integrated practice framework for use with individuals, families, groups, organizations, and communities that advance human rights and social and economic justice.

SOWK 6208 - Human Behavior and the Social Environment I (3 credits)
This is the first of a two-semester course sequence. Students will learn a systemic way of thinking. Students will learn the open ended, part/whole nature of all the systems that social workers interact with (the individual, family, small groups, community, society) We will look at how each system is interdependent, has its own structure and is continually affecting larger and smaller systems. Additionally students will learn theoretical explanations for oppression and related inequities in society and learn to evaluate these theories through the lens of human rights and social justice. A case will be used to illustrate the application of systems thinking to an oppressed group and the communities that are formed as an adaptation. This will relate to the concept of capacity building. This facilitates an analysis of the bi-directional nature of change between the community and the individual.

The course will focus on human development from infancy through late childhood in the context of families and communities, using a risk and resilience lens. Concepts of primary prevention and early intervention are explored. We introduce the concept of trauma, looking at the impact of domestic violence, child abuse and neglect on young children and their families. We examine family and community supports as promotional factors of well being in light of the central role of early attachment and research in neurobiology. We will include content on immigrants, linking an investigation of risk and protective processes among children and the schools, families and communities within which they are embedded.

SOWK 6209 - Human Behavior and the Social Environment II (3 credits)
This course looks at the promotion of well-being, human rights and social justice including the role of social supports, life stressors, coping strategies and resilience factors within the life course development of adolescents, adults and older adults. At each of these stages we examine the role of risk and protective factors in the bio-psycho-social and ecosystemic environment. We approach the topic of death and dying from a life course perspective and we examine spirituality as a resource for coping and resilience. We will also examine how immigration and the refugee experience affect developmental pathways. At the end of this course, students will be able to identify and discuss existing risks and strengths of individual families and communities at different points in the life course during adolescence, adulthood and late adulthood.

SOWK 6801 - Social Work Practice in Research I (3 credits)
This course introduces students to social work research. It focuses the scientific method from the development of a researchable hypothesis to the point of data collection. This course
focuses on social work problem formulation and provides a basic introduction to methodology. It also includes selected research experiences. Material covers the following areas: developing a researchable question; the values, ethical and political issues involved in developing the question; narrowing and specifying the question; sampling; design; data collection; and measurement techniques. Each topic is addressed through readings, lecture material and practical application. This practical application is usually related to the research project.

SOWK 6802 Social Work Practice in Research II (3 credits.)
In this course, students continue to learn research through a combination of didactic and experiential methods focusing on human rights and social justice. Students will continue to learn how to understand and evaluate social work research. Students will also continue to work on the Class Research Project, with an emphasis on the analysis and interpretation of the data collected. Students learn how research informs practice and practice informs research.

SOWK 6321 Generalist Practice with Individuals, Families, Groups and Communities I (3 credits)
This is the first of a two-course sequence that covers generalist practice skills and content essential to the helping process with individuals, families, groups, organizations and communities. Initially, basic communication and interviewing skills essential to the helping relationship within all system sizes are introduced and practiced. Following this basic skill introduction, students learn the tasks and skills required in the beginning phase of practice, including preparation, engagement, first interview skills and case documentation. Students then learn the process of collecting and organizing data from individuals, organizations and communities using a strengths perspective. The process of analyzing and synthesizing this data for the purposes of identifying primitive and risk factors, problem formulation and an assessment of the level of client economic, political, physical, mental, social, spiritual and educational well being is also introduced. The steps to ensure a collaborative contracting process that links assessment to intervention and evaluation are also examined and practiced.

SOWK 6322-Generalist S. W. Practice with Individuals, Families and Groups II (3 credits.)
This course continues to build skills of generalist practice with individuals, families, groups and organizations. It begins by examining the common structure of social work practice that includes the engagement, assessment, interventions and evaluation phase with multi-level practice (individual, family, group, organization, community). In this course, the skills and intervention roles relevant to the middle and end phases of intervention with individuals, families, groups, organizations and communities will be discussed in greater detail. Knowledge and skills that facilitate the development of interventions that are preventive in nature target and promote the enhancement of political, economic, physical, mental, social, spiritual and educational well being will be presented. The influence of the organizational and community context in supporting or creating obstacles for outcome achievement during middle phase practice will be explored as well as strategies to intervene in ways that support client, worker and organizational and community capacity for successful intervention

SOWK 6006-Social Welfare Policy and Services (3 credits)
The course introduces students to the underlying values, assumptions and philosophical
perspectives as well as the social, economic and political factors that have influenced the development of this country’s social welfare system, including its goals, policies and programs. Content from this course is intended to help students: 1) learn the history, mission, and philosophy of the social work profession and the evolution of social welfare policy; 2) develop a beginning understanding of major social policies that have been created specifically to address the needs of individuals, families, groups, and communities—particularly those that live in poverty; 3) be able to apply to practice the policies and services rendered by local, state, regional, national, and international agencies using comprehensive frameworks with special attention to human rights, equity and social justice; 4) understand that improving wellbeing is the goal of effective policy change; and 5) recognize policy implications for social work practice.

SOWK 6901-Field Practicum and Integrative Seminar (9 credits)
Students participate in this required integrative seminar which meets 15 times over the course of the academic year. The overall purpose of the integrative seminar is to assist students to combine what they learn in the classroom with what they learn in the field. In addition, the seminar is structured to provide students with a forum where they can share their experiences in the field and classroom, learn about ways social workers function in different settings, work towards the development of increased self-awareness, receive additional knowledge to supplement their academic and field experience, and learn to mutually support one another. This is structured as a capstone course integrating competencies from both their social work coursework and the broader Fordham University undergraduate core curriculum. This course will prepare students to enter into agency based practice as well as to enter into advanced social work education.

Course Grading Guidelines for Classroom Courses
The following are the grading guidelines for papers or essay questions used by the instructors of all eight of the program’s classroom courses:

- A student will receive an “A” when a paper that is well written, interesting, and demonstrates an understanding of the topic. Essential information is included. Literature is drawn upon judiciously and referenced appropriately. Ideas are expressed clearly, and a cogent and convincing case is presented. The topic is approached creatively and the student presents his/her own ideas and observations. The way the material is handled suggests that the student learned, took advantage of the course and its readings, and accepted the challenge posed by the assignment. AN EXCELLENT PAPER OR ANSWER THAT EXCEEDS THE EXPECTATIONS OF THE ASSIGNMENT.

- A student will receive a “B+” when a more than satisfactory paper is produced. The topic is handled well, is written clearly and demonstrates considerable work and effort in organization and presentation. Literature or references are used and cited appropriately and show that the student has done research on his/her own. It is easy to read and interesting. The student has been creative in his/her approach to addressing ideas and points. A VERY GOOD PAPER OR ANSWER THAT IS MORE THAN SATISFACTORY

- A student will receive “B” when a satisfactory paper is produced. A satisfactory paper meeting the expectation of how the question or topic should be covered. It is grammatically correct, edited, organized, and referenced in presenting relevant points. Necessary and relevant content
is included; irrelevant or extraneous material is omitted. The paper demonstrates student’s knowledge of the topic and indicates student input beyond the text or class notes. There are not serious gaps and few wrong or incorrect points (except those from imaginative thinking or risk taking opinions). A GOOD ANSWER OR PAPER THAT SATISFACTORILY MEETS EXPECTATION OF THE ASSIGNMENT

- A student will receive a “C” when the paper is unclear and difficult to read or understand. It raises doubt about the student’s grasp of the topic. Poor writing, inappropriate references, and unfocused narrative style may characterize this paper. Irrelevant points or ideas are given as if the student hopes to cover all bases in hopes that some will be correct. The work demonstrates a minimum investment of time and/or effort. There are a sufficient number of points made and references used to suggest the student has some understanding of the topic or question. A BORDERLINE ANSWER OR PAPER THAT BARELY MEETS EXPECTATIONS OR THE ASSIGNMENT.

- A student will receive an “F” when a paper fails to minimally address the topic or respond to the question. No evidence is offered to indicate student’s understanding of the course content. There is little evidence of independent learning. Writing is poor making it difficult to understand and the student’s points or focus. There may be a question of plagiarism or unethical practices in preparing or completing the assignment. AN ANSWER OR PAPER THAT IS UNACCEPTABLE AND FAILS TO MEET THE EXPECTATIONS OF THE ASSIGNMENT.

Faculty options for final course grades are as follows: A, A-, B+, B, B-, C+, C, C-, D, and F.

**Policy on the Use of “Incomplete” in the Social Work Program**

A grade of “incomplete” is generally discouraged and only employed when faculty conclude that a student unable to complete assigned course work due to extenuating circumstances. An incomplete is a grade given at the written request of the student to the course instructor. A time frame acceptable to both the student and faculty must be agreed upon. It is recommended that this time frame not extend beyond four weeks after the final class of the semester. Students should be aware that the University charges a $30 fee to change an incomplete grade.

If an instructor does not have a final assignment from a student and if the student has not requested an incomplete, the instructor may give a final grade based on work completed to that point. This alternative is to give an “NGR” (no grade reported) on the final grade sheet. “NGR’s” will also convert to an “F” if not removed within the required time period. Grade sheets definitely should not be held back beyond the due date in order to clarify a student’s grade. An instructor is under no obligation to accept work from a student after the mutually agreed upon time frame. It is the instructor’s decision whether to renegotiate the contract. As in all matters related to grading, an instructor’s decision about a grade related matter is final.
Field Education

Overview

Field education is an integral part of the academic preparation of the Baccalaureate Program in Social Work. The 600-hour field practicum and bi-weekly integrative seminar provide a vital learning experience in professional practice. In the interest of integrating theory and practice, the field practicum is concurrent with classroom instruction in generalist social work practice and social work policy. Students will have completed courses in human behavior in the social environment and social work research when they begin their field education.

The field education component of the BA program in social work is operated independently of the Graduate School of Social Service’s Field Work Department. This decision is based on the social work program’s intention to maintain the program’s distinct identity and objectives, especially in the early stages of its development.

The program expects its field agencies to adhere to policies on nondiscrimination, affirmative action, disability, and sexual harassment. Agencies that do not adhere to such policies will not be used as field placements.

The responsibility for field placement location and coordination is that of the full time faculty members of the BA program in social work. However, there is a great deal of cooperation and consultation between the program and the field work department of the Graduate School of Social Service. For example, undergraduate and graduate faculty and administrators communicate often during the process of developing new field placements to avoid confusing agencies and duplicating efforts. If one program cannot accommodate a request for students, they share the placement opportunity which is then investigated for appropriateness for the other program.

Field instructors have an MSW degree and at least 2 years of post-masters experience. First time field instructors who supervise program students are expected to attend the Seminar in Field Instruction (SIFI) that is offered each year by the Graduate School of Social Service. This seminar, focusing on how social workers can effectively take on the new role of field instructor, is taught by social work program faculty and staff.

The primary purpose of the program’s field experience is to provide students with the opportunity to engage actively in generalist practice that complements and reinforces classroom learning. Students are engaged in every stage of the process, from preparing for entry into the field to their evaluation of the practicum experience. The field component enables the student to demonstrate his/her investment and competence in social work practice.

The setting for field education is a social agency working in close cooperation with the program in planning those learning opportunities that best meet the educational needs of the individual student and the objectives of the program. Cooperating agencies represent a cross section of social work practice in the greater New York metropolitan region and reflect a wide range of social work programs.
Field Options

The student, in consultation with his/her faculty advisor, has the choice of three field education curriculum models: 21-hour, 14-hour, or work study. The curriculum models are as follows:

21-hour field education -- This curriculum model consists of 21 hours three days per week in field education, for a total of 570 hours in the agency and 30 hours in the integrative seminar for the academic year. Placement begins in September and ends in early May.

14-hour field education-- This curriculum model consists of 14 hours two days per week for a total of 570 hours in the agency and 30 hours in the integrative seminar for the academic year. Placement begins in September and ends in July.

Some students, because of work schedules, cannot attend placement during weekday business hours. Every effort is made to place these students in agencies during evening hours and weekends. Students requesting an “after-hours” placement must be able to spend a minimum of four consecutive hours a week during the agency’s regular working hours. This requirement provides the student the opportunity to participate in such learning experiences as staff meetings and professional consultations.

Work Study -- Some students are able to meet their field education requirement through the social service agency where they are employed in a social work capacity. Students interested in this option complete the field education planning forms indicating this preference. They are asked to speak first to the director of their agency or agency department to gain approval for this request. The program will then evaluate the agency’s appropriateness as a field learning setting for the social work student.

Students in this field work model complete the same total hours (600), at a rate of either 14 or 21 hours per week in the agency, with the accompanying bi-weekly integrative seminar.

In order to be considered for a work study placement the following criteria must be met:

1. Students must have been employed by the agency for at least six months prior to work study application.

2. Students must have a new learning experience different from their work responsibilities, as their field work component.

3. The supervisor must be a qualified MSW, with three years post MSW experience. This supervisor must be different from the student’s work supervisor.

4. The agency must provide time for the field instructor to meet with the employee/student for a minimum of one and one half hours per week, and to attend the SIFI course if it has not been taken already.

5. The agency must sign the work study agreement insuring that program’s
requirements can be met. This formalizes the approval process. This document is available for the faculty advisor in the event that a problem may arise at a later date. The work study agreement is signed by the social work program director and kept in the student’s folder.

**Relationship Between Program and Field Agency**

The program and field work agency are partners in the education of baccalaureate students in social work. Because ongoing relationships with agencies are fundamental to ensure sound educational field experiences for students, it is essential that the faculty advisor maintains a pattern of regular contacts with agencies. Agency visits are the main way of ensuring the maintenance of a relationship and communication necessary for effective educational field experiences for students. Therefore, at least two visits are be made to the agency each year. The visits are intended to maximize the potential for student learning by addressing three principal objectives of field teaching:

1. Assist the agency in establishing and maintaining an effective learning environment.
2. Assist and support the agency supervisor in the role of field instructor.
3. Monitor the learning experience and assist the integration of the individual student progress and productively intervene when learning impediments or difficulties are identified.

During the visit the faculty advisor meets with the field instructor and other relevant personnel to discuss the student’s progress. The visit also may be coupled with an individual conference with the student. The faculty advisor reviews:

1. How field education is affecting the agency
2. Student’s relationship with agency personnel
3. Quality of student contact with clients
4. Nature and number of assignments carried by the student
5. Time allotted for supervisory conferences
6. Nature of the supervisory contract
7. Student’s recording
8. Learning opportunities other than specific student assignments
9. Space for students
10. Viability of agency as a field setting

As consultant to the field work agency, the faculty advisor is responsible for knowing the structure, function, staff and other pertinent information about the agency. Observations during visits to the agency may be supplemented by the reports of previous faculty advisors and other materials available through the university. It is especially important that the faculty advisor be aware of changes in agency structure, services and staff that may influence the quality of the student’s educational experience. Consultation may be planned with the field instructor’s supervisor or
agency educational coordinator as indicated.

At the time of the faculty advisor’s individual conference with the student, the faculty advisor reviews the academic and field progress. At least one piece of process recording is submitted by the student so that the individual student’s perception and concerns can be reviewed and addressed. The session provides the student, on a consultation basis, with alternate ways of thinking about problems, increased self-awareness and the opportunity to individualized academic and field career planning. Individual conferences provide the faculty advisor with time to help the student to clearly identify his/her own learning needs and deficiencies, and place these in the context of student strengths, current functioning and future goals. The advisor can assess whether the field placement is providing the student the opportunity to practice with diverse populations and populations at risk, to engage in practice assessment, and to have assignments in accordance with the program’s curriculum.

**Integrative Seminar**

All students in field placement participate in the integrative seminar, which meets bi-weekly during the academic year. The overall purpose of the integrative seminar is to assist students to combine what they learn in the classroom with what they learn in the field. The seminar is structured to provide students with a forum where they can share their experiences from the field and classroom, work towards the development of increased self awareness, and receive additional knowledge to supplement their academic and practical experience.

The integrative seminar is led by the students’ faculty advisor. Attendance is required as part the student’s obligation to fulfill 600 field practicum hours. The seminar is consider part of the student’s field education and does not earn a separate grade or additional credits for the student

Upon completion of the integrative seminar, students are expected to:

1. Develop basic skills for building and using peer support;
2. Develop an understanding of their professional identity and their role as a generalist practitioner;
3. Develop basic skills to manage the affective content inherent in social work practice;
4. Develop an understanding of the common base of social work practice across a wide range of settings;
5. Develop basic skills necessary for working with diverse populations;
6. Develop an awareness of the role of supervision in social work practice, and basic skills in regard to how to get the most out of their supervision;
7. Develop an understanding of the importance of continuing to work towards an
increased sense of self awareness;

8. Develop an understanding of how to apply classroom knowledge to their work in their field placements;

9. Develop basic skills in critical thinking to enable them to identify, evaluate, and make decisions regarding ethical dilemmas and value conflicts in agency practice in the context of their personal and professional values; and

10. Develop tentative plans for future employment, education, and/or interests in the profession.

The integrative seminar incorporates a variety of learning strategies, including discussion, brief lecture, student presentations, invited guests, etc. It provides a forum for sharing student concerns and problem solving through mutual aid and support. Seminars are limited to 15 participants and are flexible to the extent needed to allow for student input. The seminar pays particular attention to helping students apply content on diversity, social justice, social policy, and advocacy in the field experience. The energies of the faculty advisor and students are directed towards integration and application of knowledge and skills. Content is timed to the stage of student development over the course of the year and moves to deeper levels of inquiry.

While the seminar’s primary focus is students’ work in class and field, attention is placed on planning for the future. This may include exploration of practice fields and preparation for employment as well as discussion and planning for future education.

**Placement Process**

Towards the end of the spring semester prior to entering the field placement, all students complete field forms which reflect their particular interests and experiences. While efforts are made to correspond to the students’ interests, the emphasis is placed on arranging a field placement that provides a generalist practice experience. Students are encouraged to suggest possible placements to their faculty advisor for exploration. Follow-up on their suggestions is done by the faculty advisor. The placement is made by the program based upon program requirements, agency capacities, and student needs. Students are informed of their placements by their faculty advisor.

Before placements begins, the program shares information about the student and the program with the agency. This review of the student’s educational and experience background, interests and learning needs, becomes a source for the formulation of an early educational plan for the student. This initial information is useful in planning educational goals and in the field instructor’s selection and assignment of cases.

A faculty advisor is assigned to the student and agency. At the agency visit the faculty advisor reads student material, confers with the field instructor and agency representative in charge of student training, and assesses, with the field instructor, student learning opportunities and agency’s
plans to provide appropriately for student’s learning. Further information is shared in the faculty advisor’s contacts with the field instructor, and all ongoing inquiries about the student and the program are channeled through the faculty advisor.

**Nature and Level of Generalist Practice Assignments**

The field placement provides students with a generalist practice experience. The program views the generalist practice model as an integrative approach to practice which attends to the profession’s person-in-environment focus. Through the integration of classroom, field, and advising, students learn to move readily across system levels and among practice methods.

Field agencies are expected to provide a variety of assignments, including work with a range of client systems. Assignments should provide experiences with multi-level practice in which students work with individuals, families, groups, communities, and organizations to the extent possible. At minimum, the field agency should provide opportunities for the student to work with clients at three client system levels with at least one of the three at the macro level of organization or community (in addition to their work with individuals, families, and/or group). If an agency is not able to provide this minimum range, the faculty advisor assists the field instructor in exploring possible alternatives.

In a **21-hour per week** placement the student should have approximately 11 of those hours in direct service to clients, including collaborative and collateral visits. Students in a **14-hour per week** placement should devote at least 7 of those hours to direct service to clients. All students should have one and one half to two hours of supervision per week. The remaining hours are used for administrative responsibilities, including agency recording, telephone calls, preparing for conferences, writing reports, etc. Time may also be used for consultation with field instructor, staff meetings and other learning experiences in the setting and within the community. **It is not expected that the student be able to complete process recordings during agency time.**

**Requirements of Participating Field Education Agencies**

Agencies having student placements are expected to be committed to the fact that students are learners and understand that performance of students is not that of staff members. Agencies are expected to provide a diversity of assignments according to student educational needs and to provide the concrete needs, such as room and desk, which are necessary for professional practice. At the same time, agency needs are respected. Learning assignments of students should not impede or hamper the agency’s everyday functioning.

Agencies are to commit time for their field instructors to supervise students 1 ½ to 2 hours per week and time to complete written evaluations. The agency should provide students the opportunity to attend staff meetings, in-service training or other such meetings as may occur for the general staff.

Agencies need to inform the BA program of changes in any of the following:

1. Agency address or telephone number
2. Agency director or coordinator
3. Field instructor
4. Pending strike or labor dispute
5. Absence of field instructor from the agency for more than one week
6. Student absence for more than three days
7. Significant program or agency changes that affect day-to-day work

**Hours, Holidays, Absence, and Make-up Time** -- Students observe agency hours and holidays except for Thanksgiving, Christmas, and Spring recess when students will not be in field education. Absence from field education up to three days, due to illness or other emergencies, will be managed in the agency. When there are only three days of justifiable absence, the time need not be made up. Arrangements for religious observance are made between the student and the agency. The supervisor should consult with the faculty advisor about any absence in excess of three days. All field placements total a minimum of 570 hours in the field for the academic year. Sometimes students may wish to change the number of hours a week they attend placement with a consequent change in the ending date for the year. Such changes are sometimes possible provided they have the advance approval of the field instructor and the faculty advisor. A written statement of the proposed changes, signed by the field instructor, student and faculty advisor should be submitted to the social work program.

**Travel** -- The agency is expected to reimburse students for travel expenses when travel is part of the required field work assignment.

**Home Visits and Safety in the Agency** -- Home visits are an important part of social work and should be included when appropriate. The agency and student need to make provisions for safety. The agency needs to make provisions for safety in high-risk areas. The social work program recommends the following safety guidelines for students while in field work. Students need to take appropriate precautions regarding:

1. Thoughtful time of home visits
2. Use of main streets for walking
3. Appropriate dress
4. Traveling with official agency identification
5. Use of escorts when necessary for home visits
6. Making sure agency knows date, time, location, and purpose of visit
7. Not being in the agency by oneself
8. Having access to an emergency phone

The agency should provide security to students in the same measure as provided to employees. This includes orienting students to procedures they should follow for their own safety. In the event of an emergency during the placement, the field instructor should be notified as well as the faculty advisor. The program director should be notified if the faculty advisor is not available.

**In Event of Labor Disputes** -- In cases where there is an anticipated strike or slow down, agencies must notify the student’s faculty advisor immediately. When social work staff is involved in a strike against the agency, students are withdrawn for the duration of the strike. Students are not expected to cross picket lines. The university assumes neutrality. The faculty advisor will be available for consultation in these instances and assumes responsibility for providing the field practicum experience. The faculty advisor is responsible for negotiating with
the agency to prevent client jeopardy.

**Malpractice Insurance**

Students in field work placement are covered by a malpractice policy. The cost for this policy is $30.00, which is charged to students when they register for field education. This policy is only in effect during students’ internship hours. Students who work additional hours in the role as a social worker may want to obtain additional coverage. Upon graduation students may want to obtain their own liability policy. Members of the National Association of Social Workers are able to apply for liability insurance through their group plan.

**Qualifications and Requirements for Field Instructors**

Prospective field instructors must be graduates of accredited schools of social work, with at least three years of post masters practice in a social agency. In recommending a field instructor, agencies attest to the supervisor’s ability to impart the knowledge and values of the profession of social work.

Supervisors new to field education must attend a course called “Seminar in Field Instruction” (SIFI). SIFI is a mandatory course given without charge. Field instructors who have completed the SIFI course at another social work program in the New York City metropolitan area need not take it again. The purpose of SIFI is to provide new field instructors with the knowledge and skills necessary to meet effectively their educational responsibilities as teachers of social work students. All field instructors are granted the use of the Fordham library at Lincoln Center.

**Role and Responsibilities of the Field Instructor**

The field instructor is a professional role model for the student. The field instructor conveys specific and general areas of knowledge and skill, provides a stimulus for the student’s systematic and reflective thinking about social work theory and practice and serves as a source of control and direction. The special kind of educational relationship that is established in this tutorial encounter is crucial for the learner.

Field instructors relate not only to the specific practice or methodological orientation of their agency but teach broader concepts by moving out from the specific case to the general professional experience, relating to the theories underpinning practice. This requires skill in moving back and forth from inductive to deductive levels in teaching. Effective field education not only imparts knowledge but encourages the student in the independent use and testing of the various content areas of the academic curriculum, sets clear goals and fosters a systematic progression in learning related to the student’s individual learning needs.

Prior to the student’s arrival at the agency, the field instructor should prepare using the information obtained from the school so that there may be appropriate initial activity through which the student’s normal anxiety and insecurity will be lessened. In addition the student needs to feel that he/she is part of the staff and has something to contribute to the agency.

In order to facilitate the introduction of the student to the agency and to professional practice, the
student should be given some general idea of the function and structure of the agency very early. More extensive information on the policies and the functions of the agency and of other agencies and community resources can be given in relation to the student’s individual assignments since it is recognized that the student learns this best in relation to particular situations.

There are times when supervisors assign students to special projects that are part of another program or department as part of their learning experience. It may be necessary then to assign another supervisor to help the student with this task. There are other times, such as when the field instructor might be absent, that a task supervisor should be assigned to the student. The task supervisor consults with the student’s field supervisor as to learning needs and progress. The primary responsibility for the student’s learning remains with the field instructor.

The field instructor needs to schedule a minimum of one and one half to two hours a week on a regular basis for individual conferences with each student. Conference periods may be divided into two sessions if necessary. This time should be safeguarded so as not to allow interruptions. During the first few weeks that the student is in the agency, the field instructor should be accessible to the student for brief periods outside scheduled conference time, but this should not take the place of the individual conference. The time given by the field instructor for selecting assignments, reading student’s records or planning for students should be outside of individual conference periods.

Student conference periods should be planned for, and prepared for by both the student and the field instructor so that each may have the stimulation and responsibility of participating. The student should prepare recordings sufficiently in advance of the conference period to enable the field instructor to read the material. The conference can then be focused on the student’s thinking and understanding and on planning the next steps. It is essential for sound learning that each keep notes of conferences in order to link thinking and planning from one conference to the next and to provide a base for the formal evaluation.

The field instructor’s teaching should be focused on specific situations and consciously correlated with appropriate principles and concepts so that the student is helped to integrate theory and practice. Criticism should be given constructively and in the amount that the student can assimilate. The focus should be kept upon the case material so the student may understand the relevancy of the criticism and not personalize it. Thus the field instructor may suggest better use of self in the helping process without damaging the student’s self confidence. In this way, the students will be helped to develop a professional self and to feel free to look at their own attitudes and feelings as they affect their work. Students may have problems in relation to understanding and accepting themselves a social worker. The field instructor is expected to help with this professional identification.
Educational Planning for the Student

In order to achieve the objectives of field education it is essential for the field instructor to develop an educational plan. The first step in formulating this plan is to develop a supervisory contract. Student and supervisor discuss the student’s experience, past supervision, professional interests and learning goals as well as curriculum requirements and evaluation criteria. From this, supervisor and student enter into a contract.

The educational contract delineates the following mutual expectations:

1. Number and type of assignments
2. Recording requirements
3. Schedule and format of supervision
4. Educational goals for the semester and the year.

This contract will be written by the field instructor and submitted to the faculty advisor. It serves as an important guide for the student and field instructor throughout the year. The educational contract is elastic in that it is open to negotiation as new learning needs arise throughout the year. The educational plan also takes into account the student’s tempo of learning. It indicates how the field instructor will help students use professional strengths to achieve agreed upon learning objectives. It is highly recommended that student be given assignments and meet some of their clients as soon as possible. It is recommended that early reading of records by the student be limited to those for which the student will be responsible.

The following is a suggested outline for an educational plan:

1. Professional Data:
   a. Salient data about the student’s educational and work experience
   b. Characteristics of the student, including strengths which will be most useful to the student in furthering professional development.
   c. Brief description of the learning opportunities provided for the student in his/her placement

2. Learning Goals:
   Brief description of what students need to learn to enable them to meet the criteria for the field work performance established by the Program for their level of professional development, including planned assignments and activities which will help students achieve the goals.

3. Learning Patterns and Techniques:
   Each student has their own characteristic pattern of learning. Within a broad general pattern, each person employs a variety of learning techniques with greater or lesser effectiveness and economy. The field instructor identifies those techniques which appear to be most effective for the student and teaches to these strengths.
Student Process Recording

Recording is an essential tool for both learning and teaching the practice of social work. Student written work enables the field instructor to make an adequate educational assessment of the student and helps the student reorganize his/her learning needs. The faculty advisor will also review samples of student recording in assessing the student’s progress.

For the baccalaureate program student, process recording is essential to inform the field instructor about what the student is doing with clients. Two or three process recordings a week are required throughout the placement. Other techniques for direct monitoring of student work such as audio tape and videotape may be used to supplement, but not replace, process recording. Students should also be taught how to write case summaries, letters, statistical reports, and other records germane to the agency’s program. Process recordings and other materials should be kept in a secure place in the agency in order to insure confidentiality.

Process recording is a teaching method utilizing a detailed written description of what occurs during a client(s)/student contact. The following is a suggested outline for process recording:

1. Purpose of the session
2. Description of client/client systems; including appearance, characteristics, and affect
3. Content
   a. verbatim exchange between student and client(s), especially at the beginning, end, and “problem moments” of the session.
   b. student’s analysis of the climate, interaction, their role, their techniques; the dynamics of what is happening internally to the client(s) and to the worker, as well as what is happening between worker and client(s); and when appropriate, the interaction among clients
4. Student’s feeling about what is going on in the session
5. Identification of the themes and patterns
6. General observations and impressions based on data gained in session
7. Plans for subsequent contacts, including identification of areas for further exploration or clarification
8. Questions for field instructor.

All process recordings, regardless of format or size of client system, include the verbatim exchange of what transpired during the session. Process recordings should be required for a variety of students’ assignments, and should include group, family, and community sessions in addition to individual contacts.

Student Journaling
Throughout the field work year, students will be required to submit reflective journal entries to their integrative seminar instructor as well as the field instructor on specific field education issues.
Student Field Evaluations

Evaluation is an important part of the educational process and should be ongoing throughout the year. Written evaluations are done twice yearly, shortly before the end of each semester. These formal evaluations enable the program and the student to see how well the student is applying social work knowledge, values, and principles to practice. They provide the opportunity for both field instructor and student to take stock of the student’s skill development and of the supervisory process. The evaluation form can also serve as a planning tool. The list of skills contained in the evaluation can guide the field instructor in making assignments and monitoring the student’s work.

Written Evaluation -- The program provides forms for the written evaluation, containing check list and narrative components. Evaluations should be discussed jointly after the student and field instructor have each reviewed the semester’s work and the evaluation form. However, while the student should have input into the process, it is the field instructor’s evaluation. Following mutual discussion, the field instructor writes the evaluation and reviews it with the student. Students are expected to achieve a rating of “3” in most skill areas.

The written evaluation is divided into sections that address engagement skills, data collection, contracting, intervention and case management skills, and relationships with supervisory and professional relationships. Students are given a final rating that includes outstanding, very good, satisfactory, marginal passing and unsatisfactory performance.

- An ADVANCED COMPETENCY rating is given to students who have demonstrated superlative performance in the field, highly integrating classroom and practice skills with a strongly developed, consistent “conscious use of self”.

- A COMPETENT rating is given to students who fulfill the learning assignments in the field assignment but at a beginning level.

- An APPROACHING COMPETENCY rating is given to students who demonstrate an understanding of practice skills but are very uneven and tentative in their demonstration of skills in practice. There may be difficulties in the supervisory or professional relationship that warrant this assessment.

- An UNSATISFACTORY rating is given to students who do not understand nor are they able to utilize social work skills in practice. They may demonstrate a substantial ethical gap in their social work skills and may demonstrate major difficulties in the relationships with supervisors and professional colleagues.

The student is presented with the completed evaluation, and is asked to sign the evaluation, indicating only that it has been read. Field instructors may decide to have a final discussion about the particular ratings and comments, particularly if there is some disagreement. If the student continues to disagree with the evaluation in whole or in part, the student may submit an addendum. Two copies of the evaluation should then be submitted to the program, addressed to the faculty advisor, by the date listed on the form. One copy should also be given to the student.

At the end of each semester, students independently evaluate the field practicum experience as part of the integrative seminar. This evaluation focuses on the student’s assessment of his/her progress,
the agency environment for learning, and the contributions of their field instructor.

**Oral Evaluation** -- In addition to the two written evaluations (at the end of each semester of field work), which become part of the student’s record, it is strongly recommended that midway in the first semester, the field instructor and the student engage in a joint oral assessment of the student’s work and of the supervision process. This assessment allows corrections before the end of the semester. The field instructor should alert the faculty advisor to any serious problem noted at this time.

**Grading of Students in Field Education**

Field education is a year long course and is graded by the faculty advisor on a pass/fail basis. At the end of the first semester, if the student is progressing well, a grade of In Progress (IP) is given. Grades of satisfactory (S) or unsatisfactory (U) are given upon completion of the course, i.e., at the completion of the 570 hours, in May for 21 hour/week students and in July for 14 hour/week students. Since field education is a full year course, no credit can be given if a student withdraws before the end of the academic year.

The faculty advisor relies heavily, though not exclusively, on the written evaluation from the field supervisor in assigning a field work grade and in preparing an end-of-the-year summary for each student. Other factors that are taken into consideration are:

1. Other information from the supervisor and other personnel at the time of the field visit.
2. Student’s process recordings and reflective journaling
3. Information from individual conferences
4. First-hand observation in the integrative seminar
5. Feedback from classroom instructors

Program students are expected to maintain performance standards in the field practicum, as well as in the social work classroom. The full policy describing the maintenance of satisfactory progress in the program and the “program continuance review” mechanism appear in the policy and procedures section of this document.

**In the Event of a Problem**

A learning problem is that which impedes student’s understanding, acceptance and use of knowledge in their professional performance. There are multiple circumstances that might result in a learning problem. A learning problem may result from a student’s individual reactions, cognitive style or approach to new learning situations. The learning problem may also be the result of a difficult match between supervisor/agency and student. It is essential to differentiate between learning problems and measures which control tempo and amount of learning in order to promote integration. It is also important to differentiate between those problems which are transitory in nature and respond to sound training and those which are more deeply rooted.
The field instructor is expected to discuss with every student, as part of the educational process, the student’s emotional reactions, with focus on the case material, as they affect their ability to work with clients. If it becomes apparent that the student has difficulties or any other problems that interfere seriously with training, the field instructor has the responsibility to bring this assessment to the faculty advisor. After reviewing the situation with the field instructor and student, the faculty advisor may request an administrative review.

Students are rarely removed from agencies in the middle of the year. When this is necessary, it is only for serious educational reasons and only after the advisor has attempted to resolve the problem with both student and field instructor. It is important that students and field instructors work through the above process in resolving differences. In the midst of a frustrating situation in the agency, the field instructor or the student may be tempted to short circuit the process and terminate the placement prematurely. Such action makes it very difficult for the program to assess what went wrong and to plan appropriately for the student. The program established the field placement and must be a full partner in any decision to end it. In addition, when early and full use is made of the faculty advisor, many placements that are in jeopardy can be turned into productive learning experiences.

In the case of an “unsatisfactory” evaluation from the field instructor, the faculty advisor has the following options:

1. To reject the unsatisfactory evaluation and give a “satisfactory” grade.
2. At mid-year to reject the unsatisfactory evaluation and recommend replacement with the final grade to be determined on the basis of work in the new placement.
3. To accept the evaluation and give an “unsatisfactory” (failing) grade in field work. A “program continuance review” meeting will be called, which may determine that the student may repeat the course subject to availability of an agency, selected by the school, willing to accept the student. Student will be considered on probation and at risk. A placement with appropriate additional support and attention to the student will be sought.
4. To accept the evaluation and give an “unsatisfactory” (failing) grade. A “program continuance review” meeting will be called, and may recommend that the student be discontinued from the program.

There may be times when agencies are unable to fulfill their responsibilities and obligations as field placements. For example: the intended field instructor may leave with no replacement; the quantity or nature of assignments may not be appropriate for student learning; organizational reorganization may result in a chaotic situation; or agencies may be confronting severe external or internal demands and pressures as to present an obstacle to student learning. Under such circumstances, the faculty advisor in conjunction with the student and the program director will review the situation to determine if a change in placement is warranted.

Students with field related concerns are encouraged to confer with their field instructors. Should the concerns remain unresolved, they may confer with their faculty advisors and, following that, the program director.
Individual and Group Advisement

Overview

All students matriculated in Fordham University are assigned a faculty advisor. Advisors assist students in planning their academic careers, their choices of courses, and the fulfillment of the requirements. In addition, advisors help students to choose majors and to discuss future interests. While students must have some contact with their assigned advisors, they are encouraged to seek guidance from other members of the Fordham community. Most students have had contact with faculty in the social work program before they are admitted.

Students who express interest in social work but are not yet ready to apply can seek consultation with the BA social work program director for information, including suggested plans of study in preparing for admission to the program. University faculty advisors and students interested in social work are strongly encouraged to consult with the program director as frequently as needed. In addition to consultation with program faculty, discussion with students already enrolled in the program is encouraged.

Following admission into the program, students are assigned a faculty advisor from the program. This person becomes the student’s “official” advisor and assumes the responsibilities of advisors across the University. In addition, students are encouraged to maintain mentoring relationships with faculty in other departments, especially when they are pursuing another major in addition to social work. If a student leaves the social work program without finishing the required classroom courses and field education, he/she is assigned another faculty advisor from within the University.

The faculty advisement system of the program is operated independently of the Graduate School of Social Service and includes both individual and group components. The program’s advisement system supports the development of a sense of community and support among undergraduate social work students and program faculty. It complements the commingled classroom sections, and provides forums to address the special needs of students launching social work careers and/or new educational pursuits following graduation.

Students have already become familiar with program faculty during the their pre-application advisement period, and have met many of their fellow students while taking core curriculum and social work prerequisite courses, such as Introduction to Social Work and Social Welfare. These bonds are nurtured as students enter the program together and are introduced to program students already taking social work classes.

The program’s advisement activities serve to sustain students as they engage in a rigorous course of study in classroom and field, and include the following:

1. Group advisement
2. Bi-weekly (15) integrative seminar for students in field education.
3. Orientation luncheon and meetings for “new” and “veteran” students in the program.
4. Frequent individual contacts with faculty advisors.
5. Encouragement of networking among program students through formal and informal mechanisms.

The social work program faculty advisor assumes responsibility for helping students plan their course of study and work towards their post-graduation goals. The program faculty advisor attends to the needs of students in both classroom and field and assists them in the integration of their classes in social work, their field experiences, their other course work in the University, and other significant life activities.

The faculty advisor meets individually with students for regular consultations and special meetings called by either the faculty advisor or student. The faculty advisor convenes approximately four group advisement meetings per semester for students who are enrolled in the program but not in field placement. Students in field placement participate in the integrative seminar, a group facilitated by the faculty advisor that meets bi-weekly, 15 times during the academic year. Attendance at advisement meetings and seminar sessions is mandatory.

In the event that students have difficulties working with their faculty advisor, they are encouraged to meet with the program director if they cannot resolve it with the advisor. When this is not possible or unsatisfactory, they may confer with the associate dean of the Graduate School of Social Service.

**Faculty Advisor Functions**

The functions of the faculty advisor as they relate to students are to:

1. Know the students and their educational program.
2. Contact classroom instructors regarding students’ academic progress.
3. Plan an academic and field education program with the student.
4. Help identify personal concerns that stand in the way of achieving educational goals.
5. Help students identify learning patterns and problems.
6. Help students deal with frustration and disappointments.
7. Help students internalize professional norms and controls when this involves
clarification of expectations.

8. Enlarge students’ self-awareness and understanding of use of self in the educational professional context.

9. Enrich students’ efforts to develop professional values

10. Help field instructors identify and address student’s learning pattern and problems.

11. Lead the group advisement meeting and/or integrative seminar

Program faculty advisors are responsible for both the classroom and field education of students. In fact, much of their work is in helping students integrate these two spheres of study. However, for the purpose of further explication, the following sections divide these functions. Readers should not infer that they are isolated from each other in the faculty advisor/student relationship.

Classroom Course Advising

**Individual Approaches** -- It is necessary that the advisor meet with students on an individual basis to assist with their plans of study and to evaluate individual progress. The individual sessions are designed to offer the opportunity for more intensive interaction between students and their faculty advisors. Individual conferences provide the faculty advisor with time to help students to clearly identify their own learning needs and deficiencies and place these in the context of their strengths, their current functioning and their future goals.

The faculty advisor has access to teachers and students. Students may share their academic concerns with their faculty advisors, or teachers may alert the faculty advisor to a student’s potential academic difficulty.

**Group Approaches** -- The program facilitates the communication of all students in the program by inviting them to a meeting at the beginning of each academic year. At this time “veteran” students meet “new” students to share their impressions, expectations, and experiences. A program roster is distributed that contains the names, status, and telephone numbers of all program students, and informal networking is encouraged.

Students who are not yet in field work, but are enrolled in the social work program, are expected to attend approximately two group advising meetings each semester. These sessions provide formal opportunities to talk with other program students, to keep up-to-date on requirements and policies, and to support each other’s progress and struggles. The faculty advisor’s function is to provide information about the social work curriculum and program requirements, expand the discussion of social work knowledge and practice, facilitate the integration of the students in the program and the Graduate School of Social Service community, and encourage the sharing of experiences and
resources.

The faculty advisor may invite visitors to this meeting either at her own initiative or the suggestion of students (such as a writing specialist or “veteran” program student), engage the students in discussions around specific topics (such as time management or employment opportunities), and elaborate on themes discussed in social work classes (such as the professional use of self with clients). While there is an agenda, these meetings are flexible enough to follow the lead of students and their issues at regular intervals in the semester. The group encourages further interaction among program students as well as accessing all available resources.

Field Advising

Description of the field advising functions and objectives within the program are contained in the section on field education.
Program Policies and Procedures

It should be noted that students in the BA Program in Social Work are also subject to the policies of Fordham University that govern all undergraduate students. University policies are distributed to all undergraduate students in the student handbook and are discussed in orientation and advising sessions early in their academic careers. The social work program abides by the University’s policies on nondiscrimination, affirmative action, disability, and sexual harassment. While the BA Program in Social Work retains the right to terminate students from the program if warranted, only students’ college of matriculation can end their enrollment in the University.

Policy on Student Continuation: Program Continuance Review

The policy on student continuation in the BA Program in Social Work provides an established procedure to determine if a student in academic difficulty in course work or field education should continue his/her enrollment in the BA Program in Social Work. This same procedure is followed to consider termination of students for non-academic reasons such as drug use, violent behavior or criminal misconduct. The program continuance review process is initiated in the event of specified academic and non-academic conditions.

Students enrolled in the social work program must maintain a grade point average of at least 2.75 and either IP (In Progress - first semester field) or S (Satisfactory - second semester field) in field education to maintain good standing in the Program. Students must demonstrate satisfactory progress in order to enter field education, and must maintain satisfactory progress in both field and classroom courses in order to maintain program standing. In addition to these policies, students are subject to University policies regarding overall academic achievement.

A program continuance review is instituted by the program in the event of any of these conditions:

1. When a student’s GPA (social work courses only) falls below 2.75.
2. When a student receives a grade below B in any of the three courses in Generalist Social Work Practice, or below C in any other social work class.
3. When a student receives a grade less than IP or satisfactory in field practicum.
4. When a student is placed on academic probation by the University.
5. When allegations of substance abuse, violent behavior, criminal misconduct or other serious non-academic behaviors are made against a student in the Program.

The review is conducted by the program director, in consultation with a member of the Program Advisory Committee or a member of the social work faculty, the student’s faculty advisor, and the student. The review results in one of the following actions:

1. No action
2. Probationary status in the social work program
3. Dismissal from the social work program

If the student is placed on probation, the terms of the probationary period and mechanisms for
removal of probationary status are identified in writing. If the student is dismissed from the program, the student’s college of matriculation is notified.

In cases when the academic or non-academic conditions prompting the review have implications for the student’s continued enrollment in the University, they are shared with the assistant dean of the student’s college of matriculation.

Students have the right to appeal the decisions of the program continuance review. Students should first make an appeal to the associate dean of the Graduate School of Social Service. If this does not result in resolution, they can appeal in writing, to the dean of the Graduate School of Social Service who has the final decision-making authority in the matter.

**Grievance Procedures in Academic and Non-Academic Matters within the Program**

This statement outlines the program’s policy on appeals and grievances, and includes a formal mechanism for grievances in academic and non-academic matters within the program, that have not been dealt with through a program continuance review proceeding.

Students who believe they have been treated unfairly in the program as to enrollment in courses, treatment in the classroom or field practicum, final course grades, academic probation, or termination from the program for academic or non-academic reasons have the right to seek an impartial and formal review.

Students are expected to first make a complaint to the program faculty member, field instructor, or faculty advisor about the treatment regarded as unfair. If a satisfactory resolution of the complaint is not obtained, students are expected to appeal promptly to the program director.

If informal appeals do not result in resolution of the matter, students can request a formal investigation by the Grievance Appeals Committee of the program. This request must be made in writing to the associate dean of the Graduate School of Social Service, and must provide details of the alleged unfair treatment, identifying the particular informal appeal procedures that were used and telling why these procedures did not resolve the matter. This request must be made to the associate dean of the Graduate School of Social Service within two weeks upon completion of the informal appeals.

The Grievance Appeals Committee of the BA Program in Social Work is made up of three members: the associate dean of the Graduate School of Social Service, one faculty member, and one student. A meeting of the committee is not official unless all members are present. Meetings of the committee are closed. Each member of the committee has one vote.

In judging appeals, the committee weighs the evidence supplied by the student making the complaint, upon whom the burden of proof rests. The committee may call upon other persons with relevant information about the matter under review. The faculty member, field instructor,
advisor, or administrator against who the formal complaint is made has the right to present evidence to the committee.

The committee’s function is advisory and, therefore, its decision as to whether unfair treatment did occur is presented to the Dean of the Graduate School of Social Service who is responsible for making the final decision. The chairperson prepares a written report that explains the committee’s findings. If and when the committee finds that unfair treatment did occur, it may offer recommendations toward appropriate remedies. However, the dean makes the final decision.

The decision is conveyed to the program director and student as soon as possible. In cases when the academic or non-academic findings of the grievance procedure have implications for continued enrollment in the University, the dean’s finding is shared with student’s college of matriculation.

Grievances on the part of students that involve alleged discrimination in non-academic matters are handled through the University’s Grievance Committee. Such cases may include, but certainly are not limited to, grievances related to allegations of discrimination on the basis of sex, race, disabilities, religion, national origin, or sexual harassment. Also included are any grievances relating to athletics, food services, housing, extracurricular activities, security, or financial aid. Grievances on the part of students that involve academic matters related to another unit or department within the University should be relayed to that unit and/or to the administrative officers of students’ college of matriculation. For more information regarding these types of grievances, students are directed to consult the University student handbook and their faculty advisor for further guidance.

Any issues of concern in matters outside the operation of the social work program may be brought to their faculty advisor, who assumes this role in the interface with the entire University. If the matter is not resolved through informal channels, including consultation with the faculty advisor and administrators of Fordham College at Lincoln Center or Fordham College of Liberal Studies, the student can follow the grievance procedures outlined in the Fordham University Bulletin and Student Handbook. The faculty advisor can direct students to these policies and assist them in following them.

**Attendance Policy**

To gain the most from the Fordham education, students need to be in regular attendance in class and field. However, sometimes emergencies or illnesses can interfere with attendance. Students should contact their faculty advisors if they have any attendance problems in the classroom or field. Excessive absences, even for legitimate reasons, can jeopardize students’ academic standing.

Professors have the option of stipulating their own expectations regarding attendance and class participation. They will be spelled out to students in the course outline and assignments. If students are unclear, they should not hesitate to ask their professors for specific information.

**Cancellation of Classes**

Sometimes bad weather could cause classes or other University activities to be canceled. All
decisions to cancel classes or close the University due to adverse weather conditions come for the vice president for administration in conjunction with the vice president for Lincoln Center. Information will be available through two numbers directly linked to the University: (212) 636-7777 or (800) 280-SNOW. Announcements will also be made every 15 minutes on the University radio station WFUV-90.7 FM.

Registration

Students are mailed a copy of the social work course offerings, or they pick it up in person from the program office. Students must meet with their faculty advisors to discuss their course preferences before they register by telephone or in person. Students are to follow standard undergraduate registration procedures for courses outside the program, and the program’s guidelines for social work courses. Students should be aware that the course prefix for the Program’s social work courses (SOWK) is different than the graduate course prefix (SWGS).

Transfer of Academic Credit into the Social Work Program

The Program will consider accepting up to twelve credits for course work in the social work major. In order to be considered, the course(s) in question must be from a CSWE accredited BSW program. Students must have received a grade of B or better and the course(s) must have been completed within the previous five years. In addition, the content must correspond to the content of the course(s) in the Fordham program. Transfer credit is not given for generalist social work practice courses or the field practicum.

Requests to transfer credit for courses in the University core curriculum, social work prerequisites, or other courses outside of those in the social work program are reviewed and determined by the Fordham admissions group and undergraduate colleges, in consultation with the program director.

Application to Advanced Standing and Other Courses of Social Work Study

Within five years of completion, students graduating with a BA in social work from the program are eligible to apply for advanced standing at Fordham’s Graduate School of Social Service or to other graduate programs in social work that consider advanced standing applications.

The evaluation of applications for advanced standing in the Fordham University Graduate School of Social Service leads to one of the following decisions:

- Acceptance to the Graduate School of Social Service with advanced standing: The school grants advanced standing, students enter the advanced level of study, and choose from one of the advanced concentrations of study.

- Rejection: The school rejects the application for admission and does not offer matriculation to the applicant.

- Acceptance to the Graduate School of Social Service without advanced standing: The applicant demonstrates capacity for the profession and is
assessed as needing to complete all masters level courses in order to prepare to enter the profession.

In the case of acceptance without advanced standing at Fordham’s MSW program, each applicant’s previous social work course work is carefully reviewed to determine comparability with MSW foundation courses. If the applicant has earned a B or better in a course judged to be comparable by the director of admissions, the admissions committee and curriculum area chairs, the course is either waived or credited by transfer. Up to twelve credit hours can be transferred.

Waiver requires that students take the equivalent number of credits in the same curriculum area as the waived course. Fordham BASW graduates in social work would therefore not be required to complete any foundation courses in which they had earned a B or better grade. Specific determination of waiver and transfer of credit arrangements will be made as part of the admissions review process. In no instance will field instruction be waived for any applicant not awarded advanced standing.

Nondiscrimination Policy

Fordham University reaffirms its policy of nondiscrimination. The university is an academic institution that, in compliance with federal, state and local laws, does not engage in illegal discrimination on the basis of race, color, creed, age, gender and national origin, marital or parental status, sexual orientation, alien or citizenship status, veteran status, political orientation, or disability. Fordham University does not knowingly support or patronize any organization that engages in discrimination.

A Section 504 and a Title IX compliance officer are available to address any complaints alleging discrimination on the basis of disability or sex. A compliance officer is available to address any complaints alleging discrimination. Georgina Arendacs, Ph.D., may be contacted at Administration Building, Room 223, Rose Hill campus, telephone number 718/817-3112.

Affirmative Action Policy

The University makes available a Section 504 and Title IX compliance officer (Georgina Arendacs, Ph.D.) to address complaints alleging discrimination on the basis of disability or sex. It also has an affirmative action program which provides for additional efforts in recruitment, employment and promotion of women and members of minority groups. The university affirmative action office is available for consultation, training and orientation of the university community on affirmative action techniques and on methods of ensuring nondiscrimination, equal access, and fair treatment of individuals. This office also monitors and reports regularly on the university’s progress in complying with anti-discrimination and affirmative action laws.

The university has developed an affirmative action program providing additional efforts in recruitment, employment, and promotion of women, and members of minority groups. An office is established within the university for consultation, training, and orientation of the university community on affirmative action techniques and on methods of ensuring nondiscrimination, equal access, and fair treatment of individuals. The office also monitors and reports regularly on the
university’s progress in complying with anti-discrimination and affirmative action laws.

**Sexual Harassment Policy**

The social work program abides by the university’s policy on sexual harassment. Sexual harassment is defined as unwelcome sexual advances, creating an atmosphere of intimidation; requests for sexual favors; and other verbal or physical conduct of a sexual nature. Sexual harassment is a form of sex discrimination which violates the University’s Code of Conduct and is prohibited by law.

The university must maintain an academic community in which students, faculty, and staff can work and study without sexual harassment by teachers, colleagues, or supervisors. It is the policy of Fordham University that sexual harassment is prohibited, and that all alleged violations of this policy will receive prompt attention as well as any necessary corrective action. Sexual harassment will not be tolerated in the university community. It subverts the mission of the university and threatens the well-being, educational experiences, and careers of students, faculty, and staff. It especially threatens in the context of a teacher-student or supervisor-subordinate relationship, in that a harassed person can exploit the power inherent in the position of teacher or supervisor regarding grades, recommendations, wage status, or promotion.

In addition to the university's affirmative action office, the BA in Social Work Program has designated the assistant dean for administration as the point person whom members of the faculty, staff, or student body can contact if they believe they are being subjected to sexual harassment.

Sexual harassment of students at field agencies is considered a violation of the University’s Code of Conduct, prohibited by law and calling for prompt attention and necessary corrective action. It is expected that agencies have their own policies which correspond to those of the University.

**Disability Policy**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination on the basis of disability. No otherwise qualified person shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination in any programs or activities of the university solely on the basis of physical or mental disability.

The university policy is to treat students with disabilities in a nondiscriminatory manner for all educational purposes including admission, programs, activities, and courses. Fordham will make reasonable accommodations and provide appropriate auxiliary aids and services to assist otherwise qualified persons in accessing and using its programs, services, and facilities. Reasonable accommodation means any adjustment to the way in which a program or service is provided which can be made to assist a qualified person with a disability achieve meaningful access to that program or service. Fordham is not required to make reasonable accommodations which fundamentally alter the nature of its curriculum, programs or services, or which are unduly burdensome either in terms of cost or administrative difficulty. Students requesting certain reasonable accommodation may be first directed to seek eligibility for such services from the
appropriate state agency or other no cost service provider.

In keeping with the University policy to treat students with disabilities in a nondiscriminatory manner and make reasonable accommodations for educational purposes, the program expects field agencies to make reasonable accommodations for the placement of students with disabilities.

Curriculum and Professional Statement-CSWE

Educational Policy 2.0—The Social Work Curriculum and Professional Practice  The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies  Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

a. advocate for client access to the services of social work;
b. practice personal reflection and self-correction to assure continual professional development;
c. attend to professional roles and boundaries;
d. demonstrate professional demeanor in behavior, appearance, and communication;
e. engage in career-long learning; and
f. use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its
ethical standards, and relevant law. Social workers

a. recognize and manage personal values in a way that allows professional values to guide practice;
b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
c. tolerate ambiguity in resolving ethical conflicts; and
d. apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
b. analyze models of assessment, prevention, intervention, and evaluation;
c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
c. recognize and communicate their understanding of the importance of difference in shaping life experiences;
d. view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers
a. understand the forms and mechanisms of oppression and discrimination;
b. advocate for human rights and social and economic justice; and
   engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

   a. use practice experience to inform scientific inquiry and
   b. use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

   a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
   b. critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

   a. analyze, formulate, and advocate for policies that advance social well-being; and
   b. collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

   a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
   b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and
implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

Social workers

a. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
b. use empathy and other interpersonal skills; and
c. develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**

Social workers

a. collect, organize, and interpret client data;
b. assess client strengths and limitations;
c. develop mutually agreed-on intervention goals and objectives; and select appropriate intervention strategies

**Educational Policy 2.1.10(c)—Intervention**

Social workers

a. initiate actions to achieve organizational goals;
b. implement prevention interventions that enhance client capacities;
c. help clients resolve problems;
d. negotiate, mediate, and advocate for clients; and
e. facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**

Social workers

a. critically analyze, monitor, and evaluate interventions.
**Code of Ethics of the National Association of Social Workers**

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

**Preamble**

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

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

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

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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

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

The NASW Code of Ethics serves six purposes:
1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct.

NASW has formal procedures to adjudicate ethics complaints filed against its members. (For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.)

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 workers' primary goal is to help people in need and to address social problems.

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

- **Value: Social Justice**
  - Ethical Principle: Social workers challenge social injustice.

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

- **Value: Dignity and Worth of the Person**
  - Ethical Principle: Social workers respect the inherent dignity and worth of the person.

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

- **Value: Importance of Human Relationships**
  - Ethical Principle: Social workers recognize the central importance of human relationships.

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

- **Value: Integrity**
  - Ethical Principle: Social workers behave in a trustworthy manner.

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

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

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

**Ethical Standards**

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

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

1. Social Workers' Ethical Responsibilities to Clients

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

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

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

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

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

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

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
(f) Social workers should obtain clients' informed consent before 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 function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

**1.06 Conflicts of Interest**

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

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

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

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

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

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

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

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or potential harm to the supervisee.
(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

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

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

3.07 **Administration**

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

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

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

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

3.08 **Continuing Education and Staff Development**

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

3.09 **Commitments to Employers**

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.
4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

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

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

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

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.
6. **Social Workers' Ethical Responsibilities to the Broader Society**

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

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

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

**6.04 Social and Political Action**

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

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

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

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