NC STATE UNIVERSITY
Department of Social Work

BSW Student Handbook

Department of Social Work, NC State University

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CHAPTER 1: GENERAL INFORMATION

Introduction

The NC State Department of Social Work has compiled this handbook to provide students with information about the Bachelor of Social Work (BSW) program and to answer the most common questions students have about our BSW program. The handbook is designed to complement advising, not to replace it, nor does it replace NC State's undergraduate Policies, Regulations, and Rules, https://policies.ncsu.edu/.

The Department of Social Work is located on the second floor of the 1911 Building. The administrative office is in Room 205. Classes are held throughout the NC State campus.

We encourage you to take advantage of the social work faculty's willingness to consult with you regarding academic and professional matters. An ongoing relationship with a social work faculty advisor will prove invaluable as you work to complete your degree requirements.

Department of Social Work Mission Statement

The mission of the Department of Social Work at NC State University is to prepare students for practice that addresses social, economic, cultural, demographic, and political changes affecting individuals, families, groups, communities and organizations. Through teaching, advising, research, and scholarship, the department emphasizes:

- professional ethics,
- social justice,
- diversity, and
- community engagement.

North Carolina State University Nondiscrimination Statement

NC State provides equal opportunity and affirmative action efforts, and prohibits all forms of unlawful discrimination, harassment, and retaliation ("Prohibited Conduct") that are based upon a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, gender identity, genetic information, sexual orientation, or veteran status (individually and collectively, "Protected Status"). Additional information as to each Protected Status is included in NCSU REG 04.25.02 (Discrimination, Harassment and Retaliation Complaint Procedure), https://policies.ncsu.edu/policy/pol-04-25-05/

Diversity and Inclusion

Our students, faculty and staff are diverse in backgrounds and experiences. The Department of Social Work is committed to incorporating diversity in teaching, research and service learning. We welcome applications from students from diverse backgrounds. Diversity enriches our educational programs and promotes social responsibility. We uphold the rights of students from diverse cultures and with a range of abilities to participate in our programs. We adhere to the National Association of Social Workers' (NASW) Code of Ethics that states:

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.

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.

The Profession of Social Work

A bachelor's degree in social work (BSW) is the most common minimum requirement to qualify for a job as a social worker. BSW graduates are prepared to work effectively with individuals, families, small groups, communities, and organizations. Both public and private agencies employ BSW graduates to provide services to individuals, families, and groups. Some BSW social workers are involved in organizational research, planning, advocacy, or management. Although a bachelor's degree is sufficient for entry into the field, an advanced degree has become the standard for many positions. A master's degree in social work (MSW) is required for clinical work and is often required for positions in health settings. Supervisory, administrative, and staff training positions usually require a master's degree. College and university teaching positions, and most research appointments, normally require a doctorate (DSW, Ph.D. or Ed.D.).

Examples of Settings That Employ BSW Graduates

- Addiction recovery programs
- Adult protective and aging services
- Child and adult day care centers
- Children and youth services
- Disability services agencies
- Domestic violence/sexual assault programs
- Home care agencies
- Hospices and clinics
- Income maintenance programs
- Legal Aid
- Nursing homes and assisted living facilities
- Policy and advocacy work
- Public health
- Refugee resettlement
- Residential treatment programs
- Training/vocational centers
- Vocational rehabilitation agencies

The Child Welfare Collaborative

The Child Welfare Collaborative prepares students to work in the child welfare system. The pre-service training it provides equips students with the skills needed to work with children and families experiencing abuse and neglect. For more information about the Child Welfare Collaborative, go to https://socialwork.news.chass.ncsu.edu/2015/04/03/department-of-social-works-child-welfare-collaborative/.

Social Work Certification and Licensure

The NC Social Work Certification and Licensure Board is a governor-appointed board comprised of five practicing social workers and two public (non-social work) members. The board protects the public by setting standards for qualifications, training, and experience for those who seek to represent themselves to the public as certified/licensed social workers. It also investigates and renders decisions regarding allegations of professional misconduct against social workers. Most states administer the same examinations, thus certification in North Carolina may enable you to transfer credentials to another state. There are four levels of certification, each of which requires examination, references, formal application, and a degree from a CSWE-accredited Department. The four levels are:

Level A: CSW, Certified Social Worker

Level B: CMSW, Certified Master Social Worker

Level C: LCSW, Licensed Clinical Social Worker

Level D: CSWM, Certified Social Work Manager

BSW graduates are eligible for Level A Certification. For additional information, see http://www.ncswboard.org/.

National Association of Social Workers (NASW)

The Department of Social Work encourages all social work students to join the National Association of Social Workers (NASW). NASW offers students enrolled in accredited social work programs reduced membership rates. BSW students who maintain continuous membership after they graduate can receive a transitional reduced membership rate for up to two years. The NASW-NC Career Center Job Bank lists open positions and allows you to do a customized job search. You must be a member of NASW-NC to use the job bank. For additional information, see http://www.naswnc.org/.

CHAPTER 2: BSW PROGRAM BASICS

The Bachelor of Social Work (BSW) Program at NC State University is fully accredited by the Council on Social Work Education (CSWE), the official accrediting agency for social work education programs in the United States. Accreditation certifies that the BSW program meets or exceeds national standards for number and credentials of faculty, curriculum content and learning goals, quality of field experience, library holdings, etc. The curriculum incorporates a professional foundation that includes:

- social work practice
- human behavior and diversity
- community social services
- social welfare history and social policy
- research methods
- social work practicum

BSW Program Mission Statement

The NC State University BSW Program mission is to prepare students for entry-level professional generalist practice with diverse populations. BSW students acquire knowledge, social work professional values, and skills necessary to respond competently to (a) the service needs of diverse populations and (b) the social and political environments that influence the needs of individuals, families, groups, communities, and organizations. The program emphasizes human and social well-being, human rights, social and economic justice and empowerment of individuals, families, groups, and communities that experience oppression and discrimination.

Admission to the Major as Freshmen or Transfers from Another Department

Students can declare the social work major as freshmen, or when they transfer to NC State from another college or university. To apply to NC State as a new or transfer student, go to https://admissions.ncsu.edu/.

Change of Degree Application

NC State students who wish to change to social work from another major or declare a second major must complete a Change of Degree Application (CODA). Requirements for completing CODA are:

- Completion of 12 or more graded credit hours at NC State;
- Completion of SW 201 or SW 290 with a grade of B- or better, and
- A cumulative GPA of 2.0 or higher

For additional information on how to apply to change from another major to social work or declare social work as a second major or, go to https://studentservices.ncsu.edu/your-degree/coda/.

Transferring Social Work Credits

The Department of Social Work reviews requests for transfer credits from CSWE-accredited programs. Students should consult the Department of Social Work's BSW Academic Advisor about the process for requesting transfer credits. Council on Social Work Education (CSWE) standards do not allow students to receive academic credit for life or work experience. To receive a degree from NC State, you must complete at least 25 percent of the credit hours required for graduation at NC State. You must earn at least 30 of your last 45 credit hours at NC State. For specific questions about admission to the BSW program, contact the Department's BSW Academic Advisor at (919) 513-7955.

Social Work as a Minor

The social work minor is designed to familiarize students with the social service system, major social welfare programs, and elements of the profession of social work. It requires 16 hours of coursework. For details and requirements for a social work minor, see https://oucc.dasa.ncsu.edu/social-work-16swm/.

Academic and Professional Advising

The Department of Social Work prioritizes student academic success and timely graduation. We believe that good working relationships between students and their advisors help assure both of these goals. The first contact for incoming social work majors is the BSW Academic Advisor. She is available to meet with majors, prospective majors, or students who are considering a minor in social work, to review curriculum requirements and course scheduling, and to develop a preliminary semester-by-semester graduation plan that includes all course requirements needed to graduate. Students can contact the BSW Academic Advisor at (919) 513-7955 or sslamb@ncsu.edu, or schedule an appointment directly at http://goo.gl/DE2nA8/.

Every student is assigned an academic advisor. It is the student's responsibility to be familiar with information about academic requirements and procedures. Academic advisors will assist you in planning your academic program. Take advantage of the support your advisor can provide. Go to see your advisor early and get to know them. Be aware that if you have a problem or a question that you want your advisor to help with, it will usually be up to you to approach the advisor. They will not know you need help unless you ask for it.

Remember, your advisor is a resource to assist you in achieving your academic and professional goals. As such, please treat your advising appointments as professional meetings and maintain proper language and tone when communicating via email, phone and/or Skype. This professional relationship will help you prepare for your field placements and your career.

Incoming students receive their advisor's name or can look them up on the personal Student Center page in the MyPack Portal website. You can find your advisor's name on the degree audit page of your MyPack Portal site: https://portal.acs.ncsu.edu/psp/EPPRD/?cmd=login&languageCd=ENG&.

You will meet with your advisor each semester to review your progress toward the BSW degree and to adjust your graduation plan as needed. Your advisor will release the registration hold after you meet. If you make changes to your graduation plan, be sure to enter them on the degree planner page at MyPack Portal. Advising sessions are also a good time to discuss your career goals, graduate Department, and how to get involved with student organizations or network with professionals in the community.

You have the primary responsibility for planning your individual program and for meeting academic requirements and deadlines. You must stay informed about satisfactory academic progress by consulting MyPack Portal periodically to track your progress toward graduation. Contact your academic advisor if you find problems. Seek assistance as soon as a problem arises.

In addition to your advisor, the college's Academic Support Center offers walk-in advising during the academic year from 9:00 a.m. and 4:00 p.m. Monday through Friday in Caldwell Lounge. These advisors can help with navigating MyPack Portal, registration procedures, GEP requirements, college and university policies, degree requirements, and university resources. The center is not a replacement for your advisor. https://portal.acs.ncsu.edu/psp/EPPRD/?cmd=login&languageCd=ENG&.

If requirements for the BSW degree change while you are enrolled as a social work major, you can choose to fulfill the requirements that were in place when you declared the major or you can move to the new requirements. Talk with your advisor about the best option for you. For current information on the degree requirements for the BSW, go to http://socialwork.ncsu.edu/undergraduate/bsw.php.

Department Communications

NC State Gmail. The primary electronic communication method among faculty, staff, and students is NC State Gmail. Please check your NC State Gmail account daily to keep up with important news and communications.

Social Media Channels

LinkedIn. LinkedIn provides a professional, convenient platform for students to interact with our department. Specifically, LinkedIn houses our "NC State Social Work Network" that provides our students and alumni a space to communicate and search for job opportunities. To join our networking group, please follow this link. For general questions or to submit a job opening on our network, please contact our Marketing/Student Services Coordinator, Alex Parsons, at asparso2@ncsu.edu.

Twitter, Facebook, Instagram. These social media channels are the best platforms to stay up-to-date with all of the latest social work news and announcements. All students are highly encouraged to like/follow all of our social media accounts and interact with us! For general questions, please contact our Marketing/Student Services Coordinator, Alex Parsons, at asparso2@ncsu.edu.

BSW Listserv. The Department of Social Work sponsors a listserv specifically for BSW students. Students are automatically subscribed to the BSW listserv when they become social work majors. It provides information about community and departmental events, jobs, and volunteer opportunities. Students cannot post directly to the BSW listserv; they must contact a faculty or staff member to post for them. When you graduate, you can remain on the listservs or ask to be removed.

CHAPTER 3: BSW PROGRAM REQUIREMENTS

Students need a minimum of 120 credit hours to graduate with a BSW degree. Students must complete a minimum of 34 credit hours in NC State's BSW program, including three practice courses (SW 320, SW 405, and SW 408) and field preparation (SW 480); excluding field practicum and seminar (SW 490 and SW 491). In order to graduate, students must earn a grade of C- or better in all social work courses and an S in SW 480. For more information on social work course and graduation requirements, see http://socialwork.chass.ncsu.edu/bsw/curriculum.php.

General Education and College Requirements

For information on the courses required to meet the college and university graduation requirements, see: http://socialwork.chass.ncsu.edu/bsw/curriculum.php/.

Foreign Language Requirement

The BSW degree requires at least one semester of foreign language at the 201 level. Students with high Department credit, college credit, or other knowledge of French, German, Latin, Spanish, or Chinese must take a placement test to determine the appropriate course in which to enroll. Students with knowledge in other foreign languages should contact the specific department to arrange a test. For information on taking the foreign language placement test see http://fll.chass.ncsu.edu/undergraduate/placement.php.

Required Social Work Courses

Foundation courses are open to students other than social work majors. Upper-level courses are restricted to social work majors. Foundation courses are:

- SW 201, Introduction to Social Work*
- SW 290, The History of Social Welfare and Social Work in the U.S.
- SW 300, Social Work Research Methods
- SW 307, Social Welfare Policy Analysis & Advocacy
- SW 310, Human Behavior for Social Work
- SW 312, Multicultural Social Work
- Social Work Elective. See the course catalog for a list of electives: https://www.acs.ncsu.edu/php/coursecat/directory.php#course-search-results)

Upper Level courses are:

- SW 320 Social Work Practices I (Individuals)*
- SW 405 Social Work Practice II (Families and Groups) *
- SW 408 Social Work Practice III (Organizations and Communities)
- SW 480 Preparation for Field Work
- SW 490 Field Seminar

- SW 491 Community-Based Field Practicum

Social Work Elective courses include:

- SW 260, Introduction to Gerontology
- SW 412, Social Work in Departments
- SW 413, African American Families: History, Tradition, and Community
- SW 415, Child Welfare
- SW 416, Addiction Recovery and Social Work Practice
- SW 417, Direct Practice with Older Adults
- SW 418, Child Welfare Seminar
- SW 420, The Legal Aspects of Social Work
- SW 425, Hunger and Homelessness
- SW 440, International Learning Experience in Social Work
- SW 495, Special Topics in Social Work
- SW 498, Independent Studies in Social Work

* Requires 40 hours of volunteer/professional development activities outside the classroom.

Grades

Students must earn a C- or better in all social work classes, and also in ENG 101 and FL 201. Students entering the BSW Program must be in good academic standing with the university. The Department of Social Work uses the following grading system:

A+	97-100
A	93-96.999
A-	90-92.999
B+	87-89.999
B	83-86.999
B-	80-82.999
C+	77-79.999
C	73-76.999
C-	70-72.999
D+	67-69.999
D	63-66.999
D-	60-62.999
F	0-59.999

Applying for Graduation

      In order to graduate from North Carolina State University, candidates must submit an Application for Degree (diploma card) during the semester prior to the semester in which they intend to graduate. This is usually done in SW 490, the Field Seminar class.

CHAPTER 4: THE BSW INTERNSHIP (FIELD PRACTICUM)

The Council on Social Work Education (CSWE) calls the field practicum the "signature pedagogy" of social work education. To students it is the highlight of their BSW program, finally getting to hands-on experience to amplify classroom learning. Students complete a field agency internship, which the university calls a "practicum," in a community agency during their last semester in the BSW program. To be eligible for the field practicum, students must be in good academic standing and have all required coursework completed. Any Incomplete grades must be removed/resolved before beginning field placement. Awarding of the BSW degree is contingent upon successful completion of all aspects of the curriculum, including the field internship.

The one-semester BSW field placement consists of two courses, taken concurrently:

- SW 491 (Community-Based Field Practicum). This is the agency-based internship.
- SW 490 (Field Work in Social Services). This is the weekly field seminar class.

SW 491 is a 9-credit course in which students spend at least 420 hours at an agency over the semester. Concurrently, interns meet together in a weekly field seminar (SW 490, a 3- credit course) to discuss and integrate what they are learning in the field with classroom concepts. The assigned coursework in field seminar is designed to help students examine the theoretical and ethical aspects of their field experiences. Both SW 490 and SW 491 are graded courses.

The Placement Process

During the final academic semester before their field practicum, students take SW 480, Prep for Field. The main purpose of this one-credit, online/hybrid course is to match each student with an appropriate field placement. Students meet with the BSW Field Coordinator to choose three agency options that fit their professional interests and areas for growth. After the Coordinator interviews all students in the cohort, one agency is identified for each student. Students interview with the agency before the placement is confirmed. Students in SW 480 must complete a set of tasks to receive a Satisfactory or passing grade. There are three in-person classes in Prep for Field as well. These occur once a month on Friday afternoons. The first is an Orientation to the internship process, the second has selected content to enrich students' readiness for the agency work, and the third is a panel of current or recent interns who share their tips and insights.

Roles of the BSW Field Coordinator and Additional Field Faculty

There are generally two field seminar sections, depending on enrollment; these are on Wednesday evening and Friday morning. The BSW Field Coordinator facilitates one section, and an additional field faculty member leads the second section. The BSW field faculty (the BSW Field Coordinator and the instructor of the second seminar section) are the links between the student, the agency, and the Department of Social Work. They are responsible for:

- Facilitating field orientations for students and agency supervisors (field instructors)

- Facilitating the weekly field seminars
- Evaluating students' progress in placement through visits to the field agency
- Providing problem-solving assistance for students and field instructors for placement-related issues, if needed
- Assigning the final grades for SW 490 and SW 491.

CHAPTER 5: POLICIES AND PROCEDURES

Accommodations for Students with Disabilities

The Department of Social Work provides reasonable accommodations for students with verifiable disabilities. To obtain available accommodations, students must register with Disability Resource Office (DRO), at 2751 Cates Avenue, 515-7653. For more information on NC State's resources and policies for students with disabilities, see the Disability Resource Office website: https://dro.dasa.ncsu.edu/.

Academic Integrity

The Department of Social Work enforces the academic integrity guidelines in the university's Code of Student Conduct. You will find the Code of Student Conduct at https://policies.ncsu.edu/policy/pol-11-35-01. Students may be asked to write and sign the NC State honor pledge on examinations and/or assignments: "I have neither given nor received unauthorized aid on this exam or assignment."

Grievance Procedures for Undergraduate Students

As problem solving is one of the key skills of social workers, our department encourages students to utilize any challenges or concerns in their class as a learning and practice opportunity. Therefore, we strongly recommend our students to follow the following step-by-step problem solving procedure. Most problems undergraduate students encounter can be resolved through communication between the student and the faculty member and/or the student's advisor. If a matter arises that cannot be resolved to the student's satisfaction within the department, the student may follow NC State Undergraduate Grievance Procedure. For details about what can be grieved and how the procedure works, see https://policies.ncsu.edu/regulation/reg-11-40-01.

Sanctions for Reasons of Academic or Professional Performance

The university requires undergraduate students to maintain a minimum GPA of 2.0 to be in good academic standing. For specific information about academic status, see http://catalog.ncsu.edu/undergraduate/academicpoliciesandprocedures/status/academicstatus/. You must earn a C- or better in all social work courses. Students who do not earn a C- or higher must repeat the course(s). To be eligible for field placement, students must (1) be in good academic standing, (2) have completed all required classes, and (3) have no Incomplete (INC) grades on their transcript. For information about field placement, see the BSW Field Manual.

Academic Warning, Satisfactory Academic Progress (SAP), Suspension, and Probation

The university may suspend or place students on probation. Students on academic warning are not considered to be in good academic standing. For more detailed information on academic warning, academic probation, and academic suspension see http://catalog.ncsu.edu/undergraduate/academicpoliciesandprocedures/status/academicstatus/#academicstatusandcontinuationcriteria.

Termination

Students can be terminated from the BSW Program at any point during their enrollment for reasons of student misconduct and/or poor academic or unsatisfactory professional performance.

Student Misconduct

The university has the responsibility "to provide a safe environment for all members of the campus community, to educate students about appropriate conduct, and to provide a fair hearing process." See Student Discipline Procedures at https://policies.ncsu.edu/regulation/reg-11-35-02. The Department of Social Work is committed to making reasonable efforts to foster the personal and social development of students who are held accountable for violating university regulations. For specific definitions of academic and non-academic misconduct and disciplinary policies and procedures, see the NC State Code of Student Conduct at https://studentconduct.dasa.ncsu.edu/code/. You can also find this information in the NC State Undergraduate Student Handbook: https://dasa.ncsu.edu/wp-content/uploads/2014/11/handbook-2013-2014.pdf.

Academic and Professional Performance

The Department of Social Work's commitment to the profession obligates it to evaluate students' fitness to enter the profession. The Department consults with the Office of Student Conduct (https://studentconduct.dasa.ncsu.edu/) when academic and professional performance issues arise and makes recommendations regarding students it refers to that office. Academic and professional performance concerns include, but are not limited to, the behaviors listed below:

- Failure to meet or maintain department or university academic requirements
- Academic dishonesty, including cheating, lying, plagiarism, collusion, or falsifying academic records
- Unethical professional behavior in violation of the current National Association of Social Workers (NASW) Code of Ethics
- Any threat or attempt to harm oneself or someone else
- Discriminatory behavior or harassment toward others that is unlawful or inconsistent with professional social work standards including discrimination based on dimensions of diversity and difference
- Commission of a criminal act contrary to professional standards during the course of study or prior to admission to the department, that becomes known after admission
- A pattern of unprofessional behavior such as inability to accept appropriate evaluation/feedback from field instructor/supervisor/faculty or to modify unprofessional behaviors as requested, habitual tardiness to class or to an agency, habitual unexcused absences from class or from an agency; and consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.

Referrals to the Student Affairs Committee

If a concern arises that is beyond the scope of the Office of Student Conduct, the Student Affairs Committee chair may appoint a panel to review it. The faculty member sends a written referral to the Student Affairs Committee chair. If a faculty member refers a student to the Student Affairs Committee for such a concern, the faculty member may meet with the student to explain the reason for the referral. The rest of the review procedure is outlined below.

If the Office of Student Conduct sanctions a student, the Student Affairs Committee chair must appoint a panel to review the case. The student has the option to submit a written response to the panel. Review Procedure items 3–8 then apply.

Review Procedure

1. The Student Affairs Committee chair will consult with the Office of Student Conduct, which may elect to review the case. Office of Student Conduct procedures are available at: http://www.ncsu.edu/student_conduct/.
2. If the Office of Student Conduct refers the case back to the department, and the department decides to institute disciplinary action on the case, a meeting will occur.
3. The Student Affairs Committee chair will appoint a Student Affairs panel of no fewer than three faculty members, including the student's advisor, to meet with the student and review the concern. The chair shall notify the student and panel members of the meeting date and time. Notification of the meeting must be provided to the student at least seven business days prior to the date of meeting. The notification must include a copy of the faculty concern and a copy of the review procedure.
4. The student has the option to submit a written response to the panel. If the student chooses to submit a written response, the response must be submitted no later than three business days prior to the meeting.
5. At least five business days before the meeting, the student must inform the Student Affairs Committee chair, if s/he intends to bring an observer and must provide the observer's name at that time.
6. The Student Affairs panel will meet with the student to review and hear the concern. The meeting procedure will include a statement of the concern, and the student's response. After this meeting the panel will meet privately to reach a recommendation on the matter. The Student Affairs Committee chair will document for the record the concerns, the student's response to the concerns, a summary of the meeting, and the panel's recommendation(s). A copy of this document will be given to the Social Work Department's head and to the student, and will be placed in the student's file.
7. The Student Affairs Committee chair will keep the head informed of the status of situation.
8. The Student Affairs Committee chair will inform the student of the panel's decision, which could include one or more of the following actions:

   - Continue the student in the program with no departmental conditions. In these situations, the concern has been addressed and no further action is required.

- Continue the student in the program with one or more of the following:
  - oral or written disciplinary warning or reprimand filed in the student's record
  - documentation of misconduct in student's record
  - Department sanctions tailored to prevent and/or avoid the recurrence of the prohibited conduct.
- Continue the student in the program with formal conditions. In these situations, specific conditions must be met in order for the student to remain in the program. Such action may include:
  - establishing goals, a plan, a timeline, and appropriate monitoring
  - providing mentoring and support
  - placing the student on probation and monitoring the student during the probationary period
  - referring the student to counseling and/or advising services
  - allowing the student to maintain a reduced course load or delay entry to the field practicum
  - requiring the student to withdraw from the program with the option of reapplying
  - completing a one-year suspension from the program.
- Discontinue the student from the program.

Appeals Procedure

Students who wish to appeal the panel decision must contact the head in writing within 30 business days of receipt of the panel's decision, state the grounds for appealing the panel's decision and/or action(s), and provide any additional information that the panel did not previously consider. The department head will review the materials and may deny the appeal if the panel did not violate departmental or university rules, or may request that the panel review the matter further if additional information is presented. If the panel, after a second review, comes to the same decision, the initial panel decision will stand. The student has the right to appeal in accordance with NC State Undergraduate Grievance Procedures that can be found at: https://policies.ncsu.edu/regulation/reg-11-40-01.

CHAPTER 6: RESOURCES

Adverse Weather Policy

NC State does not usually close during adverse weather and only makes public announcements about delays and cancellations. These announcements are made through the university's webpage, news media, the Wolf Alert System, email, etc. The closing of state government offices does not apply to the university. The university's adverse weather policy is available at http://www.ncsu.edu/human_resources/benefits/leave/adverseweather.php.

APA Style for Social Work Papers

The Department of Social Work's preferred style for formatting papers is one outlines by the American Psychological Association (APA). The best reference is the *Publication Manual of the American Psychological Association* (6th ed., 2010). You can also find information on using APA style at the Purdue Online Writing Lab (OWL): https://owl.english.purdue.edu/owl/.

Assistance with Writing

The Writing and Speaking Tutorial Services provide free one-on-one consultations with experienced tutors. They can help with all types, levels, and stages of writing. For more information, or to schedule an appointment, go to https://tutorial.dasa.ncsu.edu/.

Collegiate Recovery Community

The Collegiate Recovery Community provides an educational opportunities and recovery support to students recovering from addictive disorders and their allies. It offers peer support and connects students to resources in the community. For more information see https://getinvolved.ncsu.edu/organization/CRCNCSU.

Counseling Center

The NC State Counseling Center offers individual counseling, a variety of counseling and support groups, and educational workshops and programs, all of which are free to students. For information about services, resources, and appointments, go to https://counseling.dasa.ncsu.edu/about-us/contact-us/.

Faculty and Staff

For a complete list of Department of Social Work administrators, faculty, and staff and their contact information, go to http://socialwork.chass.ncsu.edu/about/faculty_staff/

Financial Aid

NC State offers several types of financial aid including scholarships, grants, loans, and work study opportunities. For specific information about types of financial aid, eligibility criteria, timelines, application procedures, and financial planning, go to the Office of Scholarships and

Financial Aid website: https://financialaid.ncsu.edu/. The following websites provide general information about financial aid for college students:

- www.finaid.com
- www.fastweb.com
- www.collegenet.com
- www.ed.gov

ID Cards

The Wolfpack One Card program provides an NC State ID card that allows access to services and facilities such as the gym and library and enables students to make on-campus purchases and eat meals at university dining locations. NC State's partnership with Wells Fargo Bank allows students to add banking services to the Wolfpack One Card if they choose. For additional information, go to http://onecard.ncsu.edu.

Library Services

NC State University has a major research library system with over three million books. The collection includes social work-related books, social work journals, and social work reference materials. The library's resources for locating materials include an online catalog and data bases. You can request journal articles, books, and other reference materials not in our library through the TripSaver service. The library offers rooms that can be reserved for meetings and lends out a variety of electronic devices. The library's Assistive Technologies Center provides accessible materials to people with vision, hearing, and/or mobility-related disabilities. For additional information, see the library web page: http://www.lib.ncsu.edu/.

NAMI on Campus

NAMI on Campus is a student-run, student-led organization that provides mental health support, education, and advocacy on campus. Its mission is to improve the lives of students who are directly or indirectly affected by mental illness, increase the awareness of mental health services on campus, and eliminate the stigma students with mental illness face. For more information see: https://getinvolved.ncsu.edu/organization/NAMINCSU.

Online at NC State

All NC State students automatically receive a Unity computing account. This account provides access to online courses and other information technology resources, including personal NC State online file space and web publishing privileges, access to computer labs, email services, and more. New students receive a Unity ID during the university's new student orientation. Students can also find out login IDs by calling the NC State Help Desk at (919) 515-HELP (4357) or emailing help@ncsu.edu. For information about university account resources see http://www.eos.ncsu.edu/e115/text.php?ch=1&p=accounts.

Computer Labs

The Department of Social Work is part of the College of Humanities and Social Sciences. The college's computing labs are open to students and include Room 110 of the 1911 Building. For details go to: http://chasslabs.chass.ncsu.edu/http://chasslabs.chass.ncsu.edu/.

Parking on Campus

Parking permits are required for campus parking between the hours of 7:00 a.m. and 5:00 p.m. Vehicles must display the appropriate parking zone permit on the bottom of the driver-side windshield unless parked at an activated parking meter or in an hourly pay lot. Permits are available for sale beginning in early July. Parking permits are sold based on the number of credits a student is taking, and the availability of parking spaces. For more information on campus parking, go to http://www2.acs.ncsu.edu/trans/parking/students.html.

Tutoring

The University Tutorial Center provides tutoring for many undergraduate courses including Spanish, math, and statistics. For a complete list of courses and links to information about tutoring sessions, see https://tutorial.dasa.ncsu.edu/wsts-overview-programs/wsts/.

Wolf Alert Emergency Notifications

The Wolf Alert system will notify you by text message of any campus emergency or university closing. To sign up to receive Wolf Alert text messages go to https://www.ncsu.edu/emergency-information/textsignup/.

Additional Resources

For additional resources, please visit our Resources for Students page on our Department of Social Work Website: https://socialwork.chass.ncsu.edu/students/resources/.

CHAPTER 7: OPPORTUNITIES FOR BSW STUDENT PARTICIPATION

Students have the right and responsibility to participate in formulating and modifying policies affecting academic and student affairs. Students can exercise those rights and responsibilities by:

- Serving as student representatives on the Department of Social Work Advisory Board
- Serving on faculty/student committees
- Serving on the Field Advisory Council
- Becoming an officer in a student organization
- Volunteering for Department events, such as graduation and symposia

Department of Social Work Advisory Board

The Department of Social Work's Advisory Board connects the Department and the social work practice community. It meets three times each academic year, once in the fall and twice in the spring. The Board is composed of 15 to 25 members and student representatives, including:

- BSW and MSW social workers who have worked or who currently work with students as field instructors
- Graduates of the program practicing in the community
- Representatives from a variety of social agencies in the community
- BSW and MSW students currently enrolled in the program.

Department Committees

Students can volunteer to serve on the following department committees:

Curriculum Committee. The Curriculum Committee reviews and updates the BSW and MSW curricula, including issues of course content, syllabi development, and textbook selection.

Field Advisory Council. The Field Advisory Council meets twice a year to discuss the fit between the department and community field agencies. The council is comprised of field instructors who supervise BSW and MSW students' field placements. Members include a culturally diverse range of social workers employed in private, religious, and governmental agencies. The council is also open to BSW and MSW students who wish to participate. The Department of Social Work uses the council's input to update curricula to meet agencies' needs and to develop, implement, and amend field policies.

Student Affairs Committee. The Student Affairs Committee addresses the policies and procedures for admission, grievances, consultations, advising, and graduation. Student members cannot be present for any discussions or reviews of student concerns referred to the committee.

Student Organizations

- **Baccalaureate Student Social Work Association (BSSWA).** BSSWA is open to all BSW students. It is run by and for the students to complement the academic the program's academic requirements, enhance professional development, and promote human dignity. BSSWA gives students opportunities to share concerns and ideas with other social work majors, interact with community practitioners, and undertake fund-raising and service projects to benefit the community.

- **Phi Alpha Honor Society.** Phi Alpha recognizes and promotes scholastic achievement. The organization invites students to join if they are declared social work majors who have (1)reached sophomore status or above, (2) completed at least 9 semester hours of required social work courses, and (3) achieved a 3.25 grade point average in required social work courses (based on a 4.0 scale).

- **Men in Social Work.** Men in Social Work provides a network and resource for men in the Department of Social Work and male alumni. It creates a rapport among students and alumni to support males interested in social work careers. Those of all genders are welcome to participate.

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

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.

Preamble

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

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

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

§ service

§ social justice

§ dignity and worth of the person

§ importance of human relationships

§ integrity

§ competence.

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

1.   The Code identifies core values on which social work's mission is based.

2.   The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3.   The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4.   The Code provides ethical standards to which the general public can hold the social work profession accountable.

5.   The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6.   The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers

should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

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

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

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

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

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or

administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

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

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should

seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

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

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

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

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

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

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

1.04 Competence

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

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

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

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent

manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

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

1.05 Cultural Awareness and Social Diversity

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

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

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

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

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

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

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

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties

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

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

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

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

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

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

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

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

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

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

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

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

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

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

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible.

Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or

results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

**COUNCIL ON SOCIAL WORK EDUCATION
2015 EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)**

The Council on Social Work Education (CSWE) http://www.cswe.org/About-CSWE/Governance/Commissions-and-Councils/Commission-on-Accreditation.aspx develops accreditation standards for BSW and MSW programs in the United States. These standards define competent preparation and ensure that social work programs meet them. CSWE's educational standards use a competency-based framework that identifies and assesses what students demonstrate in practice. You can find the CSWE Educational Policy and Accreditation Standards (EPAS) at http://www.cswe.org/Accreditation/Standards-and-Policies/EPAS-Handbook.aspx. Listed below are the 2015 EPAS competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

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

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;

2.   use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

3.   demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

4.   use technology ethically and appropriately to facilitate practice outcomes; and

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

Competency 2: Engage Diversity and Difference in Practice

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

1.   apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

2.   present themselves as learners and engage clients and constituencies as experts of their own experiences; and

3.   apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

1.   apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

2.   engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from

multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

1.   use practice experience and theory to inform scientific inquiry and research;

2.   apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

3.   use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

1.   Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

2.   assess how social welfare and economic policies impact the delivery of and access to social services;

3.   apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

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

1.   apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

2.   use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

1.   collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

2.   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;

3.   develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

4.   select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human

behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

1.   critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

2.   apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

3.   use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

4.   negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

5.   facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

1.   select and use appropriate methods for evaluation of outcomes;

2.   apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

3.   critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

4.   apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.