



# BACCALAUREATE SOCIAL WORK PROGRAM

Social Work Program Handbook  
2020-2021

## **INTRODUCTION**

Welcome to the Social Work Program at Concordia College! We are delighted that you are considering or have chosen social work as your program of study. We believe that it is a tremendously important and rewarding profession, and we are proud of our program. We look forward to working with you to help you reach your maximum potential as a competent entry-level generalist social worker.

The purpose of this handbook is to give you important information about the procedures and requirements of the social work program. It will be especially important as you begin your studies with us, but we suggest that you refer to it from time to time to refresh your thinking about your educational goals and how to best attain them. We also recommend that you stay in close touch with your advisor, who will be an invaluable support person for you throughout your studies.

Social work is a professional degree program. When you complete our program successfully, you will have a Bachelor in Science degree in Social Work from a program accredited by the Council on Social Work Education. This qualifies you for entry-level generalist social work jobs. Being a professional social worker is a serious responsibility; it is also a rewarding career. We take our work with you very seriously, and we hope you will approach your professional studies with equal seriousness. But we enjoy our work very much, too, and we hope that together we will share the fun and pleasure of professional study.

Again, welcome to the Social Work Program at Concordia College! We wish you much success in your studies, and let any of us know whenever we can be helpful to you.

The Social Work Faculty

Concordia College New York



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## UNDERSTANDING SOCIAL WORK

Social work is a career that many people misunderstand, so we thought it might be helpful to begin with a short overview of what the profession is - and is not - and what you can expect from a social work career.

Social work is a dynamic, challenging, and ever-changing profession. It offers many options to those who are interested in a career that provides an opportunity to be of service to people and the communities in which they live. Social workers care about those with whom they work. Motivated by caring, they utilize expertise gained from their education and practice experience to effectively help people. Assisting people to cope with interpersonal and social problems, and enabling them to obtain the resources they need to live with dignity and self-fulfillment are among the important activities of social workers. Social workers also have a commitment to make families, communities, bureaucracies and society-at-large more responsive to people's needs.

Social workers are at work wherever there are people.

- + They are in hospitals helping adults and infants whose lives have been drastically altered by disease including cancer, lupus, etc.
- + They counsel and assist the older adults who require increased health care and other social welfare services.
- + They work in schools to help students, teachers and families solve problems that interfere with personal growth, learning and educational problems.
- + They are in public welfare offices assisting families to protect the integrity of their families by providing them with financial assistance and other needed services.
- + Private family services agencies employ social workers to counsel and assist families in managing the effects of unemployment, death, disability, or other life cycle

adjustments.

- + Social workers have traditionally been involved in the field of child welfare, assisting families to remain together and protecting children from abuse and neglect.
- + More and more social workers are providing services in the work place, assisting employees with personal problems that affect their work, and helping employers find solutions to the complex problems that emerge in large work organizations.
- + Social workers are in universities, foundations, and planning and advocacy organizations, working as teachers, researchers, policy analysts, or program planners.
- + Social workers are increasingly being elected to public office at the local, state, and national levels.
- + Private practice is a significant area in which social workers function, assisting people of all ages to resolve intrapsychic and relational conflicts and to cope with problems of daily life.
- + Experienced social workers function as administrators of large governmental or private agencies, developing social policies and translating them into effective service programs.

Although the traditional mission of social work has been to improve life for the poor and disempowered, today's social workers provide services to the rich and the poor, to members of all racial, ethnic, gender, and sexual orientation groups, to the young and the old, and to those with all levels of physical and mental abilities. As social workers progress through their careers, they may elect to move between agencies that serve a variety of client groups experiencing many different kinds of needs. This variety and flexibility is one of the most interesting and rewarding aspects of a social work career.

Only you can make the final decision about whether you have the personal attributes that are needed to be a social worker, or if this is really what you want to do. Your faculty advisor

will help you to assess your interests and aptitudes with reference to the values and goals of social work, but thinking about the following questions may also help:

+ Are you truly interested in different kinds of people? Social workers are committed to serving all people regardless of their race, ethnicity, social class, gender, sexual orientation, or life condition. Prejudice, biases, discrimination, and intolerance are not compatible with social work values and ethics.

+ Do you believe that every individual, no matter what his/her current situation, has the capacity to grow and change in positive directions? The most important tools that social workers have are their skills and the professional helping relationship. The ability to communicate effectively and to demonstrate acceptance of people are essential to this process of growth and change.

+ Are you interested in the larger picture and able to see issues from the perspective of other people? Social workers must see the many sides of problems, understand the differential impact that these have on people's points of view, and facilitate group problem-solving.

+ Are you patient, able to follow through, and stick with a problem in spite of frustration and disappointment? Social workers must be creative and resourceful, and they must demonstrate perseverance and courage as they help clients solve difficult problems.

+ Are you interested in addressing the larger issues of the quality of life of all people and of social and economic justice? A social worker not only cares about the individual, but sees the interrelatedness of the immediate community, the state, the country, and the world on clients and their systems.

+ Are you able to critically analyze events, relying not only on your personal feelings, but using the findings and data from scientifically conducted research studies? Social



workers use knowledge from scientific inquiry and from a systematic and objective analysis of their own practice to guide their professional activities.

+ Are you interested in your own personal growth and self-development? An essential attribute of an effective social worker is self-awareness. Developing this ability is a lifelong process. Social workers must be able to look non-defensively at their own behavior and to accept supportive criticism so that they grow as effective social workers.

These questions may evoke conflicting feelings within you. This is true of all professionals, none of whom have all the answers. Grappling with the issues these questions present is part of being a growing, developing social worker, and they will always be part of your professional life.

There is one last dimension of the profession that is important for you to understand as you consider committing yourself to a social work career. Social workers work with people, helping them to solve their own problems. Social workers do not take over people's lives and impose solutions on them. Instead, social workers are resources for people who need some assistance in better understanding themselves, their goals and needs, and their environment. It is through this understanding that people can make productive decisions that will move them toward more rewarding lives. Social workers provide information, skill, services, and personal encouragement throughout this process of reflection and decision-making.

Let's turn now to specific aspects of the Social Work Program at Concordia College that are intended to facilitate your development a generalist professional social work practitioner.

### **PROGRAM GOALS**

The Concordia College - New York social work program builds upon a framework that embraces the college's mission as well as the premise on which the Social Work Profession is built. It includes service to community and empowerment and self-fulfillment of all individuals

as members of communities.

### **Program Mission Statement**

**The Social Work Program at Concordia College New York is dedicated to educating students for competent and effective generalist social work practice. The program creates a learning environment that offers faith-based, value-oriented learning to promote social justice, self-assessment, service to the community, self-determination and respect for diversity.**

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The mission statement together with the experiences with communities on campus and in the New York Metropolitan area, students develop personally and professionally. the following 9 competencies and 31 practice behaviors are set out as goals and objectives by the CSWE (Commission on Social Work Education) to help faculty guide the development of the students in the Social Work program.

Student Learning Outcomes: 31 Competencies and Behaviors

Learning outcomes are designed in accordance with the Council of Social Work Education (CSWE) competencies and behaviors.

**Competency #1: Demonstrate Ethical and Professional Behavior**

On Completion of this course the student will be able to.....

1	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	
	Values	
	Cognitive & Affective Processes	
2	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	
	Values, Skills	
	Cognitive & Affective Processes	
3	demonstrate professional demeanor in behavior; appearance; oral, and written, and electronic communication	
	Values	
	Skills	
4	use technology ethically and appropriately to facilitate practice outcomes	
	Skills	
	Values	
5	use supervision and consultation to guide professional judgment and behavior	
	Values, Skills	
	Cognitive & Affective Processes	

Student will be able to.....

<b>Competency #2: Engage Diversity and Difference in Practice</b>
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On Completion of this course the student will be able to.....

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

Student will be able to.....

<b>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice</b>
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On Completion of this course the student will be able to.....

9	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	
	Knowledge	
	Skills	
10	engage in practices that advance social, economic, and environmental justice	
	Skills	
	Values	

Student will be able to.....

**Competency #4: Engage in Practice-informed Research and Research-informed Practice**

On Completion of this course the student will be able to.....

11	use practice experiences and theory to inform scientific inquiry and research	
	Knowledge	
	Skills	
12	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	
	Knowledge	
	Cognitive & Affective Processes	
13	use and translate research evidence to inform and improve practice, policy, and service delivery	
	Knowledge	
	Cognitive & Affective Processes	

Student will be able to.....

**Competency #5: Engage in Policy Practice**

On Completion of this course the student will be able to.....

14	identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	
	Knowledge	
	Cognitive & Affective Processes	
15	access how social welfare and economic policies impact the delivery of and access to social services	
	Knowledge	
	Cognitive & Affective Processes	
16	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	
	Values	
	Cognitive & Affective Processes	

Student will be able to.....

<b>Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>
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On Completion of this course the student will be able to.....

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

Student will be able to.....

<b>Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities</b>
--

On Completion of this course the student will be able to.....

19	collect and organize data and apply critical thinking to interpret information from clients and constituencies	
	Knowledge	
	Cognitive & Affective Processes	
20	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	
	Knowledge	
	Cognitive & Affective Processes	
21	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strength, needs, and challenges with clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
22	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	
	Knowledge	
	Values	

Student will be able to.....

<b>Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
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On Completion of this course the student will be able to.....

23	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
24	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
	Knowledge	
	Skills	
25	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	
	Values	
	Skills	
26	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	
	Skills	
	Cognitive & Affective Processes	
27	facilitate effective transitions and endings that advance mutually agreed upon goals	
	Knowledge	
	Skills	

Student will be able to.....

<b>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
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On Completion of this course the student will be able to.....

28	select and use appropriate methods for evaluation of outcomes	
	Knowledge	
	Cognitive & Affective Processes	
29	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	
	Knowledge	
	Cognitive & Affective Processes	
30	critically analyze, monitor, and evaluate intervention and program processes and outcomes	
	Knowledge	

	Cognitive & Affective Processes	
31	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	
	Knowledge	
	Skills	



These goals give primacy to preparing competent and ethical generalist social work practitioners who understand their responsibilities within an environment composed of multiple systems of different sizes and types. This is consistent with the purposes of the profession of social work and the needs of the communities in which program graduates will ultimately practice as social workers. The goals also reflect the reality of our societal structure which systematically disadvantages certain groups of people. Furthermore, professionalism is seen as a constantly evolving and developing state of being that requires on-going learning and growth.

## **POLICY ON NON-DISCRIMINATION**

The Social Work Program at Concordia College conducts all aspects of its activities without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, handicap, or political or sexual orientation. All those who participate in the program are expected to treat each other with respect and without discrimination. Aside from being a policy in the program, non-discrimination is a fundamental value of the profession of social work. Students who cannot accept and implement the program's policy of non-discrimination will be helped to select a major that is more consistent with their personal values.

## **ACCREDITATION**

Education programs in social work at the baccalaureate and master's levels are accredited by the Council on Social Work Education (CSWE). The standards for curriculum are outlined in the Curriculum Policy Statement from CSWE in Appendix C. Accreditation is intended to assure that a program meets the highest standards of quality in social work education. It acts to protect the quality of social work practice so that people receive the help that they need. In addition, graduation from an accredited undergraduate program enables students to be admitted into many social work graduate programs with advanced standing, (requirements vary for each graduate school) as well as to join the largest professional organization of social workers, the National Association of Social Workers.

Accreditation is granted for up to an eight-year period after which programs have to apply for reaccreditation. The Concordia College Social Work Program is currently accredited at the baccalaureate level.

Social work majors who successfully meet degree requirements at Concordia College receive a Bachelor of Science degree. The social work major is specified on the transcript with notation that this is a CSWE accredited Program.

## EDUCATIONAL PURPOSE

The mission statement of the Social Work Program at Concordia College reflects our strong commitment to train individuals in “a learning environment that offers faith-based, value-oriented learning to promote social justice, self-assessment, service to the community, self-determination and respect for diversity. From this mission we have developed five program goals. The first is to educate and prepare students to be entry-level generalists social work practitioners. Pamela S. Landon in her article "Generalist and Advanced Generalist Practice" makes a strong argument that all social work practice requires a generalist foundation. She states "Classic social work writings have pointed to the truth of the statement that all social workers are generalists." (Landon, *The Encyclopedia of Social Work*, 1995, p. 1101).

As educators of the generalist model, faculty seek to guide students in an awareness of systems and their ecological context. As indicated in our text for foundations, *Generalist Social Work Practice, an Empowering Approach*,

Generalist social work provides an integrated and multi-leveled approach .... acknowledging the interplay of personal and collective issues, prompting them to work with a variety of human systems - societies, communities, neighborhoods, complex organizations, formal groups, families and individuals - to create changes which maximize human system functioning." (Miley, O'Melia, & DuBois, 2010, p. 10)

Graduates of this program are currently employed in a variety of agencies in the New York Metropolitan area as well as in other states. A recent review of graduates shows that 33% of the graduates were hired by their field education agencies at competitive salaries of between \$40,000 and \$48,000.

The second and fourth major goals of the program are to prepare social workers to be

life-long learners, and to educate students to be informed citizens who understand societal needs and who are committed to social justice. This occurs in many ways, including participating in continuing education programs, in-service training, social justice activities and programs, and meetings of professional organizations. Visits with community services agencies are required as part of Human Behavior, Policy, Social Welfare and Foundations course work. Membership in major professional associations is strongly recommended for all social work majors. The National Association of Social Workers is especially important, but smaller specialized associations that focus on issues of concern to various ethnic and practice groups are also worthy of support. Information about membership in these organizations will be provided in classes.

Another important life-long learning option is graduate education in social work. The great majority of Concordia social work graduates enter a graduate program in social work at one of the 6 universities in the New York area. These include Fordham University (in Harrison), Columbia University (at Morningside Heights in Manhattan), Adelphi University in Poughkeepsie, New York University at Washington Square in Manhattan (plus Rockland and Westchester), Yeshiva University in northern Manhattan, and Hunter College on Manhattan's upper East Side. All of them offer an advanced standing option to graduates of the Concordia College social work program. This enables students accepted into the advanced standing program the opportunity to complete the MSW degree in one year. Students not in an advanced standing program require two years to complete the MSW. Of the 2010 graduates, all who applied were accepted into advanced standing programs at NYU, SUNY, University of South Carolina, Albany, Fordham and Barry University.

The third major goal is to teach and strengthen critical thinking and problem solving

skills within a systems context. To meet this goal, faculty have addressed the need for students to have exposure to multiple environments and experiences, allowing the student immersion (although limited) experiences to diverse populations, cultures, neighborhoods, and care systems. Student's reactions to these events through papers, discussions and field visits will help broaden the scope of understanding and options for successful problem solving and critical thinking regarding options to service delivery systems as well as single and group systems. Faculty have made a commitment to provide not only modeling of skills for students but participatory experiences. Although Carolyn Knight's research findings were not entirely conclusive regarding teaching skills at the BSW level, she indicates that students are seeking well-structured learning environments by faculty who can model the skills taught. (Knight, 2001)

The fourth goal is to contribute to the attainment of the mission of Concordia by operating a professional academic program accredited by the Council on Social Work Education (CSWE). This includes a process of ongoing self-assessment and evaluation of the program and participation in the process of self-study for reaffirmation of accreditation as scheduled by CSWE. Additionally, it includes operating a range of campus and community based activities that enhance learning and the quality of community life.

References:

DuBois, Brenda; Miley, Karla Krogsrud; and O'Melia, Michael (2010) *Generalist Social Work Practice*. Boston: Allyn and Bacon.

Knight, Carolyn (2001) "The Skills of Teaching Social Work Practice in the Generalist Foundation Curriculum: BSW and MSW Student Views" in *Journal of Social Work Education*. Vol 37, No 3. Alexandria, VA: Council on Social Work Education.

Landon, Pamela S. (1995) "Generalist and Advanced Generalist Practice" in *The Encyclopedia of Social Work (19<sup>th</sup> Ed)*. MD: National Association of Social Workers Press.

## **ADMISSION TO THE SOCIAL WORK PROGRAM**

Students can declare a program of study as a first year student or anytime thereafter, but must do so by the beginning of the junior year.

Formal admission to the program however takes place by going through the following process:

1. Arrange an appointment with the Social Work Program Director. Call 914-337-9300, ext. 2178 to make an appointment. Discussions center around your interest in social work. The Director faculty member will explain the program to you and you will have a chance to ask whatever questions you may have. If it seems appropriate, the faculty member will suggest social work courses for you to take and you will be assigned to a social work advisor.

2. You must complete an application to the Social Work Program. This will be given to you by your advisor or you can find it on The (CCNY) Intranet. This application becomes part of your advising record in the Social Work Department.

3. You will begin planning your courses each semester with your advisor. After you have completed SWK 301, 302, 303, 311, 322, and 420 in your junior year, the social work faculty will meet to discuss your progress.

4. Admission into the Social Work Program will be based on the following information: your application; your grades in courses required in the social work major; your Junior Field Education Evaluation; your "End of Junior Year Self-Assessment"; and the assessment of your progress by your advisor and the social work faculty with whom you have taken courses. Students are required to receive grades of C or above in all social work courses to be admitted into the program. Students who receive a grade lower than C in any course required in the social work program may be denied admission to the social work



major.

Students who have taken social work courses at other schools before transferring to Concordia College must have them evaluated by their social work advisor. Generally, only courses taken at a CSWE-accredited social work program are eligible for substitution for a social work course at Concordia, but in all cases the decision will be made by the social work Program director. Please note that in no case may social work credit be given for prior work or life experience (this is prohibited by CSWE accreditation standards).

Concordia College's Social Work Program has a special transfer arrangement for students who successfully complete the Human Services Major at Westchester Community College (WCC) within five years of their transfer to Concordia. These students will normally receive credit for SWK 301 and 311, and will not have to take these courses at Concordia College. However, Concordia social work advisors may modify this policy in the case of individual students depending on the grades received in the WCC courses.

Please note that Concordia College requires that students complete a Declaration of Program of Major form. It may be obtained at the Registrar's Office on the lower level of Feth Hall. It must be signed by the social work advisor and returned to the Registrar's Office. Unless this process is completed the college does not consider that a student is a Social Work Program Candidate.

## **ADVISING FOR SOCIAL WORK MAJORS**

Students intending to make in social work their program of study should contact a social work faculty member as soon as possible to discuss their plans and to initiate the application process if appropriate. Once an admissions application has been completed (see the section of this handbook on admissions), the Social Work Program Director will assign the student to a social work advisor as they qualify to become a social work candidate.

The role of the social work advisor is to function as a professional colleague and support resources for the student. This includes meetings at least once each semester to plan courses for the following semester. A social work student should not register without consulting with his or her social work advisor. In preparation for meeting with the advisor to plan courses, students should review program requirements and make a tentative schedule of courses and times. They should bring this to the advising session. All advisors have regular office hours that are announced each semester.

In addition to planning courses, the advisor is available to discuss the student's professional goals, progress and life issues that are relevant to their professional growth. Please allow your advisor to get to know you and to facilitate your progress through the program.

Of special importance is consultation with the advisor whenever a field placement is needed. This occurs late in each semester of the junior year. The advisor will be an invaluable support for students as they decide what kind of placement to seek, and how to plan their placements for maximum learning. All placements are finalized by the Director of Field Education.

Advisors keep a file for each advisee. This file includes the student's application to Social Work, a check list of program requirements, transfer evaluations (if any), a complete

record of conferences between the student and the advisor, applications for field placements, field evaluations, records of grades for all courses, copies of relevant correspondence, copies of transcripts if appropriate, and copies of letters of reference.

All students declaring the Social Work Program will be assigned a social work faculty member as his or her advisor. The advisor's role is to support the student's progress through the program, or to help students decide in a timely way when social work is not their best career choice. Advisors are also extremely helpful as you plan your career after graduation, and are available to write letters of reference for you when seeking employment or entry into graduate school. Your advisor will be accessible throughout the academic year.

You should plan to meet with your advisor at least once a semester. At a minimum, you should meet together during pre-registration to plan courses for the following semester and to discuss your academic progress. However, you are encouraged to meet more often with your advisor to review your professional plans and development. You should meet early and often with your advisor if you are having problems with specific courses, with your field placement, or in other areas of your life that are interfering with your academic goals. Your advisor is an important resource for you; please make full use of his or her expertise and interest in your progress. Please call in advance to make an appointment with your advisor. Social Work Faculty have their offices on the second floor of Feth Hall.

A special and very important meeting with your advisor should be planned toward the middle of the second semester of your junior year. At that time, you will be starting to plan for your senior field placement. Admission into a senior placement signifies your formal admission into the social work Program of Study. Before this occurs, your advisor will want to discuss with you your progress, your goals, and your readiness to move into the senior year. Your advisor will then represent you when the total social work faculty meets to decide on

senior year placements, and thereby to determine who will be formally admitted to the social work major. This review is called the end of junior year assessment, and is extremely important.

You should know that the minimal standard of acceptable academic performance in social work courses is C. Students at Concordia must also maintain an overall grade point average of 2.0. If you get below a C in a social work course, you must meet with your advisor to determine all options for you including repeating the course or making another career choice.

## **THE CURRICULUM**

The Concordia College social work program offers a professional curriculum for students pursuing a career in social work. It is accredited at the baccalaureate level by the Council on Social Work Education. The purpose of the curriculum is to assist students to integrate the values, knowledge, and skills of the profession so that they become competent entry level generalist social work professionals. The curriculum combines academic courses with field work practicums in social agencies in Westchester and the greater New York Metropolitan Area.

Requirements of the program fall into three major categories: the liberal arts base (referred to as the Concordia Distinctive), required courses in the social and biological sciences, and social work courses. The Program Planner for Social Work is attached in Appendix D. All courses are carefully sequenced so that students experience planned, cumulative, and sequential learning. Course prerequisites and co-requisites are clearly specified and courses must be taken in the specified sequence. Your advisor will give you written information that explains course sequencing. You may also find this information in the Concordia College catalog. A chart showing required courses and their sequencing may also be found at the end of this section (Appendix D).

Social work practice requires knowledge, a sound professional value base, and strong practice skills. Therefore, the curriculum combines readings and lectures that focus on knowledge, group projects and role plays that focus on values and skills, and actual practice in agencies so that knowledge, values, and skills can be further developed and applied. Students should be aware from the beginning that there are three semesters during which a field education is required. During the second semester of the junior year one day a week (or the equivalent) will be spent in an agency (a total of 100 hours during the semester). Each

semester of the senior year includes placement in an agency for two days a week (or the equivalent), for a total of 200 hours each semester. Students who work and/or have family responsibilities should start planning for these placements as early as possible so that time conflicts are minimized.

Field generalist assignments are made by the Director of Field Education Program in consultation with each individual student and with the student's advisor. When placed in an agency, each student has an agency field supervisor and a faculty member who oversees the placement experience. Evaluation of the student's performance in the agency is done jointly by the student, the agency Field Supervisor and the Faculty Liaison/Field Director/Site Coordinator.

In addition to providing planned, cumulative, sequential learning that integrates knowledge, values, and skills, the curriculum emphasizes human difference as a real and valuable dimension of social work practice. Students learn throughout the curriculum to understand, accept and appreciate, and use the special characteristics and skills of members of diverse groups. These include gender groups, different racial, ethnic groups, sexual orientation groups, socioeconomic groups, age groups, and people with differences in their physical and/or mental abilities. Particular attention is paid to the ways in which members of these different groups may be stereotyped, discriminated against, and/or oppressed. Command of this information is essential if the values of the profession are to be operationalized, and if the practitioner is to effectively use the strengths and resources of all client systems.

The faculty has tried to create a curriculum that you will find interesting and effective in developing your competence as an entry level professional generalist social worker.

However, the curriculum is only as good as you allow it to be. Your learning will be seriously impaired if you miss classes, if you do not do assignments, and if you do not participate in classroom and other program activities. Attendance, participation, and the timely execution of assignments will affect your grade. Of much more importance, however, is their impact on your learning. Only you can decide to learn. We have created a program that we feel will teach you what you need to know as an entry level professional generalist social worker, and we very much want to work with you so that you get the most out of the program. But we depend on your cooperation. We hope that you will choose to be an active and effective learner.

## REQUIRED COURSE SEQUENCE IN THE SOCIAL WORK MAJOR

### Sophomore Year, First Semester

SOC 151	Elements of Sociology
PSY 181	General Psychology
SWK 255	Social Problems
SOC 252	Race and Ethnicity
GOV 271	American Government (or approved course substitution)

### Sophomore Year, Second Semester

BIO 120/125	Biology/Human Anatomy and Physiology I
SOC 252	Race and Ethnicity
MAT 121	Statistics
SWK	elective

### Junior Year, First Semester

SWK 301	Foundations of Social Work Practice
SWK 302	Human Behavior in the Social Environment I
SWK 420	Social Science Research
SWK	elective

### Junior Year, Second Semester

SWK 303	Human Behavior and the Social Environment II
*SWK 322	Social Work Practice I
SWK 311	Social Welfare as a Social Institution
PSY 382	Social Psychology
**SWK 248	Composing Case Notes



Senior Year, First Semester

SWK 413            Social Welfare Policy

SWK 423            Social Work Practice II (with lab)

- SWK 461 Field Education Seminar I

Senior Year, Second Semester

SWK 424            Social Work Practice III (with lab)

- SWK 462 Field Education Seminar II

SWK 491            Senior Seminar

\*Denotes four credit course

\*\*Denotes one credit course

- Denotes six credit course

## **IDENTIFICATION AND REPORTING OF CHILD ABUSE AND MALTREATMENT**

The social work faculty believes that the New York State Identification and Reporting of Child Abuse and Maltreatment training will enhance your education and prepare you for professional social work practice. All students in the social work program are required to complete the training. This coursework is offered in a separate two-hour training scheduled in the evening during the fall and spring semesters. As part of the course requirement for SWK 301, Foundations of Social Work Practice, students will complete this training. Students will register to take the training during the fall semester while they are enrolled in SWK 301. Any student who has completed this training within the last two years and has documentation will be exempt. Usually registration for the training will be completed in one of your SWK 301 class sessions. The date of the training will be announced early in the semester so students can make the necessary arrangements to attend.

## **THE EVALUATION PROCESS**

Evaluation is an on-going process that involves students, faculty, and agency field instructors, and occurs periodically throughout the program. It provides regular opportunities to assess the performance of students in class and field, and to assure that the objectives of the program are met through course and faculty evaluations. Following are the major types of evaluation that occur:

1. Discussions of students and faculty to assess the suitability of becoming a social work to attain students' educational and career objectives.

2. Evaluation procedures used in each class, including tests, papers, peer evaluation, and projects of various kinds. Class-based evaluation usually entails assigning grades.

3. Meetings with advisors often have an evaluative component, especially when reviewing grades and planning courses. Toward the end of the program, contacts with advisors tend to focus on evaluating professional strengths and goals, and identifying career directions and strategies.

4. The portfolio system is used by the social work program as another method for evaluation. This method of assessment and evaluation accommodates the principles of "process" pedagogy. A new alternative that enriches and evaluates both learning and writing.

5. At the end of the junior year a comprehensive evaluation of students is undertaken by the entire social work faculty, with input from the advisor being especially important. Input from the student comes from the "End of Junior Year Self-Assessment" completed by each student. Written feedback and recommendations are given to each student and discussed at a final meeting with the Program Director. This is the point where the student is formally admitted into the program and accepted into the senior year and assigned a senior field placement.

6. Field education evaluations occur during each semester of field placement. Field education has been identified as the signature pedagogy for social work education. The evaluations become a vital tool in assessment student learning because the 10 competencies and 41 practice behaviors will all be assessed ‘on the front line’ to assure that students are gaining in their knowledge and skills in direct service to clients. In the junior year, field-based evaluation occurs at the end of the semester. In each semester of the senior year, field evaluations take place at mid-semester and at the end of the semester with a final written evaluation submitted by the field instructor at the end of each semester. These evaluations are especially important when faculty is asked to write letters of reference for graduate study or employment purposes.

7. Students evaluate courses and faculty using a formal written evaluation form completed at the end of each course. Evaluation of Field Instructor and Field Placement is also submitted by the students for the Field Coordinator to consider in assigning future placements. Additionally, there is student input in evaluating the program through student representation on the Curriculum Committee, and the Social Work Advisory Board.

8. Alumni are asked to evaluate the program on a regular basis. This provides valuable input to the program to assess its curriculum and its success in attaining its objectives. It also provides opportunities for graduates to assess their career development and plan next steps.

As you can see, evaluation is an important part of the program. It occurs at many points and in many ways so that faculty and students can work together to attain the objectives of individual students and the program itself. You are urged to participate fully at all levels of evaluation, and to see each evaluation point as a valuable learning opportunity.

## **THE PORTFOLIO SYSTEM**

The portfolio system enriches and evaluates both learning and writing: first, portfolios document and exhibit knowledge students develop over a stretch of time and across disparate assignments; second, peer-evaluation helps students learn how to collaborate and interact with peer writers to revise specific pieces of writing in-progress; third, periodic progress updates with the instructor/advisor allow for continual feedback and evaluation; and finally, student involvement in cross-examining select pieces for portfolio inclusion activates critical thinking, self-reflection and evaluation of practice.

Writing assignments and projects from courses in the program that demonstrate writing/thinking abilities meeting the knowledge, values and skill objectives of the portfolio process are selected. An overall schematic (Appendix F) is provided to the students at the beginning of their junior year, explaining the process and providing the framework for self-selection of materials. The portfolio includes a self-assessment in which the student writes about their development as a learner and writer, indicating specific obstacles and achievements. A final review of each student's portfolio is made by the social work faculty.

The portfolio provides students with a concrete demonstration of their cognitive and affective growth during their academic career. Students may take the portfolio to job and/or graduate school interviews as a narrative transcript that reflects the knowledge, values and skills of the student as a developing professional.

## **THE FIELD EDUCATION PROGRAM**

The field experience is a major part of the social work program. It provides a real practice environment to test and integrate the theoretical learning of the classroom, and to apply learning to actual practice situations. Students in the field are expected to function as responsible college agency representatives, maintain agreed-upon work schedules, complete agency assignments, and attend meetings as appropriate. Behavior and interaction with client systems and colleagues should be guided by the NASW Code of Ethics (you will study these in SWK 301, and in your practice courses).

Agencies and field instructors are carefully selected and monitored by Concordia's social work faculty. Policies have been agreed upon by Concordia and the field agencies in relation to student expectations and treatment in the agency. Should you ever have a question about what you are being asked to do in the agency, or about the way in which you are being treated, please speak to your social work advisor immediately. You should also refer to the Field Education Manual which gives a detailed description of the field education program.

There are two levels of field placements. At the Bronxville campus, during the spring semester of the junior year you will be assigned out of classroom field education experience. Off campus students will engage in classroom simulation for their junior field education. The purpose of this off campus experience is to allow you to learn about social agencies, to better understand the role of social workers in agencies, and to have direct contact with client systems and human service providers. The second level of field placement is during both semesters of the senior year. You will normally remain in the same agency for both semesters, and you will spend the equivalent of two days a week in the agency (a total of 400 hours). The senior placement's purpose is for you to function as an entry-level generalist social worker, delivering services to client systems and further developing your knowledge of

the professional role and of social welfare agencies. It also provides the opportunity for you to evaluate practice systematically, including your own practice as well as the service delivery system. You will complete a field application in which you can express those agencies or areas of practice that appeal to you for placement purposes. You are also free to make suggestions if there are particular agencies that interest you. However, all field placement assignments are made by Concordia's social work Director of Field Education and social work faculty.

Almost all students are anxious about doing their field placements. It seems as if you are being asked to function as a social worker when you are still uncertain about how to do so. It often seems overwhelming to think that you will have to help people to make major decisions as they seek solutions to complex and sometimes painful problems.

While these kinds of feelings are quite common, remember that the field placements have been very carefully planned. Your agency field supervisor has primary responsibility for supervising your direct service activities with clients and other agency assignments. You will meet with your field supervisor weekly, and these structured tutorial conferences will help you to plan and carry out activities with clients. As part of this process, you will be expected to submit in advance all process recordings and an agenda of issues that you want to discuss with your supervisor.

The instructor of your field education seminar (SWK 461 and 462) which accompanies your senior field placement will also help you to function effectively in your agency. The instructor in your Practice I course (SWK 322) serves a similar function during your junior year field education experience. Over time, you will be pleasantly surprised by how much you do know, and by your growing competency as an effective beginning social work practitioner. You will also become confident that the program has planned carefully for your

field placement, and that we have built in many supports for you while you are in your agency.

Part of agency-based learning is evaluation, and in the Concordia program this is an on-going mutual process between you, your agency field supervisor, and faculty. In your junior year field experience there will be one formal evaluation at the end of the semester. In your senior year placement, there will be an evaluation each semester. One, at mid-semester, is a verbal evaluation, and the other at the end of the semester, is a more formal written evaluation. The forms for these evaluations may be found in the appendices of the Field Education Manual.

The goal of these evaluations is to help you to assess your program and to focus on those areas where more growth will be beneficial. Remember that evaluation takes place with reference to the learning contract that you develop with your field instructor, and using the field evaluation forms that you will have in advance. Therefore, you will know at all times what behaviors are expected of you and why, and you will have every opportunity to participate in the evaluation process.

Letter grades for the field are given by the faculty member who teaches your Practice I course (SWK 322) in the junior year, or who teaches your field education seminar courses (SWK 461 and 462) in the senior year. These courses are taken concurrently with your placements. The field grades reflect your classroom work as well as your agency performance. You are fully involved in these evaluations so you should know at all times how you are doing.

One of the most common problems students encounter with field work is organizing their schedules to allow for the time necessary to complete required field work hours. The program will do all it can to help, for example, by offering placements in Westchester and the Bronx,



and weekends and evenings when possible. However, you must begin planning early to create the conditions necessary for your agency-based learning to work effectively and to have the priority it must have in your educational program.

Transportation to and from field placement is the responsibility of the student. Efforts to minimize expense and travel time are strongly considered when placements are arranged. Problems in this regard should be directed to the Director of Field Education, either in person or during the application process.

## **ACADEMIC INTEGRITY AND PROFESSIONAL CONDUCT**

The Concordia Student Guide outlines the college's code of academic ethics which all students are expected to uphold.

Integrity and adherence to ethical codes of conduct are critical for the social work student. When social work students engage in dishonest behavior within the classroom or in their field experiences - they dishonor the academic integrity of the program, the social work profession, and possibly put their clients in jeopardy. (Saunders, Journal of Social Work Education, 1993 p. 224.)

The Concordia College faculty has adopted a policy on academic integrity. All Social Work courses have written in the syllabus the expectation of student performance.

It reads: All students are expected to comply with Concordia College's Academic Integrity Policy (see student guide). Violations of the college's policy are very serious and documentation will be forwarded to the Dean of Students' office, where records are kept until a student graduates or withdraws from the college. Violation of the policy may result in a failing grade for this course. Examples of conduct which have been regarded as being in violation of the policy include (but are not limited to):

Plagiarism (see student guide and Concordia's writer's guide for definition);

Allowing someone else to represent your work as his or her own;

Copying from another's quiz or examination; or

Stealing an examination or key from the instructor.

Study in the field of social work requires excellence of character as well as excellence of intellect. Social Work students are expected to show serious intellectual dedication; respect for the views and convictions of others; concern for the impact of advanced

knowledge on society at large; regard for faculty, staff, fellow students; and above all, adherence to the highest ethical and moral standards in your personal and professional lives.

All work submitted by students is to be your own. Ideas and concepts that are the work of others must be properly cited. The use of the written works of others as your own constitutes plagiarism, and is a violation of academic standards and can result in failure of a course and/or dismissal from the program.

## **CLASS ATTENDANCE**

Students are expected to attend all classes as scheduled. Students unable to come to a class session are responsible for notifying the professor. This is one of the expressions of professional responsibility that is expected of the student.

## **ABSENCES**

Students are expected to attend all classes as scheduled. More than 2 absences from a class may raise concern as to the student's commitment and may result in a lowered or failing grade for the course. Withdrawal from the course may also be recommended by the classroom faculty in consultation with the Program Director. Students who are out of school due to sickness, death in the family or other cause **MUST** notify the Social Work Program Director **AND** the Student Experience Office.

Students may be assigned to participate in field trips/ workshops/conferences as a part of the social work curriculum. The social work program may be able to support these events with funding from the program budget. In such cases, when the event is funded by the program, the student is committed to attend, either voluntarily or by requirement of the course. If, for any reason, the student is absent they will reimburse the social work program the cost of the event's fee.

## GRADES AND APPEALS

The social work program is developed around adult learning principles. We assume that students will be active participants in their learning, and that they will draw upon their life experiences to enrich the academic content of class and field. Preparation for professional practice further requires that students not only master theoretical material, but that they also begin the process of self-discovery and self-awareness that are essential for competent social work professionals.

Because participation in your own learning is basic to developing the knowledge, values, and skills of the entry-level professional generalist social worker, grading will include your class attendance and your class participation. Each course syllabus will clearly state policies regarding attendance and participation. However, in all courses absence from class will be considered a serious problem, as will passivity during class activities. In addition, assignments are to be completed by the time specified by your instructor. Excessive absences from class, completing assignments late, and lack of active participation in class will have a negative effect on your grade in all social work courses. Please develop early the commitment to the profession and to its standards of the full and timely performance of professional responsibilities that is the distinguishing hallmark of professional social workers.

Faculty understands that occasionally life events interfere with your school activities. They are more than happy to discuss problems with you, and to help you find solutions to them, including modifications of usual course procedures. However, any exceptions, including changing dates on which assignments are due, must be discussed **in advance** with your instructor. In rare instances, faculty may agree to give students an incomplete grade. When this occurs, students are bound by the policies of Concordia College and the instructor. If work is not completed by the time specified, the grade will automatically become an F.

The social work program has established procedures intended to assure that you know at all times what is expected of you, and how your work will be evaluated. We hope that this enables you to move through the program with assurance and focus. Nevertheless, occasionally a dispute may arise with a particular instructor, or with the department.

#### When a dispute arises with an instructor

You should begin by making an appointment with the instructor to discuss the area(s) of disagreement. You should be prepared to discuss how your performance meets the requirements specified in the course syllabus. Your instructor will explain why your performance was evaluated the way it was.

If you and your instructor cannot resolve the matter, your next appeal is to the Program Director. Your appeal should be in writing, explaining the nature of the dispute and why it was not able to be resolved with the instructor. You should provide supporting documentary evidence when appropriate, but be sure to keep a copy of everything for yourself. The Program Director will organize a meeting of the student's advisor, the course instructor, the student and another student chosen by the student appealing. The purpose of this meeting will be to review and resolve the dispute within the department.

If the dispute is not resolved to your satisfaction at the departmental level, the final step in the appeals process is to discuss the problem with the School Dean. If you have to appeal to the dean, you should make an appointment with your advisor to plan your steps. Your advisor will help you to clarify your requests, prepare the necessary documents, and make an appointment. The decision of the dean will be final.

#### When a dispute arises with the department

Since your admission into the program and placement in field settings are done by the social work faculty as a whole, it is possible that you may dispute the department's decision in

these matters. Should this arise, you are asked to speak to your advisor about your concerns. S/he will make arrangements with the Program Director of the department for a meeting between you and the social work faculty. Your advisor will help you to prepare for that meeting, including collecting documents that will best support your position.

At the meeting with the faculty, consensus will be sought around a resolution that meets your needs as well as those of the department. If a resolution cannot be found, your next step is to appeal to the Division Dean. Here again, work closely with your advisor who will help you to prepare the necessary documents to support your appeal.

The faculty in social work want to be as supportive as possible so that your educational experience is rewarding to you personally, and so that it prepares you in the best possible way for competent entry-level professional social work practice. We ask that you trust our wish to help you, and that you cooperate with us even when disputes arise.

Together, the social work faculty have years of experience in social work practice and in social work education. We can, of course, make mistakes. However, sometimes our experience enables us to see things that you do not. When disputes arise, we will listen carefully to your reasoning and to the data you present. We ask that you do the same, trying to understand why we take the positions we do and trying to see how we feel the decisions we make will benefit you. Mutual trust, respect, and listening will go a long way toward resolving disputes as early and as simply as possible.

## **GROUNDS FOR DISCONTINUATION IN THE SOCIAL WORK PROGRAM**

1. Failure in two or more social work courses shall be grounds for automatic discontinuation in the program.
2. Professional behavior, especially in practice settings, is an academic requirement not separate from the educational component of the program. Unprofessional behavior, including, but not limited to, violating the NASW Code of Ethics is grounds for discontinuation in the program.
3. Cheating, exercising dishonesty or plagiarizing are grounds for discontinuation in the program.
4. Consumption, influence or possession of alcohol or other drugs in class or field placement are grounds for immediate discontinuation in the program.
5. Failure to meet generally accepted standards of personal integrity, professional conduct or emotional stability, or inappropriate or disruptive behavior toward colleagues, faculty or staff (whether at school or field placement) or any other individual may subject students to discontinuation in the program



**CONCERNS RAISED BY FACULTY REGARDING STUDENT PERFORMANCE  
AND CONTINUATION IN SOCIAL WORK PROGRAM**

When there are concerns about the capacity, performance, or the continuation of a student in the program, these concerns may be brought by a faculty member to the attention of the student's advisor. The faculty advisor, after meeting with the student, will submit a written summary of the meeting to the Program Director.

If it is felt that there are serious questions about the student's performance or continuation in the program, the following procedure is utilized:

1. A letter of notice is sent to the student, indicating the nature of the difficulties, requirements to be met by the student and a date for a meeting among the student, Program Director and faculty advisor. In the event of the student's absence from the meeting without prior notification, the student will automatically be dismissed with appeal possible.
2. At the meeting, requirements to be met by the student will be discussed. The student will be granted a probationary period to meet the requirements outlined. During this period, there should be regular meetings between the faculty advisor and the student to help the student meet the requirements. At the midpoint of the period, a progress update from the advisor to the Program Director must be made, including identification of the steps that still need to be taken to meet the requirements.
3. In the event that the student has not successfully met the requirements specified in the letter of notice, he or she may be dropped from the Program. The student who is to be dropped from the Social Work Program will have the decision conveyed in writing from the Program Director.

4. A student who has been notified in writing that he or she will be dropped from the Program may request a review of this decision by the Appeals Committee. The Committee shall review situations in which a student appeals his or her dismissal from the Program for academic or disciplinary reasons. The Committee shall have the responsibility to review documents pertaining to the dismissal, to meet with the student and appropriate faculty to make recommendations to the Program Director.

(This procedure is inapplicable to automatic dismissals based on failure to make satisfactory academic progress as reflected by GPA/course grade requirements.) The Committee shall be composed of one social work faculty, one social work student and one field instructor who are selected by the Program Director, students and the Director of Field Education respectively.

5. After appearing before the Appeals Committee, a student who has been informed that he or she will be dropped from the Program may request in writing that the Program Director review the action, clearly stating the reasons for such a review. The Program Director may grant or deny the request. If the Program Director grants the request, she will evaluate all the available materials as to the facts and circumstances, including any recommendation from the Appeals Committee and may request a personal interview with the student. The Program Director's decision is final as to whether to review or adhere to the recommendation to dismiss.

The student will meet with the faculty advisor to discuss academic alternatives and the need for other plans.

## **SEXUAL HARASSMENT AND VIOLENCE**

### **GENERAL HARASSMENT POLICY**

The College is committed to creating and maintaining an atmosphere where all community members, whether students, faculty, staff, or visitors, are treated with respect and dignity and are free from verbal or physical harassment. To this end, harassing behavior of any kind is therefore a violation of College policy and cause for disciplinary action up to, and including expulsion/termination. It is important that anyone who feels that he or she has been a victim of inappropriate or harassing behavior report the incident to their supervisor and or Human Resources as soon as possible.

#### 1. Prohibited Conduct Defined

- a. Violent, abusive, obscene, or excessively noisy acts, including physical abuse, threat of physical abuse, harassment, or provocations of any person are prohibited.
- b. Telephone, electronic, or other similar harassment, including obscene, annoying, or disruptive and repetitive contact, is prohibited.

#### 2. Retaliation

The College prohibits retaliation against anyone for registering a complaint pursuant to this policy, assisting another in making a complaint, or participating in disciplinary proceedings. Anyone experiencing any conduct that he or she believes to be retaliatory should report it immediately.

**POLICY:** Concordia College prohibits and will not tolerate the sexual harassment of or a sexual violence upon any member of the College community by any other member.

**DEFINITIONS:** "Sexual Harassment" is understood here to designate any behavior that:

1. emphasizes the sexuality or the sexual identity of another person in a manner that prevents or significantly impairs that person's full employment of the benefits, climate, or opportunities of learning or working at Concordia;
2. is unsolicited;
3. is met with resistance, with non-cooperation, or with coerced or self-defensive cooperation; or
4. is unwelcome.

"Sexual violence" is understood to be any physical force used to cause sexual activity which is assaultive, abusive, and not expressly consented to. Thus defined, sexual harassment and sexual violence may range in severity from sexist remarks to violent sexual assault. The following list illustrates five forms of sexual harassment and violence:

1. **Sexist remarks and sexist behavior;**
2. **Verbal insults** -- including lewd, obscene, or sexually suggestive remarks directed at a person individually;
3. **Advances without sanctions** -- including offensive advances (e.g. sexual propositions) or inappropriate behavior (e.g. touching, patting, caressing, kissing) without threat of punishment for non-compliance and without promise of reward for compliance;
4. **Advances with sanction** -- including the types of advances and behavior mentioned in (3) whenever they are accompanied by promised rewards or threatened punishment;
5. **Assault** -- including physical violence or sexual intimacy that falls under that definition of sexual harassment.

**PROCEDURES:** Concordia recognizes the need to provide assistance in dealing with cases of sexual harassment or sexual violence and has established procedures for that purpose. Members of the Concordia Community who believe they have been sexually harassed may properly turn for assistance to the Dean for Student Development, Division Dean, or their own administrative supervisors. The chair of the Board of Regents is consulted if there is a concern about sexual harassment or violence involving the president or one of the Council members. Whether or not a person consults with a college official or one of these advisors, he or she has the option of making a formal or informal complaint according to the procedures described below.

### **I. Advising Phase**

- A. Any member of the Concordia Community who believes that he/she has been sexually harassed may seek advice from the supervisor of the employee's area or from the President.
- B. When any member of the college community believes that they have been sexually harassed, a President's Council member or the Dean for Student Development will be available for aid in the following ways:
  - 1. The advisor/supervisor will insure complete confidentiality for all parties during the advising phase within the limits provided by law.
  - 2. The advisor/supervisor will provide immediate support by listening to and discussing the case with the advisee.
  - 3. The advisor/supervisor will outline for the advisee the possible course of action and possible consequences to him/her in those cases in which the advisee is considering entering an informal or formal complaint.
  - 4. The advisor/supervisor will give to the advisee specific information and probable consequences about how to report information to the police if the advisee wishes to take that step.

5. The advisor/supervisor will accompany the advisee through the college's informal and/or formal complaint procedures or through filing a police report if the advisee wants his/her advisor present.

**Diagram of Sexual Harassment and  
Violence Complaint and Resolution Procedure**

- Seek advice from advisor or appropriate supervisor
- Receive assurance of confidentiality and support
- Alternatives are outlined including filing a complaint with the police department
- Advisor/supervisor investigates to determine whether there are grounds to proceed
- Finding grounds to proceed, complainant chooses method of resolution

**Informal**

resolution attempted  
between official and  
alleged violator

**Formal**

advisor/supervisor holds a  
formal hearing according to  
published guidelines

**OR**

resolution attempted  
among official,  
complainant, and  
alleged violator

**OR**

official appoints third party  
to meet with complainant  
and alleged violator

## **II. Informal Complaint Procedures**

- A. Any person who believes that he/she has been sexually harassed while a member of the Concordia Community by another member or members of the Concordia Community may make an informal complaint within six months of the incident(s) in question.
- B. If the person complained against is a student, then the informal complaint is to be made to the Dean for Student Development. If the person complained against is a member of the faculty, then the informal complaint is to be made to the Dean of the College. If the person complained against is any other member of the staff, then the informal complaint is to be made to the appropriate Council officer. If the person complained against is the president or one of the Council officers, then the informal complaint is to be made to the Chair of the Board of Regents.
- C. The appropriate official will investigate the complaint and determine whether there are grounds for continuing with the informal complaint procedure. If the official decides that there are such grounds, then the complainant and the official will agree to adopt one of the following courses of action, to be completed within ten working days or, if any party to the complainant is a student, ten academic days:
  - 1. The official will attempt an informal resolution of the complaint directly and privately with the person complained against, maintaining the anonymity of the complainant if he/she requests it.
  - 2. The official and the complainant will seek an informal resolution of the complaint by meeting together with the person complained against.
  - 3. The official will appoint someone from the college community who will seek to resolve the complaint informally. This person will meet with both parties, either separately (maintaining the complainants' anonymity if he/she requests it) or together.
- D. Each party may be accompanied by an advisor or advocate of his or her own choice in any and all stages of these informal, procedures. (Such persons may, but need not be chosen from among the Sexual Harassment or Violence Advisors.)
- E. No retaliatory actions may be taken against any person because he/she makes such a

complaint or against any member of Concordia community who serves as an advisor or advocate for any party in such a complaint. No retaliatory actions may be taken against any member of the Concordia community merely because he/she is or has been the object of such a complaint.

- F. An official, confidential record will be kept of all cases that proceed to the making of an informal complaint. Such a record will consist of a statement of the complaint itself, a list of all meetings, and conversations that comprised the procedure (identifying the time and place of the meetings and all the participants in them), and a statement by the administrative office directing the procedure as to the resolution of the complaint. Each of these records will be held in the confidential files of the administrative officer to whom the complaint was made, and access to it will be limited to that officer and (whenever the officer is not the president) to the president.
- G. An informal complaint will be considered to have been resolved when all parties have stated their acceptance of the outcome of this procedure to the college official who has directed the procedure. A case which is resolved informally shall not be the subject of a formal complaint.

### **III. Formal Complaint Procedures**

- A. Any person who believes he/she has been sexually harassed while a member of the Concordia community by any member or members of the Concordia community may make a formal complaint against the alleged harasser(s) within six months of the incident(s) in question.
- B. If the alleged harasser is a student, the formal complaint is to be made to the Dean for Student Development. If the alleged harasser is a member of the faculty, the formal complaint is to be made to the Division Dean. If the alleged harasser is a member of the staff, then the formal complaint is to be made to the appropriate Council Officer. If the alleged harasser is the president or a member of the Council, then the complaint is made to the chair of the Board of Regents.



C. When a formal complaint has been made, the Dean for Student Development, Division Dean, or Council member shall investigate the facts sufficiently to determine whether there are grounds for a formal hearing. Should the complaint have been made informally earlier and judged to have been without grounds, the complainant shall produce new evidence in addition to that presented earlier.

D. Administrative Procedures:

1. If the alleged harasser is a student and the Dean for Student Development finds that there are grounds for a formal hearing, the hearing shall be held by the Dean for Student Development. The student involved will be provided with a statement of procedures and rights as indicated in the Disciplinary Guide section of the Student Guide.
2. If the alleged harasser is a member of the faculty and the Division Dean finds that there are grounds for a formal hearing, the Dean of the College shall appoint an ad hoc hearing board consisting of five members of the Concordia Community, which will include at least one representative from the constituency of each party to the complaint. This ad hoc board shall hold a hearing using procedures identical to those set forth in the Faculty Handbook. In the event of a finding of sexual harassment or violence, recommendations will be made to the president concerning appropriate sanctions.

3. If the alleged harasser is a member of the Staff (other than a Council member or the President), and the supervising Council member finds that there are grounds for a formal hearing, the supervising Council member shall appoint an ad hoc hearing board consisting of five members of the Concordia community, which will include at least one representative from the constituency of each party to the complaint. This ad hoc board shall hold a hearing using procedures identical to those set forth in the Faculty Handbook. In the event of a finding of sexual harassment or violence, recommendations will be made to the president concerning appropriate sanctions.
  4. If the alleged harasser is a member of the Council or if it is the President, the matter shall be referred to the Board of Regents.
- E. All materials and records of a hearing shall be confidential. Materials and records of the Student Conduct Committee shall be kept by the Director of Student Experience. A review of material may be conducted by an ad hoc hearing board, by the appropriate College Dean or supervising Council member.

## **THE CONCORDIA SOCIAL WORK CLUB**

Concordia has an active Social Work Club that is an official student organization registered with the Student Activities Office on campus. The Club receives a budget allocation from the college, but it is also expected to raise additional funds.

A student orientation meeting will be held at the beginning of each academic year. At this time information will be provided about the club, including its activities and how to join it. However, you can contact your advisor at any time for information about the club and its activities.

The Social Work Club has traditionally engaged in a variety of activities. These include participating in Club Day on campus, having regular meetings to plan activities, and sponsoring social events for social work students. In addition, the Club has engaged in issue focused campus-wide seminars covering topics such as battering, child abuse, suicide, and rape, to name a few. The Club has sponsored a holiday sing-along event for various groups and is involved in other service activities. While these are things that the Club has done in the past, Club members are free to utilize the Club however they wish to enhance their learning, their preparation for social work practice, and their personal growth and enjoyment while in school. Naturally the Club must observe the rules of the college pertaining to official student organizations.

The faculty advisor for the Social Work Club works directly with the club officers who are elected by the social work students. Two students also elect student representatives to serve as members on the Community Advisory Board for the Social Work Program. These students rotate annually.

## **THE LIBRARY**

The Scheele Memorial Library is an important learning resource on the Concordia campus. It houses a computerized list of holdings, a reference area with major indexes and other reference works (including the latest Encyclopedia of Social Work), a periodicals area with major professional journals, and the college's audio-visual collection. Many resources are now found in the Journal Data Bases employed by the college. All students receive an orientation to the library as part of SWK 301, Foundations of Social Work Practice. Most materials in the library may be checked out, and the library participates in an inter-library loan arrangement with many other libraries in the state. However, some materials, including reserve materials for specific courses, may only be used in the library. Reserve materials are kept at the front desk under the instructor's name and the course number.

The library also offers ample study space, information commons and computer kiosks. If you do not have other places where you can study quietly, you should develop the habit of using the library.

Whenever you need help using the library, you should ask at the front desk or the Reference Librarian (located at the desk to your left after you pass the front desk). You should also feel free to ask a social work faculty member for help.

The social work faculty are responsible for monitoring the social work holdings in the library, and for ordering new books. Please feel free to make suggestions for new books, or for other ways to improve social work holdings.

## **THE WRITING CENTER**

Concordia students are fortunate to have available the John Bahr Writing Center located in the George House on Concordia Place. The resources of the Center are free to Concordia students. They include help planning and organizing written assignments, development and efficiency of supporting materials and resources, and writing papers.

The Writing Center offers professional and peer assistance to help students improve their writing skills and knowledge. You should feel free to go to the Center at any time that you need help. Remember - it is free.

Some students come to Concordia with poorly developed writing skills. They find it difficult preparing assignments, their notes are not helpful for later studying, and paper writing is a chore. All of us in the Social Work Program urge you to strengthen these skills as early as possible in your time at Concordia. You will get so much more out of your work, and you will find your studies exciting and rewarding rather than a constant struggle. Being able to write effectively is a skill that will help you your entire life. Please be honest with yourself and take advantage of the help available at the Writing Center if you need it. The development of your writing skills is also necessary if you wish to move forward in the major. A student who has not developed skills in written communication may delay their placement in field work.

If at any time you have difficulty getting help at the Writing Center, or if you wish to discuss the resources available there, please talk to your advisor.

## **THE CAREER EXPLORATION OFFICE AND STUDENT DEVELOPMENT**

## **OFFICE**

The Center provides free academic counseling services for Concordia students. The Center is located on the first floor of Sieker in the Student Experience Offices suite. Center also maintains a list of area resources including internships, volunteer opportunities, jobs listings on and off campus and support for career choices and preparedness.

**Vocational.** The Center provides news of job opportunities and helps students with resumes, career planning, and job-hunting strategies- Sieker Hall.

**Educational.** The Center helps find tutors for students needing academic assistance, conducts a wide range of study skill workshops, and provides information on other colleges for graduating and transferring students-George House.

**Career Decisions.** Testing can be done to determine your career best fit. The Center provides these screening tools and counseling support for career choices and decision-Sieker Hall

## **THE STUDENT HEALTH CENTER**

Students are encouraged to visit the center located in Schoenfeld to discuss personal health issues: Some treatment may be provided on site, accompanied by prescriptions and followed up advice.

Students may also schedule time to consult with a counselor regarding issues related to mental health.

## **Code of Ethics**

### **of the National Association of Social Workers**

#### **OVERVIEW**

The *NASW Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first section, “Preamble,” summarizes the social work profession’s mission and core values. The second section, “Purpose of the *NASW Code of Ethics*,” provides an overview of the *Code*’s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, “Ethical Principles,” presents broad ethical principles, based on social work’s core values, that inform social work practice. The final section, “Ethical Standards,” includes specific ethical standards to guide social workers’ conduct and to provide a basis for adjudication.

*The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:*

- *strengthen and unify the profession*
- *promote the development of social work practice*
- *advance sound social policies.*

*Promoting high standards of practice and protecting the consumer of services are major association principles.*

*Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017.*

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#### **Preamble**

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

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of

direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

### **Purpose of the *NASW Code of Ethics***

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

The *NASW Code of Ethics* serves six purposes:

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



The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in

\*For information on NASW adjudication procedures, see *NASW Procedures for Professional Review: Revised*.

Which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code*

does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which

their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications whether they occur in person or with the use of technology. For the purposes of this *Code*, technology-assisted social work services include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

## **Ethical Principles**

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

### **Value:** *Service*

**Ethical Principle:** *Social workers' primary goal is to help people in need and to address social problems*

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

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

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

**Value:** *Dignity and Worth of the Person*

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

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

**Value:** *Importance of Human Relationships*

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

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

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

## **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

### **1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

#### **1.01 Commitment to Clients**

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

#### **1.02 Self-Determination**

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

#### **1.03 Informed Consent**

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

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

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

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

(e) Social workers should discuss with clients the social workers' policies concerning the use

of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

#### **1.04 Competence**

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

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

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

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

#### **1.05 Cultural Awareness and Social Diversity**

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

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

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

(d) Social workers who provide electronic social work services should be aware of cultural

and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

### **1.06 Conflicts of Interest**

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

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

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

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

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

### **1.07 Privacy and Confidentiality**

(a) Social workers should respect clients' right to privacy. Social workers should not solicit

private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

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

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

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

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

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

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

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

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

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

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

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

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

### **1.08 Access to Records**

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

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

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



### **1.09 Sexual Relationships**

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for

professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

#### **1.14 Clients Who Lack Decision-Making Capacity**

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

#### **1.15 Interruption of Services**

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

#### **1.16 Referral for Services**

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

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

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

#### **1.17 Termination of Services**

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

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

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

- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### **2.01 Respect**

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

### **2.02 Confidentiality**

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

### **2.03 Interdisciplinary Collaboration**

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

### **2.04 Disputes Involving Colleagues**

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

### **2.05 Consultation**

- (a) Social workers should seek the advice and counsel of colleagues whenever such

consultation is in the best interests of clients.

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

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

### **2.06 Sexual Relationships**

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

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

### **2.07 Sexual Harassment**

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

### **2.08 Impairment of Colleagues**

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

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

### **2.09 Incompetence of Colleagues**

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

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

### **2.10 Unethical Conduct of Colleagues**

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies

and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

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

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

### **3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

#### **3.01 Supervision and Consultation**

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

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

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

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

#### **3.02 Education and Training**

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

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

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

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

#### **3.03 Performance Evaluation**

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

#### **3.04 Client Records**

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

- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

### **3.05 Billing**

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

### **3.06 Client Transfer**

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

### **3.07 Administration**

- a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

### **3.08 Continuing Education and Staff Development**

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

### **3.09 Commitments to Employers**

- (a) Social workers generally should adhere to commitments made to employers and

employing organizations.

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

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

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

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

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

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

### **3.10 Labor–Management Disputes**

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

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

## **4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

### **4.01 Competence**

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

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

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

### **4.02 Discrimination**

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

### **4.03 Private Conduct**

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

#### **4.04 Dishonesty, Fraud, and Deception**

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

#### **4.05 Impairment**

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

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

#### **4.06 Misrepresentation**

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

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of these organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

#### **4.07 Solicitations**

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

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

#### **4.08 Acknowledging Credit**

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

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

### **5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION**

#### **5.01 Integrity of the Profession**

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



- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

### **5.02 Evaluation and Research**

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

### **6.04 Social and Political Action**

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

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

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

### Student Guide for Writing Papers

Writing is a basic skill for your academic success and for your practice. Social workers conduct much of their work in writing. They correspond with clients and organizations, write reports used for agency records and case conferences, provide data for a range of groups, and provide documentation that is required for funding sources.

A frequent observation that is made by agencies about students is that their writing skills need improvement. Students should begin to improve writing skills by treating each written assignment as if it is a scholarly undertaking that represents you and that will have a wide readership. The ability to produce well-written papers will also be an asset if you are planning to enroll in a graduate program. In this appendix we offer a few suggestions for improving your writing in the hope that they facilitate your progress as a student and as a social worker.

#### Keeping Records

You should always keep a copy of any written work that you do for a class or as part of your agency work. Writing done on a computer can easily be printed out with an extra copy for your files. Other work can be copied in the library or possibly at your agency. A copy is important for two reasons. The first is that should your work be lost by the person to whom you gave it, you have a copy. The second is that the content of all social work courses is related. Keeping a collection of your papers will give you a cumulative record of your learning, and serve as a useful source of references for your later work.

#### Citations and References

Citing material taken from other sources is essential. Whenever you use data, quotes, or central ideas from someone else's work, you should provide a citation (also called a reference). Short quotations can be incorporated into the text and should be enclosed in

quotation marks. Longer quotes should be set off from the text in single spacing and indented in their entirety; quotation marks are not used for these longer quotes. Putting material in your own words or changing a small part of it does not relieve you of the responsibility for giving credit to the original author or for identifying the source.

Some written assignments, such as logs and process recordings, may not require citations because you are writing only about your own observations and thoughts. Note, too, that you should not identify client systems in case material used in class or in papers. It is important in these instances to protect the confidentiality of the client system.

Citations can be in the form of references in the text (the format used by the American Psychological Association [APA] Publication Manual is popular), or in the form of footnotes. APA style includes the surname of the author and the year of publication inserted into the text and information can be found at [www.APA.org](http://www.APA.org).

Each author cited in this format is then given a complete citation in the references at the end of your paper. If you use footnotes, follow the rules given in the College Handbook. Unless your instructor expresses a preference, use APA style of citation.

### Writing Your Paper

It is important when organizing your paper to say what you are going to say, say it, and summarize what you have said. Remember that your reader needs to be introduced to your topic, then led through the material step-by-step, and then reminded of the main points of your argument.

Always prepare for your writing with an outline. Think through the main points to be made, organize them in the most logical order, and decide what references and illustrative material you wish to use. Taking the time to do an outline will enable you to write more quickly and with much more focus. Remember to include an introduction (what are you going to address in the paper and why), the main body of your paper (present your points and

support them with data), and a summary (what were the main points you made and why are they important). Refer to the WRITER'S GUIDE for further support.

You should always do a first draft of a paper. Put it aside for a while and when you return to it you will find that you can more easily spot errors and areas to be revised. Never hand in the first draft of a paper. The paper that you hand in should have been revised from your first draft, and it should have been carefully proofread for spelling and typographical errors (if the paper was done on a computer you may want to use the spell-check function if available).

Avoid long sentences that express more than one thought. In good writing, less is always better than more. Omit unnecessary words, jargon, and flowery language. Write in the active voice and avoid words that are judgmental, value laden, and slang.

Feel free to use examples, but remember that you have to have stated what the point is for which you are providing an example. Also remember that examples are only examples - they are not themselves the main points. These must be stated in your text. It is a good idea to have someone else read your first draft. They can tell you areas where your paper is not clear, and may also be able to offer helpful suggestions about style and grammar.

## References and Bibliographies

Any material cited in the text must be included in the bibliography at the end of the paper. In addition, the bibliography should include other sources that you consulted even though you did not actually quote from them or otherwise reference them in the paper.

## Appendices

Lengthy supporting documents that you want to include with your paper, such as a copy of the questionnaire you used in doing a research paper, should appear in one or more appendices at the end of your paper. Each should be individually labeled as appendix 1, 2, etc., and each should have a title. For example, your questionnaire might be titled "Questionnaire for Clients."

## The Final Manuscript

Research papers should be typewritten, double-spaced, and with appropriate margins. Leave sufficient room in the margins for faculty to make comments. The paper should have a title page that identifies the subject of the paper, your name, course title, instructor's name, and date. Pages in the text should be numbered, and corrections should be neatly made. Every research paper you complete for a class assignment should include a bibliography. The final product should reflect a positive image of you and your abilities. Always make a copy for yourself.





MAT 121*			
PSY 181*			
PSY 382*			
SOC 151*			
SOC 252*			
SWK 255*			
SPA 101*			
(Recommended)			
SPA 102*			
(Recommended)			
SWK 241*			
(Recommended)			
SWK 256*			
(Recommended)			
SWK 281*			
(Recommended)			
SWK 395*			
(Recommended)			


Total credits must equal 122 minimum.

\*Liberal Arts/Science Credits must equal 60 minimum.

Social Work Education at Concordia College

Year 1	Year 2	Year 3	Year 4
<p>Enrollment at Concordia College</p> <p>Freshman Orientation (CAR 100)</p> <p>SWK club participation and/or other service recommended, and continue through four years</p>	<p>Application for Social Work Program (spring semester)</p> <p>Program Interview (spring)</p> <p>Preliminary acceptance to SWK program</p>	<p>Professional Orientation in SW program (fall semester)</p> <p>Application for Junior Field Education, Bronxville (fall)</p> <p>Introduction to Portfolio Process (fall)</p> <p>End of junior year self – assessment (spring)</p> <p>Evaluation and interview with Program Director (spring)</p> <p>Acceptance into SW Program (spring)</p> <p>Assignment of Senior Field Placement (spring)</p>	<p>Senior Field Work (400 hours)</p> <p>Group Process Lab (fall and spring semesters)</p> <p>SWK Portfolio Review Process (spring)</p> <p>SWK Portfolio submitted (spring)</p> <p>GRADUATION</p>
<p><u>Courses to be Taken</u></p> <p>COM 100, 101 COM 110L COM 110 *PSY 181 OR 382 *SOC 151 OR 252 THE 101 and 201 PED 103 *BIO 120, 215, 255,285 Foreign Language recommended (6 hrs) HUM 100</p>	<p><u>Courses to be Taken</u></p> <p>ENG 2XX COM 200 *MAT 121 *SOC 252 *POL 271 *BIO 120 *SWK 255 or 256 SPA 101* OR 102* SWK 281* SWK 395* +SWK elective</p>	<p><u>Courses to be Taken</u></p> <p>SWK/CIS 248 SWK 301 SWK 302 SWK 303 SWK 311 SWK 322 SWK 420 +SWK elective</p>	<p><u>Courses to be Taken</u></p> <p>SWK 413 SWK 423 SWK 424 SWK 461 SWK 462 SWK 491 +SWK elective</p>

- Required support courses for the program. These courses must be taken before year 3.  
+ May take/optional

**Concordia College New York  
Social Work Program  
SWK 491 Senior Seminar  
Senior Portfolio Guidelines**

**APPENDIX E**

The Senior Portfolio is the required capstone of the Social Work Program. It demonstrates the students' integration of knowledge, values, skills and cognitive and affective processes of the Educational Policy and Accreditation Standards (EPAS) 2015 competencies set forth by the Council on Social Work Accreditation for generalist social work practice. The Senior Portfolio demonstrates the students' educational journey toward achievement of the 9 competencies as outlined by the CSWE in their EPAS 2015 and Concordia's BSW program.

**Portfolio Guidelines:**

- Students will be required to formally present his or her Senior Portfolio to a classmate as well as to a faculty member outside of social work and an outside reviewer with social work experience or their field instructor.
- The portfolio will demonstrate students' knowledge, values, skills and cognitive and affective processes in the Social Work Field including mastery in writing and information literacy.
- Students should keep in mind that this is a representation of professional development.
- Students will be expected to give a twenty (20) minute oral presentation during an assigned class period.
- The completed Senior Portfolio must be submitted on the date assigned.
- The Senior Portfolio represents a possible 30% of the final grade.

**Senior Portfolio Contents:**

1. **COVER PAGE:** The cover page should include the following information:

- Student's name/area of study
- Course name/number
- Project title (please include any photographs, illustrations or motto that demonstrate the overall theme)

2. **TABLE OF CONTENTS:**

List each section by its title and give a brief description subtitle that has been included as part of the portfolio. Each entry in the portfolio should be numbered in the same order as listed in the Table of Contents.

3. **PROGRAM MISSION STATEMENT:** Students should include this as part of the

third section in the portfolio. The mission statement is located in the Social Work Program Handbook.

**4. EXPLANATION OF THEME:** Students should include a brief statement explaining the chosen theme.

**5. LETTERS TO THE REVIEWERS:** Students should select 2 professional reviewers and one peer reviewer. Each reviewer should receive a letter describing the items included in the portfolio. (At least three paragraphs with an appropriate letterhead). Ask them to review your work and complete the rating sheet found in your course syllabus.

**6. REQUIRED ITEMS FOR THE PORTFOLIO:**

Students should provide six (6) required items which best represent professional development, growth and achievement:

- **Senior Learning Contract, second semester of your senior year SWK 462** (Competency 1: *Demonstrate Ethical and Professional Behavior*)
- **Self - Awareness Paper from SWK 424** (Competency 1: *Demonstrate Ethical and Professional Behavior* and Competency 2 *Engage Diversity and Difference in Practice*)
- **Social Welfare Policy Paper SWK 413** (Competency 3: *Advance Human Rights and Social, Economic, and Environmental Justice*, and Competency 5: *Engage in Policy Practice*)
- **Research Paper SWK 423** (Competency 4: *Engage In Practice-informed Research and Research-informed Practice*)
- **Two process recordings SWK 462** (The first process recording from the second semester of your senior year and the last process recording from your senior year) (Competency 6-9: 6 *Engage with...*, 7 *Assess...*, 8 *Intervene with...* and 9 *Evaluate Practice with Individuals, Families, Groups, Organizations and Communities*)
- **Senior Field Education Evaluation**, second semester of your senior year SWK 462 (Competencies 1-9)

A reflection should be submitted for each item included in the portfolio. The reflection should be inserted on the page prior to the featured selection. The reflection should discuss how the paper specifically demonstrates your knowledge, values, skills and cognitive and affective processes for each competency listed). Each artifact should indicate professional growth as a social work student. Please include a professional resume and a cover letter. Students will submit the resume and cover letter early in the spring semester which should be included as part of the portfolio.

**7. SELF-ASSESSMENT FORMS:** The Self- Assessment and Portfolio Assessment

Form.

**SELF-ASSESSMENT FOR PORTFOLIO**

Concordia College – Social Work Program Goals

1. To educate and prepare students to be entry-level professional generalist social workers.	2. To prepare graduates to be life-long learners by developing a commitment to knowledge and self-assessment skills as a base for personal growth.	3. To teach and strengthen critical thinking and problem solving skills within a systems context of the environment.	4. To educate students to be informed citizens, understanding their own personal and faith values, who can meet societal needs and who are committed to social and economic justice thereby contributing to and affirming the Mission of the Social Work Program.
<b>Describe how your artifact reflects this goal.</b>	<b>Describe how your assignment reflects this goal.</b>	<b>Describe how your experience reflects this goal.</b>	<b>Describe how your work reflects this goal.</b>

Answer all of the following questions and incorporate into your answers the program goals that you have acknowledged you are working toward as you grow in your Social Work Professional journey.

1. Identify the artifact, competency and how the artifact relates to the four program goals.
  
2. Identify the competency for each artifact and how they related to your growth for the specific dimension social work knowledge, values, skills and cognitive and affective processes assigned to the competency.

## PORTFOLIO PRESENTATION RATING SHEET

Dear Reviewer,

Thank you for taking the time to listen and evaluate the presentation of this portfolio. To guide you in the evaluation process, included are three criteria/questions to keep in mind as you listen to this presentation:

1. Has the student demonstrated a good understanding and knowledge of the profession and practice of generalist social work in the reflections and their attainment of program goals?

COMMENTS:

2. Has the student clearly identified strengths and areas of growth?

COMMENTS:

3. Did the student explain each piece well enough so that you have a clear understanding of some of the work that has been done throughout the social work curriculum and which program goals were attained?

COMMENTS:

4. What is your perception of the portfolio as a means for evaluating this student's work?

COMMENTS:



**RATING:**

Please rate the presentation using the following scale:

4	3	2	1
Excellent	Satisfactory	Fair	Poor

Student's Name: \_\_\_\_\_

Rating: \_\_\_\_\_

Reviewer Signature: \_\_\_\_\_

Presentation Date: \_\_\_\_\_





