****

**Whittier College**

**Department of Social Work**

**Social Work Handbook**

**“Every journey, honestly undertaken, stands a chance of taking us toward the place where our deep gladness meets the world's deep need.”**

Palmer, P. (2000). *Let your life speak: Listening to the voice of vocation.*

New York City, New York. John Wiley & Sons, Inc.

.

**2015 - 2016**

**Table of Contents**

**Section 1: Whittier College General Information**

**An Introduction to Whittier College**

Whittier College Values ………………...………………………………….. 4

Whittier College Vision ………………...……………………………...…… 5

Whittier College Mission ………………...…………………………..…….. 5

Whittier College Liberal Education Program …...…………………..……. 5

Learning Goals ……………………………………...………………………. 6

Outline of the Liberal Education Program Core ……...………………..… 6

**Section 2: The Social Work Profession: An Overview**

Social Work: A Bird’s Eye View of the Pioneers .………………..……….. 7

**Section 3: Social Work Program**

Social Work Program Mission Statement ..………………….…………… 10

Social Work Program Goals .……………………………………………….. 10

Social Work Program Competencies ..…………………………………… 11

What Is Generalist Social Work Practice? ..................................................... 11

The Social Work Program .……………………………………………….... 14

Non-Discrimination in the Social Work Program .……………….…...... 14

Introduction ………………………………………….……………………. 14

Learning Philosophy and Strategies: Understanding “Praxis” ….......... 14

Praxis and the Social Work Curriculum .………………………………... 14

Portfolio Based Learning …………………………………………………. 15

Admission to the Social Work Program: An Overview .………………. 18

Social Work Program Admissions Requirements .…………………….. 19

No Academic Credit for Life or Work Experience .…………………….. 19

Admission to Practicum Sequence .…………………………………....... 19

Admission Policy for Transfer Students ………………………….......... 20

Admissions ………………………………………………………………... 21

Academic Advising ……..………………………………………………… 21

The Social Work Minor ……...……………………………………………. 23

Professional Advising ………………………...…………………………… 24

Social Work Course Descriptions ………………......…………………….. 25

Grievance Policies and Procedures …...………………………………….. 33

Criteria and Procedures for Dismissal from the Social Work Program .. 34

The Appeal Process ……….……………………………………………….. 36

Students Rights and Responsibilities in the Social Work Program .…. 37

Supports for Social Work Students …...………………………………….. 37

For Students who Experience Academic Difficulty …………………….. 38

For Students who have Learning Needs ……………….………………… 38

Requirements for a Major ………………………………...……………….. 39

Requirements for a Minor ………………………………..…….………….. 39

Recommended Complementary Courses ……………………...………….. 40

Sample Sequence of Courses for a Social Work Major ……………...….. 40

Preparing for Graduate Education ………………………………….......... 41

Evaluation of Liberal Education Requirements (As of Fall 2005) ……… 43

**Section 4: Related Organizations on Whittier College Campus**

Social Work Council …………...………………………………………….. 44

Other Issue-Oriented Organizations ………………………………...…… 45

Community Organizations …………………………...………………….. 45

The Social Work Advisory Committee ………………...………………… 46

Social Work Alumni Organization ……………………...……………….. 48

Social Work Awards and Recognitions ……………………...………….. 48

Phi Alpha Honor Society –Theta Theta Chapter …………...………….. 48

Distinction in Major …………………………….…………………………. 48

Outstanding Contribution to the Social Work Profession ….…………. 48

Outstanding Service in Field Placement ………………………….……. 48

**Social Work Student Handbook Appendices**

* Appendix A: Field Placement ……………………………………………. 49
* Appendix B: CSWE (EPAS) ………………………………………………. 50
* NASW CODE of ETHICS …………………………………………………. 68
* Appendix C: Resources: Mailing Addresses & Phone Numbers …….. 106
* Appendix D: Electronic Resources ……………………………………… 109

**Section 1: *Whittier College General Information***

***An Introduction to Whittier College:***

As a Whittier College student, you have a passport to a career-long journey of learning and connecting with others in knowledge and community. We believe that these relationships can support and fortify social and economic justice in our world. You inherit a legacy of vision and hope that shapes who we are, what we value, and our sense of what is possible for the future.

As a Social Work major, you will hopefully see the intimate connections between Whittier College values and the mission of the Department of Social Work. You will also make connections between your own personal values, vision, and mission with that of the College and the Department. We want to facilitate these opportunities for connections in academic advising, your liberal education courses, your electives, and in your social work classes. By including the College values, traditions, and mission referenced in the *Whittier College* *Catalog 2014-2015* online at: [http://catalog.whittier.edu](http://catalog.whittier.edu#http://catalog.whittier.edu%20)  we intend for that integrative process to start here.

***Whittier College Values***

Named for renowned 19th century poet John Greenleaf Whittier, our College is located in the hills overlooking metropolitan Los Angeles and coastal Southern California, and we take full advantage of our location in educating students. The College was founded by members of the Religious Society of Friends (Quakers) in 1887, but has been non-sectarian since the 1940s. Nonetheless, the social values associated with our Quaker heritage - freedom of conscience, integrity, internationalism, listening to others and building consensus - strongly influence the College's ethos. The campus has a friendly tone, and there is respect for people of all backgrounds and nationalities. Whittier has a long-standing commitment to a diverse student body and faculty, and the acceptance of difference that it thereby seeks to engender. Because of our values and our practices, a Whittier education prepares graduates to lead productive and meaningful lives.

***Whittier College Vision***

Whittier College is dedicated to student learning and transformation. As a community, the College expects and fosters engagement and excellence through the rigorous tenets of the liberal arts, with a strong interdisciplinary emphasis, drawing upon our location in an exceptionally diverse multicultural metropolis. A Whittier education weaves together theory and practice to inspire lifelong learning, responsible citizenship, personal development and professional success.

***Whittier College Mission***

“Whittier College is a residential four-year liberal arts institution that prepares students from diverse backgrounds to excel in a complex global society. Through challenging, interactive courses, taught by accomplished professors, students learn to make connections across disciplines, understand cultural perspectives, and integrate learning with practical application. Inspired by our Quaker heritage, a Whittier education equips students to be active citizens and effective communicators who embrace diversity and act with integrity.” [http://www.whittier.edu/about/mission](#http://www.whittier.edu/about/mission)

***Whittier College Liberal Education Program***

Your Whittier College education is a challenging and life-changing experience. You join more than a century of Poet-educated graduates, many of whom sustain a commitment to creating and evaluating knowledge that enhances the quality of life for all. For this reason, a liberal education is a cornerstone to baccalaureate social work education. We don’t simply, “get our lib-ed courses out of the way,” rather we savor the richness that comes with learning about ourselves and our world. Because of our commitment to liberally educated social work students, we include the Whittier College Liberal Education Program Goals as a part of our Social Work Handbook.

The Liberal Education Program provides an academic framework for collaboration and transformation within the community that is Whittier College. Through the Liberal Education Program, Whittier College prepares students to solve problems and communicate ideas in an increasingly complex and interdependent world community. It does this through its emphasis on cultural perspectives and the importance of connections between different fields of knowledge. Both critical thinking (the development of the skills and methods necessary for systematic investigation -- i.e. the ability to define, analyze, and synthesize using a variety of methods and technologies) and the practical application of knowledge inform all elements of the program and are central to the transformation that distinguishes Whittier College graduates

***Learning goals:***

**I.** Students should develop the ability to make connections across disciplines in order to understand the convergence and divergence of different fields of knowledge and to understand the nature of an academic community.

**II.** Students should develop an understanding of, and competency in, the use of signs and symbols to construct, create, perceive, and communicate meaning.

**III.** Students should develop the capacity to entertain multiple perspectives and interpretations.

**IV.** Students should develop an understanding of culture and the connections between themselves and others in relation to physical, historical, social, and global contexts.

**V.** Students should develop breadth, defined as familiarity with essential concepts in major fields, and depth, defined as knowledge of at least one field (usually achieved in the major). [http://www.whittier.edu/academics/liberaleducationprogram -](http://www.whittier.edu/academics/liberaleducationprogram#http://www.whittier.edu/academics/liberaleducationprogram)

***Outline of the Liberal Education Program Core:***

The goals of the Liberal Education Program are met by a set of core requirements that are contained in a framework of four categories. The selection of these four categories is a reflection of what we value most here at Whittier College.

*•* ***Community***: The transformative experience begins in learning communities

that introduce the idea of building connections across disciplines, as well as the importance of interdisciplinary approaches to understanding the world.

*•* ***Communication****:* Students learn to communicate understanding using different sets of symbols.

*•* ***Cultural Perspectives****:* Students gain cultural perspective by exploring different cultures.

*•* ***Connections****:* Students again connect as a community in the context of

interdisciplinary courses and pairs.

**Section 2: *The Social Work Profession: An Overview***

**Social Work: A Bird’s Eye View of the Pioneering Efforts of those Before us…**

Social work is a diverse and unique profession with historic roots deeply embedded in American history and global contexts. To understand social work, we must honor the rich and diverse history of advocacy. Ancient Egyptian sacred texts prescribed guidelines for helping the “stranger” even when the outsider was considered an enemy. Hebrew Scriptures exhorted the faithful to “remember” past sufferings so that they act with compassion to others. The Koran identifies charitable actions as a foundation of Islamic faith.

Social work in America began not in the university ivory towers, but in the streets. At the turn of the nineteenth century, activists such as Jane Addams (1860-1935) saw unmet human needs in the midst of the Industrial Revolution, the arrival of immigrant families to American cities, and the unregulated industries that exploited workers and children. She and other women began Hull House in Chicago, the first settlement house in the United States.

Ms. Addams believed that it was not enough to dispense goodness and then depart to the safety of one’s home. She and others lived and worked in the communities where immigrant families and others lived in poverty. She and her colleagues created opportunities for their community that benefit us today; including founding the first pre-school in the U.S., facilitating the passage of labor laws, sanitation plans for urban areas, and tireless advocacy for human rights. She received much criticism for her objection to U.S. involvement in World War I, but awarded the Nobel Prize for Peace shortly before her death.

Jane Addams’ approach to social advocacy is only one part of our professional history. Mary Richmond (1861-1928) created a methodology of identifying, assessing, and addressing human need. Her book*, Social Diagnosis* (1917), is still in print and is a fascinating approach to human problem solving and intervention.

Bertha C. Reynolds (1885-1978), a professor and activist, believed that catastrophes like war, cyclic economic depression, chronic poverty, hunger, and a host of others, and their effects upon the human condition, and on a global scale, are but the symptoms of underlying causes which are rooted in societal values and systems; therefore, the searchlight should be beamed on, and work directed to, the elimination of the causes.

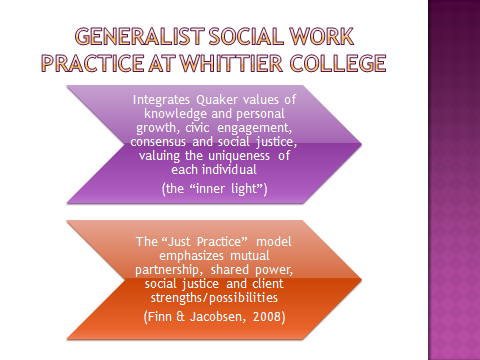
The problems that Jane Addams, Mary Richmond and Bertha Capen Reynolds wrestled with may not be so different than the challenges that we face today. Some government and corporate policies still do not address the needs of our fellow citizens. Funding is not always adequate. People continue to live in inadequate housing. Children are still vulnerable to unsuitable medical care. Families continue to struggle with underemployment, violence, lack of safety and other unmet needs. Immigrants without resources are still targets for exploitation. It is now our opportunity to respond in the spirit of collaboration, fortitude, and hope.

How will we respond to these issues? We need not wait until graduation or graduate school to begin changing our world. We can create knowledge now, as we formulate sound foundations for ethically and culturally competent practice. We can act now, as we develop skills based on theory and ethical practice. It is our turn to learn about how to use our gifts and talents to empower others and ourselves. In doing so, we change and are changed. We are hopeful that with the skills you will develop in the years to come, **YOU** will have the power to enrich and transform our world.

***Social Work: A Diverse Profession***

Social Workers may work with populations such as children, families, the elderly, with communities, and beyond. Furthermore, in their distinct fields of practice, social workers serve people who are diverse in sexual orientations, political beliefs, physical abilities, cultural and ethnic identities and more.

Social workers are also effective in working in the fields of adoption, foster care, adult protective services, research, community advocacy, immigration work, administrative leadership, mental health areas, substance abuse care, working in educational environments, and the list goes on…Whatever you are interested in, a social work degree is flexible and adaptable enough to provide limitless opportunities for career choices after graduation.



**Section 3: *The Department of Social Work***

***Department of Social Work Mission Statement:***

Our mission reflects our vision for our students and our department:

*The Whittier College undergraduate Department of Social Work seeks to prepare diverse students to become self-reflective, compassionate, ethical, knowledgeable, and skilled generalist social workers who are committed to career-long learning. We prepare students to aid in the empowerment of marginalized groups, particularly vulnerable and oppressed communities. In all this, we collectively work for the advancement of human rights in local, national and global environments.*

**

*Affirming the historical roots and mission of Whittier College, the Department of Social Work provides learning experiences that inspire students to become advocates for peace and social and economic justice. Student learning is a combination of "knowing" and "doing," grounded in the liberal arts foundation of interdisciplinary, research-based knowledge, and problem-solving methodology. We value generalist skill development that prepares reflective social work practitioners committed to promoting human well-being. Our program is designed to equip the body of professionals who will nurture the profession for the twenty-first century.*

***Department of Social Work Goals:***

The purpose of the social work profession is to promote human and community well being. Our goals flow from the Department of Social Work Mission. These goals help us identify the foundation of our Department of Social Work. They include the following:

1. *To prepare students for career-long learning and critical thinking through an educational process combining liberal arts foundation with generalist social work education;*
2. *To prepare students for ethical and culturally competent generalist social work practice with individuals, groups, organizations, and communities in local and global setting;*
3. *To prepare students to promote critically conscious practice with diverse and oppressed groups; and*
4. *To engage students and faculty in collaborative partnerships with local agencies to foster mutual growth and involvement through research and practice.*

***Department of Social Work Competencies****:*

*Our Program Competencies describe our desired educational, professional, and personal outcomes for students who successfully complete the Department of Social Work.*

Upon successful completion of the Department of Social Work, students will be able to:

1. *Identify as a professional social worker and conduct oneself accordingly;*
2. *Apply social work ethical principles to guide professional practice;*
3. *Apply critical thinking to inform and communicate professional judgments;*
4. *Engage diversity and difference in practice;*
5. *Advance human rights and social and economic justice;*
6. *Engage in research-informed practice and practice-informed research;*
7. *Apply knowledge of human behavior and the social environment*
8. *Engage in policy practice to advance social and economic well-being and to deliver effective social work services;*
9. *Respond to contexts that shape practice;*
10. *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.*

***What is Generalist Social Work Practice?***

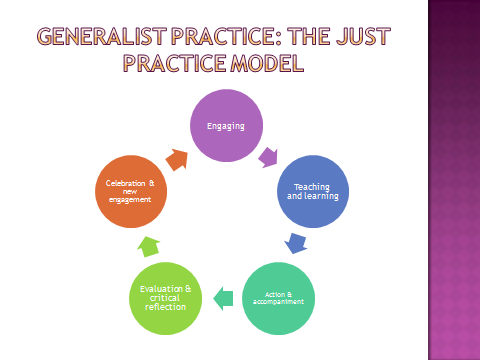
***Introduction***

Baccalaureate social work students explore the diverse and multi-dimensional profession of social work. This is a time to integrate the values, ethics, skills, and knowledge of the profession with one’s unique gifts and identities. At the successful completion of a baccalaureate degree, you are prepared for beginning generalist social work practice. We share our Department’s definition of generalist social work practice with you here.

***Definition***

Generalist social work practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the Competencies, which includes1:

1. engagement – collaborating with clients/partners to promote helping relationships;
2. teaching & learning – a mutual process of discovering client/partner strengths and challenges and planning for strategic change;
3. action & accompaniment –working together with clients/partners to support meaningful change;
4. evaluation & critical reflection – assessing the process with clients/partners and reflecting on the personal and collective experience; and
5. celebration & new engagements – affirming success and planning with clients/partners for sustained growth and further change.



*1Finn, J.L. & Jacobson, M. (2008) Second Edition. Just practice: A social justice approach to social work. Peosta, Iowa. eddie bowers publishing co, inc.*

***The Department of Social Work***

**Non-Discrimination in the Department of Social Work**

*The Whittier College Department of Social Work is conducted without discrimination on the basis of race, color, ethnic or national origin, socio-economic background, age, religious beliefs, disability, sexual orientation, or political beliefs. The Department of Social Work has historically followed the principle of anti-discrimination and has actively worked to promote diversity and cultural awareness and competence within its, faculty, staff, and students.*

***Introduction***

Our Department of Social Work, embedded in the liberal arts curriculum, is designed to prepare you for beginning generalist social work practice. Our curriculum not only includes valuable social work knowledge, skills and values for ethical and culturally competent practice, but it also includes a space for you. Our courses include an intersection of the curriculum and your own life. In other words, we are concerned with more than what you know. We are interested in who you are now and who you are becoming as you progress through your college experience.

***Learning Philosophy and Strategies:***

***Understanding “Praxis”***

Our Department of Social Work is influenced by the life and work of Paulo Freire (1921-1997) a Brazilian educator, who believed that social work is a transformative process for both the social worker and the participants. He wrote of a commitment to life–long learning and competence; congruence between words and actions and a hope for what is possible in our world. Frere created a model of learning which incorporates a dynamic way of thinking, doing, and reflecting on the process. This allows us to think and act with intentions to contribute to human rights, social justice, and respect for all persons (Finn and Jacobson, 2008). We call this process “praxis”, an integration of thinking, doing, and reflecting on our own experiences.

***Praxis and the Social Work Curriculum***

We believe that self-reflection and self-awareness are essential elements of a liberally educated person and a competent social work professional. It is vital that you make a sound and ongoing connection between the course content and your own life experiences. For this reason, you will find many of your assignments including components of self-reflection and integration.

***This includes questions such as:***

* ”What did you learn about power and justice from this assignment?”
* “What new skills did you use as you worked with another person?”
* “How does this assignment relate to your chosen profession?”
* “How will it influence your relationships with others?” “What suggestions do you have to make this assignment more beneficial to our learning experience?”

We hope that these continuous inquiries support your curiosity and commitment to career-long learning.

***Portfolio Based Leaning***

As a student in the Department of Social Work, you will create several Integrative Portfolios in your classes. We believe that portfolios are a clearer indicator of your academic growth than final exams. Portfolios are both a process and a product in which you assimilate knowledge, skills, and values through your assignments. Often organized as a three-ring binder and digital assignments upload on the course Moodle page, your portfolio may include your reflections, assignments, papers, and relevant handouts. You may build on your portfolio as the semester progresses. Upon the completion of each portfolio, you will have a document that demonstrates your growth throughout the semester.

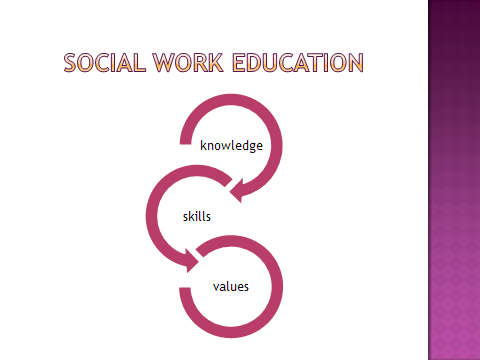
Most (if not all) of these portfolios involve various programs you will experience with others, in your classes, and out in surrounding communities. These include programs such as, The Family Literacy program, The First Day Partnership program, The Lydia Jackson Reading Friends program, and various political advocacy field trips and activism opportunities. We’re sure you’ll find a great richness in these activities and projects-experiences you’ll remember for a lifetime.

If all of this seems like a lot, it is; but remember you’re not going through all of this alone. You will have the opportunity to build strong relations with fellow classmates. It’s important to work together, sharing concerns amongst each other. Chances are if you are concerned about something, so is someone else. Once you’ve learned this, things will work out much better for all involved in this journey. Are you up to the challenge?

***Your Final Senior Integrative Portfolio***

It is important to save all major assignments and your portfolios as you progress through the Department of Social Work. As a senior in the *SOWK 408: Integrative Seminar* course, you will create a final Integrative Portfolio that demonstrates your attainment of the program competencies and accompanying practice behaviors. Your earlier portfolios and assignments will be crucial indicators of your growth and development. You will also meet a liberal education requirement for the Paper in the Major when you successfully complete specific assignments in this course.

Former students tell us that creating their Integrative Portfolio, though a potentially daunting task, is a valuable way of clarifying and reviewing their college experience. It can also be a helpful tool in preparing for graduate education or beginning professional practice.



***Department of Social Work Admission & Advisement Policy***

***Admission to the Department of Social Work: An Overview***

*Admission.* As a student, you may become acquainted with the Social Work major in a variety of ways. Sometimes students discover new interests and their own gifts in social work classes. Social work faculty and students work together to create a mutually beneficial learning environment that includes self-reflection, working collaboratively with members of the community, and a commitment to the benefits and challenges of human diversity.

When you decide to declare social work as a major, you will contact a full-time faculty member to discuss the commitments, responsibilities, and benefits of choosing social work as a major and profession. As you participate in social work courses and activities, you and social work faculty have the opportunity to assess your academic, professional, and ethical growth and development. At any time you may refer to the Department of Social Work website to review course syllabi, learn about the Social Work Student Council activities, and explore links to websites related to the profession. Students declaring social work as their major are given access to the **Social Work Handbook** on Moodle to supplement their mentoring sessions with social work faculty advisors.

When you and social work faculty members feel that you are prepared to declare social work as a major, you will complete the Department of Social Work Admission Packet and upload it on Moodle, during the designated application dates each spring semester. The Admission packet includes items such as an application form, your latest transcript, and your Philosophy of Helping Paper. The Program Director reviews the completed packet and confers with the Director of Field Education about the admission decision. All student applicants are emailed through Moodle within 10 days after the admission deadline. You will also complete of the College Declaration of Major Form, which is filed with the Office of the Registrar. The student and faculty collaborate in selecting the advisor best suited for the student’s professional and academic interests.

***Department of Social Work Admissions Requirements***

***You must complete the following initial steps for admission to the Department of Social Work:***

1. Students must have a minimum of a 2.25 GPA.
2. Students must have successfully completed SOWK 240: Introduction to Social Work with a minimum grade of “C+”.
3. Students must upload a completed Admissions Application to the Social Work Major page on Moodle during the designated dates in spring semester. Students will be notified of admission status within ten working days of the admission deadline.
4. Students must submit a Praxis Philosophy paper completed in SOWK 240 with comments on their understanding and commitment to the social work profession.
5. Students must commit to be familiar with and honor the NASW Code of Ethics (current) and the U.N. Declaration of Human Rights in all college interactions.
6. Students must dialogue with the Department of Social Work Director or Director of Field Education about their interests in the department.

**Students do not receive academic credit for life or previous work experience.**

***Admission to Practicum Sequence (SOWK 412 - 414)***

The Practicum or Field Placement is the heart of the Department of Social Work. With settings designed to integrate the knowledge, skills, and values of the curriculum under the supervision of a qualified social work practitioner. Students will complete a minimum of 425 hours of field placement in a setting that provides generalist social work practice experiences.

The Director of Field Placement coordinates this experience and serves as a liaison between the college, the student, the field supervisor, and the agency.

The Director of Field Placement must admit students into the Practicum sequence by meeting the following requirements:

* Social Work grade point average of 2.25.
* Successful completion of:
  + SOWK 240: Intro to Social Work;
  + SOWK 340: Social Work Practice I - Working with Individuals and Families; and/or
  + SOWK 343: Social Work Practice II: Working with Groups
* Attainment of senior status (90 credits).
* Interview with the Director of Field Placement, with student demonstrating professional readiness for field education.
* Documentation of Admission to Field Placement.

Prior to placement, the Director of Field Education sponsors a Field Practicum Orientation meeting for social work sophomores and juniors to prepare them for the Field Placement Process. Students dialogue with social work seniors whom are currently in field placement and receive information about the placement process. Students select Practicum Placements with the knowledge, support, and approval of the Director of Field Education in the spring semester of their junior year. For a list of possible Field Practicum Agencies please see Appendix A. You may also refer to the most current edition of the **Field Manual.**

***Admission Policy for Transfer Students***

Some social work majors enter the Department as students who transfer from other colleges. If this is your experience, you can review your transcript with both the College Registrar and a full-time Social Work faculty member. The faculty will decide on a case-by-case basis whether the Whittier Department of Social Work will accept either social work courses taken at accredited or unaccredited Departments by students who transfer to Whittier College for credit.

If you have taken courses in other Departments of Social Work, you will meet with the Department of Social Work Director or the Director of Field Education upon arrival at Whittier College. We will examine the course syllabus looking at the text that was used, the course goals and objectives, the content that was covered, and course assignments, course bibliographies, other learning activities, and the description of the Department of Social Work in the college catalog or other online resources. If no syllabus is available, the director will ask the student questions about the class, or look at any material the student does have from the class including class notes, using the current CSWE Educational Policy and Standards (EPAS) as a standard in trying to get information about the areas described above.

From the information gathered, the Program Director or Director of Field Education, in consultation with other faculty members, will carefully review the course objectives, outline, learning activities, theoretical frames of reference, texts, bibliographies, and assignments to determine whether the course taken is equivalent in academic content to the course offered at Whittier College. If it is found that a course does not meet the standards set by the Department and the current CSWE EPAS, then the student must repeat the course at Whittier College. All students who graduate with a B.A. in Social Work from Whittier College must take all of the Field Practicum courses at the College. Credit for Field Practicum courses cannot transfer from another institution to Whittier College

***Admission to the Department of Social Work Policy***

If a student applies for admission to the Social Work program and does not meet the requirements, the Department Chair and the Director of Field Education meet with the student and explore options that are in the best interests of the student. Possible options include:

1. Creating a growth plan with the student to meet the academic requirements and a time line for review and reapplication to the social work major;
2. Creating a growth plan with the student to meet the professional requirements and a time line for review and reapplication to the social work major;
3. Exploring other academic and professional interests with the student and connecting student with appropriate academic resources.

We encourage students to utilize college resources such as academic tutoring, consulting with faculty in other academic departments, professional mentoring, financial aid support, and other offices that relate to the challenges the student faces.

***Academic Advising: Policies and Procedures***

*Academic Policies and Procedures.* The Program Director and Director of Field Education provide academic advising to social work majors and students interested in the major. Academic advising is scheduled each fall and spring semester for two weeks prior to pre-registration for classes. The Program Director and Director of Field Education provide group advising sessions and notify students prior to advising by email posted on the Social Work Major Moodle site. Individual advising is available upon request. Students schedule a twenty minute advising session and work with both faculty members to review schedules, select classes, and clarify their academic and professional readiness for Field Education. After students create course schedules, faculty admit them to classes and clear them for registration as required by the Office of the Registrar. Faculty members are accessible for advising throughout the academic year upon student request.

*Professional Advising: Policies and Procedures.*  The Program Director and Director of Field Education plan two mandatory meetings each spring semester: A meeting for all Social Work Majors and Applicants to the Social Work Program;

and a meeting for all Social Work Majors who are applying for Field Education. We provide students instruction on how to apply for the major, how to access the Moodle Social Work Major page, and dialogue with students about issues related to the knowledge base and values of the profession. Students learn about the distinction of admission to a professional program, the NASW Code of Ethics (2008) and the implications for success in class and field.

The Field Education Meeting prepares students for application to field and the review and acceptance process. Faculty and students in field placement dialogue with students about professionalism in field placement and in field seminars, using the NASW Code of Ethics (2008) as a reference.

Students also receive professional advising from career service staff in social work classes about resume building, interviewing for jobs, preparing cover letters, and professional image building in social media and communications.

***Notifying Students of Academic and Professional Performance: Policies and Procedures***

1. *Notification of Course Performance from Faculty.* Social work classes use Moodle, an online course management system that provides students with relevant course information such as syllabi, learning activities, portals for uploading assignments, and faculty evaluation of student work. Moodle is accessible to students at the beginning of academic instruction and provides overall course grades as well as grades for separate assignments as soon as faculty record feedback on assignments through rubrics or written feedback.

2. *Notification of Academic/Professional Difficulty*. Faculty members alert students about inadequate academic and professional performance through two Early Alert Warning System through the Office of the Registrar prior to and after mid-term examinations. The notices are sent to the student and the academic advisor. The academic advisor and the student develop a plan to support the student’s academic and professional success.

3. *Mid-Semester Warnings*. Faculty members alert students of academic and professional difficulty in class through Mid-Semester Warnings after mid-term examinations, managed by the Office of the Registrar. The notices are sent to the student and the academic advisor. The academic advisor and the student develop a plan to support the student’s academic and professional success.

4. *Poet Early Warning System (PEAP).* PEAP, an online alert system on Moodle, is managed by the Division of Student Life. Faculty members use PEAP to notify and elicit support from Student Life staff when students are vulnerable or at-risk personally, professionally, or academically. Student Life staff work with students in consultation with faculty to provide support and resources to mediate stressors that students may encounter in the course of the academic year.

*5. Social Work Program Support.*  Students seeking academic or professional support are encouraged to initially access social work faculty and academic advisors. The student and faculty member meet, clarify unmet needs, and identify resources, on and off campus, that might alleviate the problem. Social work faculty and advisors serve as referral sources to avoid dual relationships. If professional development is a need, the Program Director and Director of Field Education could be involved to support plans for student enrichment or remediation.

***The Social Work Minor***

The Social Work Minor is designed for students who wish to develop knowledge about the major as it relates to their chosen discipline. Often students majoring in child development, Spanish, psychology, sociology, kinesiology, the Whittier Scholars Program, and other majors see benefit in a social work minor. The minor does not prepare a student for social work generalist practice, but introduces the discipline with a sampling of courses as seen in the chart below.

The Social Work Curriculum offers many opportunities for students majoring in other disciplines, such as political science, biology or pre-med, and pre-law. The social work minor is 18 credits andallows you to integrate social work knowledge, skill, and values in a way that enhances your area of study or career path. For more information about the social work minor, look in your *Whittier College Catalog* (2014-2015)

[http://www.whittier.edu/academics/socialwork/majors](#http://www.whittier.edu/academics/socialwork/majors)

***Academic and Professional Advising: Policies and Procedures***

The Program Director and Director of Field Education plan two mandatory meetings each spring semester: A meeting for all Social Work Majors and Applicants to the Social Work Program; and a meeting for all Social Work Majors who are applying for Field Education. We provide students instruction on how to apply for the major, how to access the Moodle Social Work Major page, and dialogue with students about issues related to the knowledge base and values of the profession. Students learn about the distinction of admission to a professional program, the NASW Code of Ethics (2008) and the implications for success in class and field.

The Field Education Meeting prepares students for application to field and the review and acceptance process. Faculty and students in field placement dialogue with students about professionalism in field placement and in field seminars, using the NASW Code of Ethics (2008) as a reference.

Students also receive professional advising from career service staff in social work classes about resume building, interviewing for jobs, preparing cover letters, and professional image building in social media and communications.

The Program Director and Director of Field Education also provide students with academic and professional advising prior to registration of classes in fall and spring semesters. All social work majors and students interested in the major schedule a meeting time with the two designated advisors, review course schedules, and address issues related to academic and professional success. At the successful completion of advising, the advisors remove the advising hold that allows the students to register for classes electronically. Students must also receive written permission from the advisor to enroll in most upper division social work classes to ensure that students have met all academic requirements for upper division social work courses.

|  |  |
| --- | --- |
| **Social Work Courses** | **Social Work Course Description** |
| **SOWK 240 - Introduction to Social Work** | Students explore the process and concepts of generalist social work practice with an emphasis on social and economic justice. We examine the history of social work and the importance of ethical practice with clients and community partners. This course is a prerequisite for upper division social work courses and is required for admission to the social work major. Service Learning Course.  3 credits |
| **SOWK 241 - Introduction to Social Work** | Students explore the process and concepts of generalist social work practice with an emphasis on social and economic justice. We examine the history of social work and the importance of ethical practice with clients and community partners. This course is a prerequisite for upper division social work courses, is required for admission to the social work major, and meets the liberal education requirement for the Writing Intensive Course (COM2).  Pre-req: [INTD 100](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt1979" \t "_blank) 3 credits |
| **SOWK 340 - Social Work Practice I: Working with Individuals & Families** | This course is designed to provide a foundation in social work practice theory, skills and professional social work ethics. Because generalist social work practitioners need to respond to a wide variety of problem situations, students learn to apply the generalist practice model within a framework that includes social and economic justice, empowerment, strengths and eco-systems perspectives. Emphasis is given to practice with evidence-based interventions according to client needs. We attend to culture, environmental. technological and other factors in addressing needs of individuals and families. Social work ethics, values, prevention interventions that enhance client capacities, practice evaluation, and partnering with people who have diverse needs are major dimensions of the course.   Pre-req: [SOWK 240](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt5037" \t "_blank) or [SOWK 241](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt9657" \t "_blank) 3 credits |
| **SOWK 343 - Social Work Practice II: Working with Groups** | This course examines generalist practice with various forms of groups, while acknowledging personal and group strengths, capacities and resources. Students learn to apply the generalist practice model to groups, including task groups and intervention groups, examine empirically based interventions, and evaluate the effectiveness of their own ethical practice with people who share diverse and different identities.   Pre-req: [SOWK 240](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=2&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt7504" \t "_blank) or [SOWK 241](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=2&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt7586" \t "_blank) 3 credits |
| **SOWK 363 - Social Work Practice III: Working with Communities & Organizations** | This course explores generalist social work practice with communities and organizations and introduces practical approaches to taking action. The course examines issues of influence and power in various forms of community and the role of political, economic, social, and religious organizations in limiting and/or enhancing individual and group well-being and freedom. Students are introduced to the theoretical and practical knowledge, skills, and values required for macro social work practice (community organizing, planning, policy, administration and creating change in global contexts).   Pre-req: [SOWK 240](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt3329" \t "_blank) or [SOWK 241](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt8911" \t "_blank) 3 credits |
| **SOWK 364 - Social Welfare Policy & Services** | Students examine the history of social work, the history and current structure of social services, and the role that social policy plays in service delivery. Students learn to analyze social policies that effect local, national and global social welfare issues and research that relates to competent social service delivery. The course also focuses on strategies that advocate for policy consistent with social work values and skills and that prepare students to work within economic, political and organizational systems.   3 credits |
| **SOWK 310/310L - Approaches to Social Research** | Techniques for basic and applied social research. Research skills will be developed in the complementary use of informant interviews, observations, surveys, and documents in addressing theoretical issues in the social sciences and practical applications in fields such as social work, health care delivery, law, and business. Service Learning Course.  Pre-req: [SOWK 240](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=3&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt8675" \t "_blank) or [SOWK 241](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=3&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt7917" \t "_blank), and one [SOC 241](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=3&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt4776" \t "_blank)-[SOC 245](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=3&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt5518" \t "_blank) course Co-req: [SOWK 310L](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=3&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt8597" \t "_blank)  4 credits |
| **SOWK 373 - Human Behavior & the Social Environment** | This course examines the reciprocal relationships between human behavior and social environments and the frameworks that guide generalist social work practice. Students analyze theories and other sources of knowledge that address the interactions between and among individuals, groups, organizations, communities, and economic systems that enhance or deter human well-being. This includes theories of biological, cultural, psychological, and spiritual development throughout the human life span.   Pre-req: Instructor permission Co-req: [PSYC 222](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=4&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt6660" \t "_blank) 3 credits |
| **SOWK 412 - Social Work Practicum & Seminar I** | The practicum and required seminar (2 - 2.5 hours per week) is designed to help students apply and integrate knowledge, values and skills necessary for beginning professional practice and evaluate their own practice and professional development. Service Learning Course.  Pre-req: [SOWK 240](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=2&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt2412" \t "_blank) or [SOWK 241](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=2&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt6390" \t "_blank) Co-req: [SOWK 412L](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=2&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt2520" \t "_blank) 4 credits |
| **SOWK 412L - Social Work Practicum & Seminar I Lab** | Co-req: [SOWK 412](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=2&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt3141" \t "_blank) 0 credits |
| **SOWK 413 - Social Work Practicum & Seminar II** | Advanced level internships in community agencies (usually a continuation at the same placement agency as [SOWK 412](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=2&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt9253" \t "_blank)). Structured learning opportunities that enable students to compare and evaluate practice experiences, integrate classroom knowledge, and engage in self-assessment of their own professional development. Two full days (16 hours per week) and required seminar, 2 hours per week. Service Learning Course.  Pre-req: [SOWK 412](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=2&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt9129" \t "_blank) Co-req: [SOWK 413L](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=2&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt7318" \t "_blank) 3 credits |
| **SOWK 413L - Social Work Practicum & Seminar II Lab** | Co-req: [SOWK 413](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=2&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt2453" \t "_blank) 0 credits |
| **SOWK 414 - Social Work Practicum & Seminar III** | Continuation of [SOWK 412](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=3&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt1767" \t "_blank) and [SOWK 413](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=3&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt7140" \t "_blank). Practicum, two full days (16 hours per week) and required seminar, 2 or 2.5 hours per week. Students conduct a research based evaluation and examine the effectiveness of client interventions. Service Learning Course.  Pre-req: [SOWK 413](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=3&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt4018" \t "_blank) Co-req: [SOWK 414L](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=3&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt451" \t "_blank) 4 credits |
| **SOWK 414L - Social Work Practicum & Seminar III Lab** | Co-req: [SOWK 414](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=3&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Social+Work&filter%5Bexact_match%5D=1" \l "tt8689" \t "_blank) 0 credits |
| **SOWK 408 - Integrative Seminar** | Students will assess their attainment of the Social Work Program Objectives, which are derived from the CSWE Educational Policy and Accreditation Standards. Students will also examine and define the contributions that the liberal education curriculum, co-curricular activities and other life experiences have enhanced their development as a social work major. This analysis is presented in the format of an Integrative Portfolio, and includes a paper in the major to be presented to social work colleagues and professionals.   Pre-req: Senior Standing and SOWK/SOC major 3 credits |
| **SOWK 300 - To Denmark and Beyond: Child and Family Well-Being in Workfare and Welfare States**  **(Elective)** | Students will explore ways in which welfare and workfare states contribute to the well-being of children and families. We will also examine the gaps in service delivery and resources in both settings. Course instruction is located at Whittier College in Whittier, CA and Metropolitan University School of Social Work in Copenhagen, DK.   Cross-listed with [ANTH 300](http://catalog.whittier.edu/preview_course_nopop.php?catoid=3&coid=4774" \t "_blank) 4 credits |
| **SOWK 245 - Legal Issues in Social Work**  **(Elective)** | The course explores legal and ethical issues in social work practice settings.  Students learn about laws that both enhance and deter the well-being of clients.  Students also learn to analyze the implication of laws and policies on social well-being.  The course includes activities such as visiting homeless court, training for legal advocacy for citizens residing in Skid Row, and other opportunities for legal advocacy in the Los Angeles region.  4 credits |
| **SOWK 270 - Death, Dying & Bereavement**  **(Elective)** | Explores historical and cultural variations in attitudes and practices surrounding death, dying and bereavement. We examine major causes of death across age and other social groups, social inequality related to death and dying, individual and social practices of grieving, and the ethics of dying in an age of technology. We study death-related issues both at the level of social organization and in terms of how they affect people at varying stages of the life course.  Pre-req: Instructor permission Cross-listed with [SOC 270](http://catalog.whittier.edu/search_advanced.php?cur_cat_oid=3&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=Death+&filter%5Bexact_match%5D=1" \l "tt3171" \t "_blank) 4 credits |
| **SOWK 386 - The Welfare of Children**  **(Elective)** | Students explore the diverse needs and issues related to child welfare systems of care. The course provides an overview of relevant knowledge, theories, ethics, values, skills, and social policies related to competently working with children and their families. Students partner with children in a community based setting, applying professional skills, ethics, and practice knowledge.   Pre-req: Instructor permission 3 credits |
| **SOWK 220 Immigrants and Refugees**  **(Elective)** | Worldwide immigration and refugee flows are at an all-time high driven by political, economic, and environmental upheavals. At the same time many countries are becoming increasingly resistant to newcomers, the United States is just one example. Notwithstanding the larger political and social impacts on both immigrants sending and receiving nations, immigrants and refugees are individuals and families, and sometimes entire communities, who experience the multiple consequences of uprooting and adaptation to new environments - often under traumatic and hostile conditions that can strip individuals of their vision of themselves.   3 credits |
| **SOWK 290 Forensic Social Work**  **(Elective January 2016)** | This course introduces students to social work practice in criminal justice settings. It discusses the historical and socio-cultural roots of the buildup in the U.S. prison population. It raises critical questions about topics such as racial profiling, “three strikes” laws, and prison reentry. It considers alternative practices that align with social work values, such as community policing and restorative justice, as well as international models where treatment is prioritized over incarceration, such as in Sweden. It discusses intersections with other social work sectors, including child welfare, mental health, homelessness, and substance abuse. It explores how social workers and community organizers are involved with current and local social justice efforts, such as implementing CA’s Proposition 47. It examines how social workers can engage at micro, mezzo, and macro levels to empower criminal justice involved populations and challenge mass incarceration.  3/4 credits |
| **SOWK 190 Introduction to Aging**  **(Elective January 2016)** | This course guides students in an exploration of their own aging process as well as issues related to old age. We will use the bio-psycho-social framework to guide our examination of both gains and losses associated with aging. Specifically, we will address the effect of aging on physical health, mental health, social roles, and personality. We will also explore larger social, cultural and economic issues including retirement, housing and public policy from a domestic and global perspective.  4 credit |

***Grievance Policies and Procedures***

*Academic Grievance*

Students are encouraged to engage with faculty about academic standing at all times through several channels: Moodle course management system, face-to-face appointments, and email. Students are responsible for being aware of their academic standing and the academic requirements of the Social Work Department listed on the Social Work Moodle page, the Application to the Social Work Major, and Degree Works. If a social work major has a concern about academic issues such as a grade appeal, a challenge with academic integrity, or other academic behaviors, the Whittier College websiteoutlines the process for the appeal. [http://www.whittier.edu/studentlife/studentconductpolicy](#http://www.whittier.edu/studentlife/studentconductpolicy)

The student initially approaches the course instructor and discusses the academic concern within one year of the assignment of the final course grade. If after discussion, the student is not satisfied with the grade, the student approaches the Social Work Department Chair. The Chair reviews the student concern, interviews the faculty member and renders a decision. The student may appeal the decision to the Associate Dean of the Faculty and the Academic Review Board. The Board, consisting of the Associate Dean of the Faculty and two faculty members review the student concern, gather data, review findings and render a final decision. If a grade change is indicated, the faculty member is instructed to complete the grade change process with the assistance of the Registrar. If there are behavioral consequences for the student, the Student Life Office supports the student in directed actions. More detailed information can be found in the Student Conduct Policy.

[http://www.whittier.edu/studentlife/studentconductpolicy](#http://www.whittier.edu/studentlife/studentconductpolicy)

*Student Conduct: Professional Grievance in Academic and Field Education*

Social work majors, upon admission to the Social Work Department, agree to uphold the NASW Code of Ethics (2008). If the faculty or field educators express concern about a student’s professional performance in class or field, the student and the concerned party discuss a growth plan for immediate implementation and a two –three week review. The Department Chair is consulted.

If the student perceives bias, neglect, or other concerns, the Chair reviews the concerns of the faculty member and the student. If the concern originates in field placement, the Director of Field Education facilitates the mediation in consultation with the Department Chair. If both concur that a growth plan is beneficial for the student, then the plan is designed with the student, the faculty or field instructor, and the Director of Field Education and/or the Department Chair. The process is recorded on the Social Work Moodle page, a confidential online site for student progress in the program. The student may also access the support and intervention of Student Life as noted in the *Whittier College Catalog (2014-2015*) and college website for student conduct policy noted above.

***Criteria & Procedures for Termination from the Department of Social Work***

Generally, social work students progress through the curriculum and field work sequence with success and satisfaction. However, a student who does not meet the ethical and academic standards of the Department of Social Work may be terminated or dismissed from the Department. The criteria are enumerated below.

***Student Misconduct***

*Field Education.* If the Field Director determines that there is a problem with a student in any of the field-related criteria listed above, and/or the student's social work advisor determines there are academic problems, the advisor will first discuss the problem with the student as well as provide a written statement outlining the reasons for the consideration of dismissal from the Department of Social Work. The advisor and/or Field Director along with the student will develop a contract that the student must adhere to in order to address the problem and remain in the Department of Social Work. If the student is unwilling to adhere to the contract, the dismissal process from the Department of Social Work will begin.

The Social Work Faculty will make a decision on the dismissal of a student from the Department of Social Work in consultation with the Associate Academic Dean and the Registrar. A five-member subcommittee from the Advisory Committee who are not part of the Whittier College Faculty will review the dismissal.

**Serious Violations in Academic and Field Performance**

A highly developed sense of integrity is a basic characteristic required of students both at Whittier College and in the Department of Social Work. Please refer to your **Whittier College** **Student Handbook** for policies and expectations for student behaviors.

Although it is not possible, to provide an exhaustive list of all types of violations that may result in probation or termination from the Department of Social Work, the following criteria are some examples:

1. Academic dishonesty;

2. Poor or improper professional conduct during practicum (e.g. breaching confidentiality, fabrication of information);

3. Being under the influence of alcohol and/or other controlled substance during classes and/or field placement;

4. Unprofessional involvement with a client or supervisor while engaged in practicum activities;

5. Derogatory comments and behavior toward a client;

6. Displaying prejudicial behavior and/or attitudes toward a client of a different class, race, age, religious and/or sexual preference;

1. Violation of the NASW Code of Ethics (2008) or U.N. Declaration of Human Rights.

***The Appeal Process***

**There are 2 phases to the Appeal Process**

**1. Appeal within the Department**

The student has the right to appeal his/her dismissal within 14 days of the dismissal by submitting a letter to the Department of Social Work Director expressing the disagreement with the dismissal decision. Upon receipt of the letter, the Program Director will form a committee comprised of Social Work Faculty not involved in the case, and three members of the Social Work Advisory Committee who are part of the Whittier College Faculty to review and investigate the student's case. These faculty members of the Advisory Committee are appropriate people to review dismissal cases, as they are familiar with both Department of Social Work and Whittier College standards. The Dismissal Committee will investigate the facts of an appeal, which may include interviewing a variety of people involved with the case and reviewing student records to help clarify the matter. After an investigation, the committee must reach a consensus decision on the case. The student will be notified of the committee's decision in writing within 10 days of the decision.

Any student who is dismissed from the Department of Social Work is encouraged to speak with their social work advisor to discuss educational alternatives. These include discussions of disciplines for which the student might be more suited, and referrals for testing or counseling services that are available to the student.

**2. Appeal to the Dean of the Faculty**

If you, as a student, feel that a member of the College has made a decision, which is unauthorized or unjustified may seek redress through the College's Grievance Policy, outlined in the ***Whittier College Catalog* (2014-2015)** and website.

[http://www.whittier.edu/studentlife/studentconductpolicy](#http://www.whittier.edu/studentlife/studentconductpolicy)

***Student Rights and Responsibilities***

In addition to the student rights described in the *Whittier College Catalog (2014-2015*) and college website the Whittier College Department of Social Work guarantees students a number of rights, without regard to gender, race, color, age, creed, sexual orientation, disability, ethnic or national origin, or political beliefs. As a student in the Whittier College Department of Social Work, you have the right and responsibility to:

* Engage freely as citizens in off-campus activities;
* Organize as students;
* Have representation and participation on standing committees within the Department of Social Work;
* Participate in formulating and modifying policies that affect academic and student affairs;
* Issue publications independently of the Department;
* Use Department meeting facilities;
* Invite and interact with speakers of your choice;
* Receive recognition for your roles in any research you do;
* Be judged academically without prejudice;
* Petition for grade changes through proper channels; and
* Appeal dismissal from the Department of Social Work through proper channels.

**Academic Support**

We have many resources to support you in your academic growth and development. The Center for Academic Advising and Success (CAAS) offers support, tutoring, and other academic strategies. Use these resources for your success.

All students who are experiencing difficulty in a class will receive a mid-semester warning. If this happens to you, please consult with your instructor and academic advisor to develop a workable plan.

Your academic success in the Department of Social Work requires a demonstration of academic commitment and ability. All social work students must maintain a"C" average in all course work and maintain a "C" average or higher in required social work courses. If a final course grade is lower than a “C”, you should consult with the Program Director and plan to repeat the course.

**For Students who have Learning Needs (Disability Services):**

**Disability Services’ Mission and Goal**  
  
Disability Services is committed to ensuring equal treatment, educational   opportunity, academic freedom, and human dignity for students with learning, physical/medical, and psychological/psychiatric disabilities. Disability Services is committed to providing reasonable and appropriate accommodations to students with disabilities, assisting students with disabilities in self-advocacy, assisting graduating student’s transition out of Whittier College, providing academic support and counseling, educating the Whittier College community about disabilities and services provided, and by ensuring legal compliance with state and federal disability laws.   
  
Whittier College is dedicated to providing students with learning, physical/medical, and psychological/psychiatric disabilities access to the programs, services, and activities at Whittier College as required by the Americans with Disabilities Act (1990) and by Section 504 of the Rehabilitation Act (1973). Section 504 states: “No otherwise qualified individual shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

For further information go to the Whittier College website and look under Disability Services:

(http://www.whittier.edu/disability) or contact them by phone: Tel: (562) 907-4825. Whittier College wants you to succeed, and welcomes all.

***REQUIREMENTS FOR A MAJOR***

SOWK 240/241 Introduction to Social Work

SOWK 373 Human Behavior in the Social Environment

*(Co-requisite: PSYC 222)*

SOWK 340 Social Work Practice I-*(Prerequisite: SOWK 240)*

SOWK 343 Social Work Practice II-*(Prerequisite: SOWK 240)*

SOWK 363 Social Work Practice III-*(Prerequisite: SOWK 240)*

SOWK 364 Social Welfare Policy

SOC/SOWK 310/L Approaches to Social Research and Lab

PSYC/SOC 314/L Statistics and Lab*-(Prerequisite: MATH 76 or test out at MATH 80 level)*

SOWK 408 Senior Integrative Seminar

SOWK 412/L Social Work Practicum and Seminar I

*(Prerequisite: SOWK 340 or SOWK 343)*

SOWK 413/L Social Work Practicum and Seminar II

*(Prerequisite: SOWK 412)*

SOWK 414/L Social Work Practicum and Seminar III

*(Prerequisite: SOWK 412)*

***REQUIREMENTS FOR A MINOR***

SOWK 240/241 Introduction to Social Work

SOWK 364 Social Welfare Policy

***Six additional credits*** *selected from the following courses:*

SOWK 340 Social Work Practice I (3)

SOWK 343 Social Work Practice II (3)

SOWK 363 Social Work Practice III (3)

***Three additional credits*** *selected from the following courses:*

SOWK 190 Introduction to Aging

SOWK 220 Immigrants and Refugees

SOWK 290 Forensic Social Work

SOWK 270 Death, Dying, & Bereavement

SOWK 245 Legal Issues in Social Work

SOWK 386 The Welfare of Children (CON 1) (Paired with EDUC 262 &SOWK 390)

**Total Credits Required for the Major 49**

**Prerequisites 9 or 12cr**

**SOWK courses 40cr**

**Total Credits Required for the Minor 18**

***Guidelines and Worksheet for Social Work***

***Electives in the Major***

SOWK 190 Introduction to Aging

SOWK 290 Forensic Social Work

SOWK 220 Immigrants & Refugees

SOWK 386 The Welfare of Children (Paired EDUC 262)

***Recommended Complementary Course Work***

PSYC 354/SOC 344 Diverse Identities

PSYC 372 Abnormal Psychology

SPAN 120 & 121 or CHIN 120 & 121

THEA 101 Essentials of Public Speaking

HIST 360 Race, Class and Gender in Modern Europe

**Sample Sequence of Courses**

**For A Social Work Major**

**Freshman Year**

**Fall:** PSYC 100 (3cr); PSY 222 (3cr)

**Spring:** SOC 200 (3cr)

**Sophomore Year**

**Fall:** ANTH 210, 211, 212, 213, or214 (3cr)

**Spring:** SOWK 240 (3cr)

**Junior Year**

**Fall** SOWK 340 (3cr); SOWK 373 (3cr); PSY 222 (3cr).

**Spring** SOWK 310 (3cr); SOWK 343 (3cr); SOC 314+SOC 314/L (4cr)

**Senior Year**

**Fall** SOWK 412+412 L (4cr); SOWK 363 (3cr)

**Jan Term** SOWK 413+413L (4cr)

**Spring** SOWK 414+414L (4cr); SOWK 408 (3cr); SOWK 364(3cr)

***Beyond the B.A.***

**Preparing for Graduate Education**

*Planning for MSW or other Graduate Degrees:*

After you complete your BA degree in Social Work, you may decide to continue your professional education in a Master of Social Work (MSW) program. Master of Departments of Social Work build on the strong liberal arts foundation and are considered professional programs. Most graduate programs usually involve at least two full-time years of study along with substantial practicum experience.

As a graduate of a CSWE accredited Department of Social Work, you are able to explore MSW programs that offer **advanced standing** status to qualified students. While each MSW program has separate admissions criteria, most require a BA/BSW degree from a CSWE accredited baccalaureate Department of Social Work and a particular grade point average. In recent years, Whittier College social work graduates have successfully completed MSW programs in respected schools throughout the country.

As you prepare for graduate school, you will need to allow time and thought for the application process. Most programs require certified transcripts, a personal statement about your interests in social work, and letters of reference, from both academic and employment settings. Generally, your Social Work professors and Field Supervisors can be of great support and assistance.

If you choose to ask your Social Work faculty for letters of reference, please allow them six weeks to complete your reference letter. Last minute requests may not be granted. Honor the importance of your continued education and career growth with careful planning and detail.

You may choose to enter a graduate program directly upon completing undergraduate studies; however, you may also prefer full-time employment to strengthen your practice skills and wisdom and solidify your commitment to continuing education.

You may one day choose to enter a doctorate program in Social Work (Ph.D.) or complementary programs such as psychology, sociology, and public policy. In this case, an undergraduate Department of Social Work provides you with the sensibilities, perspectives, and skills to excel in your chosen career.

We encourage you to talk to your professors, counselors, department heads, and just about anyone else here at Whittier. Ask them about their experiences and journeys to becoming a professional. Chances are they can help you in asking the important questions you need to get started. Do not wait until your senior year to start doing this-start today! You will be better off and be able to side step the numerous pitfalls of poor planning and procrastination.

For online information about CSWE accredited graduate programs, contact the following website: http://www.cswe.org

**Evaluation of Liberal Education Requirements**

**As of Fall 2005**



**Office of the Registrar**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Core Requirements** | **Dept.** | **Course Number** | **Title** | | **Semester Taken** | **Credit** | **Grade** |
| ***I. Community (12 credits):*** | | | | | | | |
| **Community 1: FWS + Linked Course (Fall Freshman Year)** |  |  |  | |  | **3** |  |
|  |  |  | |  | **3** |  |
| **Community 2: Thematically-Linked Courses (Spring Freshman Year)** |  |  |  | |  | **3** |  |
|  |  |  | |  | **3** |  |
| ***II. Communication (9 credits):*** | | | | | | | |
| **COM1: Quantitative Literacy** |  |  |  | |  | **3** |  |
| **COM2: Writing Intensive Course** |  |  |  | |  | **3** |  |
| **COM3: Creative & Performing Arts** |  |  |  | |  | **2** |  |
| **COM4: Senior Presentation** |  |  |  | |  | **1** |  |
| ***III. Cultural Perspectives—One course from four of the following six areas (12 credits):*** | | | | | | | |
| **CUL1: African** |  |  |  | |  | **(3)** |  |
| **CUL2: Asian** |  |  |  | |  | **(3)** |  |
| **CUL3: Latin American** |  |  |  | |  | **(3)** |  |
| **CUL4: North American** |  |  |  | |  | **(3)** |  |
| **CUL5: European** |  |  |  | |  | **(3)** |  |
| **CUL6: Crosscultural** |  |  |  | |  | **(3)** |  |
| ***IV. Connections (10 credits):*** | | | | | | | |
| **CON1: Pair Course #1** |  |  |  | |  | **3** |  |
| **CON1: Pair Course #2** |  |  |  | |  | **3** |  |
| **CON2: Science & Math Meth/Ideas w/Analysis of Cul & Soc Iss** |  |  |  |  | | **4** |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***A minimum of 120 credits are required for graduation. Within that minimum, not more than 48 credits from any one department may be offered to satisfy this requirement. In those departments composed of two or more disciplines, not more than 60 credits may be applied toward graduation, with not more than 48 credits to be counted in a single discipline.*** | | | | | | | | |
| **Breadth Requirement: (18 credits)** Complete 120 units of coursework (Major courses, Core courses and elective courses). Out of these 120 units, six units, from at least two departments, must come from each of the three Divisions (Natural Science, Social Science and Humanities/Fine Arts). | | | | | | | | |
| **Humanities/Fine Arts** | | | **Natural Science** | | | **Social Science** | | |
| **Department** | **Number** | **Credit** | **Department** | **Number** | **Credit** | **Department** | **Number** | **Credit** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:**

**Advisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**

**Section 4: *Related Organizations on Whittier College Campus***

Social Work students and students interested in the major are encouraged to organize to further their interests through brief partnerships with campus members, college and community events, and student-led organizations such as the Social Work Council and Phi Alpha.

**Social Work Council**

**Advisor:** Paula Sheridan, Ph.D., LCSW & Lisa Ibanez, MSW,

**Chairperson**s: 2016-2017: Emily Apodaca and Megan Wallace

The Social Work Council was founded in 1993 by students interested in social work. The Council is a student-run organization, which seeks to promote social work as a profession and social justice awareness throughout the Whittier College community. The Council is headed by a Chairperson (or Co-chairs) whose primary responsibilities include the overall direction and conduct of the meetings and the coordination of activities and programs. Other officers include Treasurer, Historian, Secretary, Publicity and Interclub Representative, and are selected by students each semester. Decisions, as in many administrative bodies at Whittier College, are made by consensus.

Council members are usually Social Work majors, but students of all majors with an interest in social work and social issues are encouraged to participate. Because the Council believes in the seriousness of commitment from its active members, it is important for each member to fulfill his/her duties: attend meetings, propose, initiate, complete at least one program (per academic year); and participate in all fund-raising activities and events that the Social Work Council sponsors. Commitment, integrity, and participation are qualities, which make the Social Work Council an effective paraprofessional organization on campus.

The Social Work Council is an issue-oriented organization, which advocates for the advancement of social & economic justice, social health, social programs, and the social work profession in the Whittier College community and the general public. Members of the Council are highly involved in a variety of other issue-oriented organizations on-campus and utilize social work’s knowledge of systems, politics, and socioeconomic issues to contribute to these organizations.

***Other issue-oriented organizations* *on campus include***:

AFL…………...Association of Female Leaders

Amigos Unidos

ASA...................Asian Student Association

BSU...................Black Student Union

Circle K Club of Whittier College

College Democrats

Halo Halo Club

Hawaiian Islander Club of Whittier College

MECHA

MedLife

Mid-East Connection

Nourish International

OMEP…………Organization Mondiale pour L'Education Presolaire

RAE…………….Raising Awareness for the Environment

Richard M. Nixon Republican Club

SAA…………….Students for Autism Awareness

SER……………...Students for Education Reform

Students for Community Medicine

Social Work Council

Sociology/ Anthropology Club

TOBGLAD.............Transgender, other identified, Bisexual, Gay, Lesbian and Allies for Diversity

Whittier College Christian Fellowship

Whittier College Model United Nations

For more information about these and other organizations,

Refer to the *Whittier College Student Handbook, Calendar, LEAP Office, and Cultural Center.*

[***http://www.whittier.edu/LEAP***](#http://www.whittier.edu/LEAP)***,*** [***http://www.whittier.edu/cultural/ortiz***](#http://www.whittier.edu/cultural/ortiz)

***Community Organizations***

Social Work majors actively support professional and service organizations in social work and related fields. Examples of such organizations include:

* Association for Community Organization and Social Administration (ACOSA)
* Group for the Advancement of Doctoral Education (GADE)
* Clinical Social Work Federation (CSWF)
* Council on Social Work Education (CSWE)
* International Association of Schools of Social Work (IASSW)
* International Federation of Social Workers (IFSW)
* Institute for the Advancement of Social Work Research (IASWR)
* National Association of Social Workers (NASW)
* Bertha Capen Reynolds Society

***The Social Work Advisory Committee***

The purpose of the Social Work Advisory Committee is to provide linkage between the College and the practitioner community. Social work education must be in tune with the needs of the clients and communities we serve. The involvement of practitioners, educators, and community members in reviewing the Department of Social Work will provide a balanced perspective in making decisions about the Department as it aims to train beginning practitioners who can serve effectively in the community. Selected members of the local social work and academic communities have agreed to serve on this committee in order to provide input into designing the curriculum, developing policy, and supporting the goals of the Department.

**Julie Clemens, MSW, J.D.**

Department of Children and Family Services

Los Angeles

425 Shatto Place

Los Angeles, CA 90020

**Kathy Filatreau, B.S.**

Instructional Technologist

Wardman Library

Whittier College

**Alfonso Garcia, LMFT**

SPIRITT Family Services

13135 Barton Road

Whittier, CA 90605

**Mike Foster, LCSW**

Field Liaison for SW 495A/B and SW 680A/B

Field Consultant - CalSWEC Child Welfare

Distance Education Consultant to Field Education

California State University Long Beach

School of Social Work

1250 Bellflower Blvd, SSPA 148

Long Beach, CA 90840-4602

**Lorena Duran, MSW, LCSW, EWSD** Director,

Safe Schools

Healthy Students Program

14029 East Mulberry Drive

Whittier, CA. 90605

**Darren Good, Ph.D.**

Dean of Faculty, Vice President of Academic Affairs

Whittier College

**Evelyn Castro-Guillen, LCSW**

Chief Operating Officer,

The Whole Child

10155 Colima Road

Whittier, CA. 90603

**Shauna Reed, LCSW**

Pathways Program Manager

United Friends of the Children

1055 Wilshire Blvd., Suite 1955

Los Angeles, CA. 90017

**Doreen O’Connor-Gomez, Ph.D.**

Professor-Modern Languages

Whittier Scholars, Whittier College

**Perla Pelayo, ASW, MSW**

Program Manager

SPIRITT Family Services

2000 Tyler Avenue

South El Monte, CA 91733

(626) 442-1400

**Jill Rasmussen, MSW, LCSW**

Chair and Professor

Department of Social Work

La Sierra University

4500 Riverwalk Parkway

Riverside, CA 92515

**Susana Santos, Ph.D.**

Director

Office of Institutional Research & Assessment

Whittier College

***Social Work Alumni Organization***

The Social Work Alumni Organization provides support to the Department of Social Work in many ways. The Social Work Alums participate in the Social Work Advisory Committee, provide input in the hiring of social work faculty, and serve as mentors to students.

***Social Work Awards and Recognitions***

Whittier College students are acknowledged for academic achievement such as the Dean's List and honors at graduation, Social Work students achieving academic distinction are eligible for membership in Phi Alpha, and National Honor Society.

***Phi Alpha Honor Society - Theta Theta Chapter***

Phi Alpha Honor Society, Theta Theta Chapter (est.1999) promotes humanitarian goals and ideals through high standards of training and scholarships for both students and professionals. Membership is open to all Social Work majors who meet the following criteria:

-Attained sophomore status (30+ credits)

-Eight semester credits towards a Social Work Major

-Achieved an overall GPA of 3.0

-Achieved a minimum GPA in Social Work of at least 3.25

***Distinction in Major:***

Awarded at Commencement to a Senior Social Work student who demonstrates excellence in academic achievement and commitment to the values and ethics of the Social Work Profession.

***Outstanding Contribution to the Social Work Profession:***

Awarded at Spring Convocation to a Senior Social Work student who demonstrates excellence in academic achievement and commitment to the values and ethics of the Social Work Profession.

***Outstanding Service in Field Placement:***

Awarded at Spring Convocation to a student who achieves distinction in fieldwork placement.

***Social Work Student Handbook Appendix A:*** *Field Placement Agencies*

The Department of Social Work works with many local agencies that are used for field placements. The Agencies selected agree to provide learning experiences for students and to give time for supervision. New agencies are added in response to the interests of students and the development of new services.

The following agencies\* have been used for students fulfilling their senior year field placement, Social Work Practicum (SOWK 412, 413, & 414).

*A New Way of Life*

*Canyon Ridge Hospital*

*City of Santa Fe Springs Neighborhood Ctr.*

*Concept 7 Foster Family Services*

*Department of Children and Family Services (DCFS)*

*East Los Angeles Mental Health Services*

*East Whittier City School District*

*Kaiser Permanente*

*L.A. CADA (Los Angeles Centers for Alcohol & Drug Abuse)*

*La Casa Mental Health Rehabilitation Center*

*Los Angeles Conservation Corps (LACC)*

*Progressive Resources*

*Santa Fe Springs Family Center*

*Santa Fe Springs High School*

*SASSFA, Senior Citizen Services*

*Silverado Hospice*

*SPIRITT Family Services*

*The Whole Child*

**Social Work Student Handbook**

**Appendix B: CSWE Educational Policy and Accreditation Standards (EPAS)/ NASW CODE of ETHICS/ IASSW Code of Ethics/ United Nations Declaration of Human Rights**

**CSWE Educational Policy and**

**Accreditation Standards:**

Copyright © 2008, Council on Social Work Education, Inc. All rights reserved. Revised March 27, 2010

**Functions of Educational Policy and Accreditation**

**1. Educational Policy**

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession.

Programs of social work education are offered at the baccalaureate, master’s, and doctoral levels. Baccalaureate and master’s programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master’s program levels.

**2. Accreditation**

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master’s levels. Accreditation Standards pertain to the following program elements:

• Mission, goals, and objectives

• Curriculum

• Governance, structure, and resources

• Faculty

• Student professional development

• Nondiscrimination and human diversity

• Program renewal

• Program assessment and continuous improvement

**3. Relationship of Educational Policy to Accreditation**

CSWE uses the EPAS for the accreditation of Departments of Social Work. The

Educational Policy and the Accreditation Standards are conceptually integrated.

Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational

Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program’s self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

**Educational Policy and Accreditation Standards**

**Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards**

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level Departments of Social Work. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited Department of Social Work at the baccalaureate (B) or master’s (M) level. 2

**1. Program Mission and Goals**

**Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each Department of Social Work address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

**Educational Policy 1.1**—**Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, 1 human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

1 These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers.* Washington, D.C.: NASW.

**Educational Policy 1.2**—**Program Context**

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

***Accreditation Standard 1.0***—***Mission and Goals***

*The Department of Social Work’s mission and goals reflect the profession’s purpose and values and the program’s context.*

***1.0.1*** *The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.*

***1.0.2*** *The program identifies its goals and demonstrates how they are derived from the program’s mission.* 3

**2. Explicit Curriculum**

**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 Competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the Competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.1**—**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 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

• advocate for client access to the services of social work;

• practice personal reflection and self-correction to assure continual professional development;

• attend to professional roles and boundaries;

• demonstrate professional demeanor in behavior, appearance, and communication;

• engage in career-long learning; and

• 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

• recognize and manage personal values in a way that allows professional values to guide practice;

• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;

• tolerate ambiguity in resolving ethical conflicts; and

• 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

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

• analyze models of assessment, prevention, intervention, and evaluation; and

• 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

• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

• recognize and communicate their understanding of the importance of difference in shaping life experiences; and

• 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

• understand the forms and mechanisms of oppression and discrimination;

• 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

• use practice experience to inform scientific inquiry and

• 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

• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

• 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

• analyze, formulate, and advocate for policies that advance social well-being; and

• 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

• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

• 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

• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

• use empathy and other interpersonal skills; and

• develop a mutually agreed-on focus of work and desired outcomes.

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

Social workers

• collect, organize, and interpret client data;

• assess client strengths and limitations;

• develop mutually agreed-on intervention goals and objectives; and

• select appropriate intervention strategies.

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

Social workers

• initiate actions to achieve organizational goals;

• implement prevention interventions that enhance client capacities;

• help clients resolve problems;

• negotiate, mediate, and advocate for clients; and

• facilitate transitions and endings.

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

Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2**—**Generalist Practice**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the Competencies.

**Educational Policy M2.2**—**Advanced Practice**

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the Competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.3**—**Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

***Accreditation Standard B2.0***—***Curriculum***

*The 10 Competencies are used to design the professional curriculum. The program*

***B2.0.1*** *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

***B2.0.2*** *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

***B2.0.3*** *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

***B2.0.4*** *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

***B2.0.5*** *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

***Accreditation Standard M2.0***—***Curriculum***

*The 10 Competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the Competencies in an area(s) of concentration. The program*

***M2.0.1*** *Identifies its concentration(s) (EP M2.2).*

***M2.0.2*** *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*

***M2.0.3*** *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*

***M2.0.4*** *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*

***M2.0.5*** *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

***M2.0.6*** *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

***Accreditation Standard 2.1***—***Field Education***

*The program discusses how its field education program*

***2.1.1*** *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

***B2.1.2*** *Provides generalist practice opportunities for students to demonstrate the Competencies.*

***M2.1.2*** *Provides advanced practice opportunities for students to demonstrate the program’s competencies.*

***2.1.3*** *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

***2.1.4*** *Admits only those students who have met the program's specified criteria for field education.*

***2.1.5*** *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.*

***2.1.6*** *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

***2.1.7*** *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

***2.1.8*** *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.*

***2.1.6*** *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

***2.1.7*** *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

***2.1.8*** *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.*

**3. Implicit Curriculum**

**Educational Policy 3.0**—**Implicit Curriculum: The Learning Environment**

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.5

**Educational Policy 3.1**—**Diversity**

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation*—*is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

***Accreditation Standard 3.1***—***Diversity***

***3.1.1*** *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

***3.1.2*** *The program describes how its learning environment models affirmation and respect for diversity and difference.*

***3.1.3*** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

**Educational Policy 3.2**—**Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

***Accreditation Standard 3.2***—***Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation***

***Admissions***

***B3.2.1*** *The program identifies the criteria it uses for admission.*

***M3.2.1*** *The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.*

***3.2.2*** *The program describes the process and procedures for evaluating applications and*

*notifying applicants of the decision and any contingent conditions associated with admission.*

***M3.2.3*** *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate Departments of Social Work accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

***3.2.4*** *The program describes its policies and procedures concerning the transfer of credits.*

***3.2.5*** *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

***Advisement, retention, and termination***

***3.2.6*** *The program describes its academic and professional advising policies and procedures. Professional advising is provided by Department of Social Work faculty, staff, or both.*

***3.2.7*** *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

***3.2.8*** *The program submits its policies and procedures for terminating a student's enrollment in the Department of Social Work for reasons of academic and professional performance.*

***Student participation***

***3.2.9*** *The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*

***3.2.10*** *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

**Educational Policy 3.3**—**Faculty**

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

***Accreditation Standard 3.3—Faculty***

***3.3.1*** *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*

***3.3.2*** *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.*

***B3.3.3*** *The baccalaureate Department of Social Work identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

***M3.3.3*** *The master's Department of Social Work identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's Department of Social Work faculty has a master's degree in social work and a doctoral degree preferably in social work.*

***3.3.4*** *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

***3.3.5*** *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.*

***3.3.6*** *The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.*

**Educational Policy 3.4**—**Administrative Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers*.*

***Accreditation Standard 3.4***—***Administrative Structure***

***3.4.1*** *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.*

***3.4.2*** *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.*

***3.4.3*** *The program describes how the administration and faculty of the Department of Social Work participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*

***3.4.4*** *The program identifies the Department of Social Work director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

***B3.4.4(a)*** *The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*

***B3.4.4(b)*** *The program provides documentation that the director has a full-time appointment to the Department of Social Work.*

***B3.4.4(c)*** *The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

***M3.4.4(a)*** *The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*

***M3.4.4(b)*** *The program provides documentation that the director has a full-time appointment to the Department of Social Work.*

***M3.4.4(c)*** *The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.*

***3.4.5*** *The program identifies the field education director.*

***3.4.5(a)*** *The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*

***3.4.5(b)*** *The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post baccalaureate or postmaster's social work degree practice experience.*

***B3.4.5(c)*** *The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

***M3.4.5(c)*** *The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.*

**Educational Policy 3.5**—**Resources**

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Departments of Social Work have the necessary resources to support learning and professionalization of students and program improvement.

***Accreditation Standard 3.5***—***Resources***

***3.5.1*** *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*

***3.5.2*** *The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.*

***3.5.3*** *The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*

***3.5.4*** *The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*

***3.5.5*** *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*

***3.5.6*** *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

**4. Assessment**

**Educational Policy 4.0**—**Assessment**

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

***Accreditation Standard 4.0***—***Assessment***

***4.0.1*** *The program presents its plan to assess the attainment of its competencies. The*

*plan specifies procedures, multiple measures, and benchmarks to assess the*

*attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).*

***4.0.2*** *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*

***4.0.3*** *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*

***4.0.4*** *The program describes how it makes its constituencies aware of its assessment*

*outcomes.*

***4.0.5*** *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

**Program Changes**

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of changes such as new leadership, governance, structure, and off-campus programs. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change, the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.

|  |  |
| --- | --- |
| Code of Ethics of the National Association of Social WorkersApproved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate AssemblyPreamble 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 empowermentof people who arevulnerable, 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 andon 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 ofcore values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience. Purpose of the NASW Code of Ethics Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.  The *NASW Code of Ethics* serves six purposes:   1. The *Code* identifies core values on which social work's mission is based. 2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice. 3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise. 4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable. 5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards. 6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.   \*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.  The *Code* offers a set of values, principles, and standards to guide decision-making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations.Specific applications of the *Code* must take into account the context 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, 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 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 tovolunteer 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 andon 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 culturaland ethnic diversity. Socialworkers 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 respectfulfashion, 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 exercised by those responsible for reviewing alleged violations of ethical standards. 1. Social Workers' Ethical Responsibilities to Clients1.01 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 period covered by the consent. Social workers should provide clients with an opportunity to ask questions.  (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.  (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances, social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.  (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.  (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.  (f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party. 1.04 Competence (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.  (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.  (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm. 1.05 Cultural Competence and Social Diversity (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.  (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.  (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity, age, marital status, political belief, immigration status, 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 were 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 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 based on 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 Colleagues2.01 Respect (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.  (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity, age, marital status, political belief, religion, immigration status and mental or physical disability.  (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients. 2.02 Confidentiality Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it. 2.03 Interdisciplinary Collaboration (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.  (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being. 2.04 Disputes Involving Colleagues (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.  (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues. 2.05 Consultation (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.  (b) Social workers should keep themselves informed about colleagues' 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 Settings3.01 Supervision and Consultation (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.  (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.  (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.  (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful. 3.02 Education and Training (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.  (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.  (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.  (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries. 3.03 Performance Evaluation Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria. 3.04 Client Records (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.  (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.  (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.  (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts. 3.05 BillingSocial 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 Professionals4.01 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, gender identity or expression, marital status, political belief, religion, immigration status, or mental or physical disability. 4.03 Private Conduct Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities. 4.04 Dishonesty, Fraud, and Deception Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception. 4.05 Impairment (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.  (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others. 4.06 Misrepresentation (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.  (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.  (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others. 4.07 Solicitations (a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.  (b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence. 4.08 Acknowledging Credit (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.  (b) Social workers should honestly acknowledge the work of and the contributions made by others. 5. Social Workers' Ethical Responsibilities to the Social Work Profession5.01 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 Society6.01 Social Welfare Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice. 6.02 Public Participation Social workers should facilitate informed participation by the public in shaping social policies and institutions. 6.03 Public Emergencies Social workers should provide appropriate professional services in public emergencies to the greatest extent possible. 6.04 Social and Political Action (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.  (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.  (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.  (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability. |  |
|  |  |

**Code of Ethics *of the International Association of Schools of Social Work and International Federation of Social Workers***

**IFSW Code of Ethics:**

Copyright © 2012, International Federation of Social Workers. All rights reserved.

The document was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004.

**1. Preface**

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organizations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries;  
others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

* The fact that the loyalty of social workers is often in the middle of conflicting interests.
* The fact that social workers function as both helpers and controllers.
* The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
* The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected to be elaborated by the ethical guidance and in various codes and guidelines of the member organizations of IFSW and IASSW.

**2. Definition of Social Work**

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

**3. International Conventions**

International human rights declarations and conventions form common standards of achievement, and recognize rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

* Universal Declaration of Human Rights
* The International Covenant on Civil and Political Rights
* The International Covenant on Economic Social and Cultural Rights
* The Convention on the Elimination of all Forms of Racial Discrimination
* The Convention on the Elimination of All Forms of Discrimination against Women
* The Convention on the Rights of the Child
* Indigenous and Tribal Peoples Convention (ILO convention 169)

**4. Principles**

**4.1. Human Rights and Human Dignity**

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person’s physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination – Social workers should respect and promote people’s right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation – Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole – Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognize all aspects of a person’s life.
4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

**4.2. Social Justice**

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination\* – Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.\*In some countries the term “discrimination” would be used instead of “negative discrimination”. The word negative is used here because in some countries the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action”. Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.
2. Recognizing diversity – Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.
3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.
4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
5. Working in solidarity – Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society.

**5. Professional conduct**

It is the responsibility of the national organizations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organizations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge
10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

**United Nations Declaration of Human Rights**

***Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948.***

**Universal Declaration of Human Rights**

All human beings are born with equal and inalienable rights and fundamental freedoms. The United Nations is committed to upholding, promoting and protecting the human rights of every individual. This commitment stems from the United Nations Charter, which reaffirms the faith of the peoples of the world in fundamental human rights and in the dignity and worth of the human person. In the Universal Declaration of Human Rights, the United Nations has stated in clear and simple terms the rights which belong equally to every person. These rights belong to you. They are your rights. Familiarize yourself with them. Help to promote and defend them for yourself as well as for your fellow human beings.

**Preamble**

*Whereas* recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

*Whereas* disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

*Whereas* it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

*Whereas* it is essential to promote the devel­opment of friendly relations between nations,

*Whereas* the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dig­nity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

*Whereas* Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

*Whereas* a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

*Now, therefore,*

*The General Assembly*

*Proclaims* this Universal Declaration of Human Rights as a common standard of achieve­ment for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teach­ing and education to promote respect for these rights and freedoms and by progres­sive measures, national and international, to secure their universal and effective rec­ognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

**Article 1**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, with­out distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, prop­erty, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limita­tion of sovereignty.

**Article 3**

Everyone has the right to life, liberty and security of person.

**Article 4**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohib­ited in all their forms.

**Article 5**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6**

Everyone has the right to recognition every­where as a person before the law.

**Article 7**

All are equal before the law and are entitled without any discrimination to equal protec­tion of the law. All are entitled to equal pro­tection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Article 8**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9**

No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11**

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees neces­sary for his defense.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Article 12**

No one shall be subjected to arbitrary inter­ference with his privacy, family, home or cor­respondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interfer­ence or attacks.

**Article 13**

(1) Everyone has the right to freedom of movement and residence within the borders of each State.

(2) Everyone has the right to leave any coun­try, including his own, and to return to his country.

**Article 14**

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15**

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

**Article 16**

(1) Men and women of full age, without any limitation due to race, nationality or reli­gion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to pro­tection by society and the State.

**Article 17**

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

**Article 18**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, wor­ship and observance.

**Article 19**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20**

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

**Article 21**

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right to equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elec­tions which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

**Article 22**

Everyone, as a member of society, has the right to social security and is entitled to reali­zation, through national effort and interna­tional cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indis­pensable for his dignity and the free develop­ment of his personality.

**Article 23**

(1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

**Article 24**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

**Article 25**

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

**Article 26**

(1) Everyone has the right to education. Edu­cation shall be free, at least in the elemen­tary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall pro­mote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (3) Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27**

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advance­ment and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic produc­tion of which he is the author.

**Article 28**

Everyone is entitled to a social and interna­tional order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29**

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limi­tations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general wel­fare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

**Social Work Student Handbook**

**Appendix C: Resources**

***Mailing Addresses & Phone Numbers***

American Public Human Services Association

810 First Street NE, Suite 500

Washington, DC 20002-4267

(202) 682-0100

Alliance for Children and Families

11700 W. Lake Park Drive

Milwaukee, WI 53224

(414) 359-1040

American Society on Aging

833 Market Street, Suite 511

San Francisco, CA 94103-1824

(415) 974-9600

Bertha Capen Reynolds Society

Columbus Circle Station

P.O. Box 20563

New York, NY 10023

Child Welfare League of America

440 First Street NW, Third Floor

Washington, DC 20001-2085

(202) 638-4004

Council on Social Work Education

1600 Duke Street, Suite 300

Alexandria, Virginia 22314

(703) 683-8080

Gerontological Society of America

1030 15th Street NW, Suite 250

Washington, DC 20005

National Association of Social Workers

750 First Street NE, Suite 700

Washington, DC 20002-4241

(202)408-8600 (800)638-8799

**Appendix C: Resources**

National Association of Social Workers

California Chapter

1016 23rd Street

Sacramento, CA 95816

(800) 538-2565

National Coalition of Hispanic Health and

Human Services Organizations

1501 Sixteenth Street NW

Washington, DC 20036

(202) 387-5000

National Coalition for the Homeless

1012 Fourteenth Street NW, #600

Washington, DC 20005-3410

(202) 737-6444

National Gay and Lesbian Task Force

1700 Kalorama Road NW

Washington, DC 20009-2624

(202) 332-6483

National Head Start Association

1651 Prince Street

Alexandria, VA 22314

(703) 739-0875

National Mental Health Association

1021 Prince Street

Alexandria, VA 22314-2971

(703) 684-5968 (800)969-NMHA

National Organization for Victim Assistance (NOVA)

1757 Park Road, NW

Washington, DC 20010

(202) 232-6682

National Parent Network on Disabilities

1130 17th Street, NW

Washington, DC 20036

(202) 463-2299

**Appendix C: Resources**

National Youth Advocacy Coalition (NYAC)

1711 Connecticut Ave., NW Suite 206

Washington, DC 20009

(202) 319-7596

Office Of Criminal Justice Planning

1130 K Street, Suite LL60

Sacramento, CA 95814

(916) 324-9100

Parents, Families and Friends of Lesbians and Gays

1101 14th. St. NW #1030

Washington, DC 20005

(202) 638-4200

School Social Work Association of America

P.O. Box 2072

Northlake, IL 60164

(847) 289-4527

Social Welfare Action Alliance

778 Lakeshore Blvd.

Rochester, New York 14617

(585) 395-5509

**Social Work Student Handbook**

**Appendix D: *Electronic Resources***

Adoption Network Home Page <http://www.infi.net/adopt/>

Alliance for Children and Families <http://www.alliance1.org>

American Public Human Services Association <http://www.aphsa.org>

American Society on Aging <http://www.asaging.org>

California NASW Chapter Home Page, The <http://naswca.org/>

Child Abuse Prevention Network <http://child.cornell.edu/>

Child Welfare League of America <http://www.cwla.org/>

Children's Defense Fund <http://www.childrensdefense.org>

Computer Use in Social Services <http://www2.uta.edu/cussn/>

Council of Social Work Education <http://www.cswe.org/>

FedWorld: Web Links to Federal Agencies <http://www.fedworld.gov/>

Gay, Lesbian, and Straight Education Network <http://www.glsen.org>

Gay, Lesbian, Bisexual, and Transgender <http://www.geocities.com/WestHollywood/>

Resources & Links Heights/4168/link.html

Idealist: Action Without Borders <http://www.idealist.org/>

International Federation of Social Workers <http://ifsw.org/policies/code-of-ethics/>

Latino Social Work Organization <http://www.lswo.net>

Legislative Information on the Internet <http://thomas.loc.gov>

National Clearinghouse for Alcohol and <http://www.health.org>

Drug Information (NCADI)

National Coalition of Hispanic Health and <http://www.cossmho.org>

Human Services Organizations

National Coalition for the Homeless <http://nch.ari.net/>

National Gay and Lesbian Task Force <http://www.ngltf.org/>

National Head Start Association <http://www.nhsa.org>

**Appendix D: *Electronic Resources***

National Hospice Organization <http://www.nho.org/>

National Mental Health Association <http://www.nmha.org/>

National Organization for Victim Assistance <http://www.try-nova.org>

National Parent Network on Disabilities <http://www.npnd.org/index.htm>

New Social Worker Online <http://www.socialworker.com>

Mental Health Policy Information Exchange <http://pie.org>

Parents, Families and Friends of Lesbians and Gays <http://www.pflag.org>

Social Welfare Action Alliance <http://swaarochester.org>

United Nations <http://www.un.org/en/documents/udhr/>

U.S. Government <http://www.access.gpo.gov/sudocs/aces>

World Wide Web Resources for Social Workers <http://www.nyu.edu/socialwork/wwwrsw/>