BSW Program Handbook

Undergraduate Program in Social Work

"Quality Preparation Equals Quality Service"

Whitney M. Young, Jr., School of Social Work
Clark Atlanta University
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Atlanta, Georgia 30314

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PREFACE

The BSW Program Undergraduate Student Handbook is designed as an important resource to help students understand and utilize the policies, procedures and programs of the Clark Atlanta University's Whitney M. Young, Jr., School of Social Work. It is the responsibility of every member of the school to familiarize themselves with the contents of this Handbook.

RESERVATION OF RIGHTS: This manual is intended for the guidance of Clark Atlanta University's Whitney M. Young, Jr., School of Social Work students and faculty. The manual sets forth policies, curriculum and procedures, but the School of Social Work reserves the right to amend this handbook at any time and without notice to reflect modifications in policy, law, or regulation. The manual is not intended and should not be regarded as a contract between the School of Social Work and any student or other person.

Clark Atlanta University is an equal opportunity/affirmative action employer. The University provides equal employment opportunities to all faculty, staff, students and applicants without regard to race, color, religion, sex, age, national origin, marital status, physical handicap, military or status as a Vietnam veteran in compliance with applicable federal and state laws that pertain to nondiscrimination. Such action shall include, but is not limited to, employment, promotion, demotion or transfer; recruitment or advertising; lay-off or separation; rates of pay or other forms of compensation and selection for training programs.

Clark Atlanta University is committed to providing equal educational opportunity for all qualified student applicants and enrolled students without regard to race, sex, religion, color, national origin, age, ancestry, physical handicap, military or marital status. This commitment to equal opportunity includes recruitment, admission, access to and usage of facilities, counseling and testing, financial assistance, placement and curricular programs and activities.

This publication can be made available in alternative format upon request.

Information regarding safety on campus, including crime statistics, can be found at:
http://www.cau.edu/public-safety/

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Jenny Jones, MSW, PhD, ACSW

Dean of the Whitney M. Young, Jr., School of Social Work

Greetings! On behalf of the faculty and the staff of the Whitney M. Young, Jr. School of Social Work, it is my pleasure to welcome you to Clark Atlanta University. We are excited that you have selected Clark Atlanta University, Whitney M. Young Jr., School of Social Work for your undergraduate social work education.

The School of Social Work is the first historically black school to be accredited in the world, and the first school of social work to be accredited in the State of Georgia. For 98 years, Whitney M. Young, Jr., School of Social Work has maintained an outstanding reputation for producing competent social workers who engage in practice in organizations and communities. To that end, our goal is to provide a challenging opportunity for you to develop the knowledge and skills necessary to help oppressed populations, promote social justice, and address contemporary social problems. I encourage you to take advantage of the opportunities available to you at the School of Social Work.

This handbook is a useful and essential resource during your time in the program. The handbook includes the description of the BSW program curriculum as well as the School's relevant policies and procedures. You will also find that the handbook contains helpful contact information for the faculty and staff.

I encourage you to become familiar with the information contained in the handbook. More information about the School or the academic policies of the Undergraduate Programs at Clark Atlanta University may be found by visiting the School of Social Work website at www.cau.edu. While you are here, I hope your experience is enjoyable, productive, and rewarding.

Dr. Jenny Jones, Dean

Dr. Mustapha Alhassan
BSW Program Director

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Dr. Mustapha Alhassan is the BSW Program Director at the Whitney M. Young Jr. School of Social Work. He obtained his PhD at the School of Social Work, University of Missouri-Columbia and MSW from Washington University in St. Louis. Dr. Alhassan teaches various courses at the Whitney M. Young Jr. School of Social Work including Statistics and Methods of Social Research, Issues of Health Disparities for Minorities, Introduction to Social Work, Social Welfare Policy and Community-Based Health Care. Dr. Alhassan's research focuses on the following areas: educational development in Ghana, health disparities as it impacts minorities, skin color discrimination and human trafficking. He has published his research in professional peer-reviewed journals in the following areas: educational development in Ghana, health disparities, and skin color discrimination.

Dr. Ivis Renee King
Assistant Professor

Dr. Ivis Renee King is an Assistant Professor at Clark Atlanta University (CAU) in the Whitney M. Young, Jr. School of Social Work. She earned her MSW from Georgia State University in 2007 and her Ph.D. from Clark Atlanta University in 2017. She teaches across the curriculum, primarily in the BSW program. Dr. King's research interest include child welfare, parenting education, nonprofit organization development, child welfare policy, and program planning, development and administration, teaching and curriculum development, and the Afrocentric Perspective. Dr. King published her first peer-reviewed article in 2019 on the Afrocentric Perspective. Dr. King's will present her article at the CSWE 2019 Annual Program Meeting in Denver, Colorado. Prior to teaching at CAU, Dr. King has had an extensive career in the state of Georgia that spans approximately 25 years in state government, and the nonprofit sector. Her professional experience includes the Division of Family and Children Services, the Department of Juvenile Justice and the Department of Correction. While working within the child welfare system, Dr. King's professional responsibilities escalated from case manager to Policy, Planning and Program Development Project Administrator. As a Project Administrator, Dr. served as project leader on a variety child welfare projects; chaired committees, developed methodologies and materials for a new service model; and conducted research for program planning, implementation, evaluation, and policy development. Dr. King has served as principle and co-principle investigator on varies child welfare and community-based research projects. These projects include The Foster Parent IMPACT Training Project, IMPACT for Relative Caregivers, and Foster Parent Retention Project, Grandparents Raising Grandkids Initiative, Immigrant Services Project, and Working with Immigrant Families Curriculum Development Project.

Dr. King's consulting experience includes the Georgia State University National SafeCare Training and Research Center (NSTRC). As a SafeCare® Trainer, she trained and certified Master's-level social workers to deliver parenting services to DFCS clients. Additionally, she served on the NSTRC Provider Advisory Committee to identify, assess and recommend program improvements for streamlined and cost-effective procedures. As a Ga SafeCare® Trainer Dr. King delivered the SafeCare® curriculum; and provided coaching and fidelity monitoring to the Department of Human Services Integrated Family Support Services providers.

Dr. King is a grant writer, and a program development and policy consultant. She is married and has four children.

Mrs. Cardia Swift
BSW Field Coordinator/Lecturer

Mrs. Cardia Swift, LCSW is a BSW Field Coordinator in the Whitney M Young Jr. School of Social Work at Clark Atlanta University. Mrs. Swift earned her MSW, specializing in children and families, from Howard University in Washington, DC. Mrs. Swift has over 20 years of experience as a social worker. She has worked in mental health, health care, family preservation and has an adjunct faculty. She holds her clinical license in the State of Georgia and California. She is a member of Delta Sigma Theta Sorority Inc. which is an organization of college educated women committed to the constructive development of its members and to public service with a primary focus on the Black community.

Professor Mary Curtis Ashong, LCSW

Professor Mary Curtis Ashong MSW LCSW is an Assistant Professor. She has taught in the WMYJSSW MSW and BSW programs. Professor Ashong is a Clinical Consultant and provides clinical supervision for licensure, an experienced adolescent sex offender therapist and child and family practitioner. Research interest are child welfare inclusive of child/family treatment, trauma and child sex trafficking.

Ms. Kimberly Kinchen- BSW/Ph.D. Senior Staff Assistant

Kimberly Kinchen is the Senior Staff Assistant for the BSW and PhD-SW Program at Clark Atlanta University. Ms. Kinchen attended Dillard University in New Orleans, Louisiana where she received her degree in Public Health, with a concentration in Health Systems Management. Ms. Kinchen also attended the University of West Georgia where she received her Master's Degree in Public Administration.

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Whitney M. Young, Jr., School of Social Work (WMYJSSW)

CLARK ATLANTA UNIVERSITY MISSION

The mission of Clark Atlanta University is to provide the highest quality of education and training for a student body which is predominantly African American, but which is becoming increasingly diversified by students from other racial, ethnic, cultural and socioeconomic backgrounds. This mission commits the institution to the shaping of graduates who are productive, creative, socially and economically responsible citizens in a dynamic global society and who are themselves committed to the search for solutions to the problems of racism, sexism, age discrimination, economic deprivation and other forms of oppression. The three functions of the University - - teaching, research and service - - - are all to focus strongly on the attainment of a society - - - American, Third World and global - - - which is responsive to human needs of all of its citizens.

To achieve its mission, the University must attract and maintain a faculty dedicated to that mission, one that possesses the highest professional standards, significant scholarly achievements, and excellence, creativity and humaneness in teaching. The University must also provide an intellectual and education environment in which students of high intellectual promise and attainment as well as those who suffer educational and other deprivations may thrive, learn and develop their highest potentialities for leadership and responsible citizenship. These requirements are supported by the University's emphasis on sound ethical and moral principles designed to enhance personal integrity and compassion for others.

The University will maintain the ties to the United Methodist Church which have been a hallmark of Clark College since its inception. In summary, Clark Atlanta University's mission is to produce graduates who have met standards of excellence in contemporary higher education, who are educated to be creative and to have a perspective on the world and its peoples which commit them not only to excel in their professional careers and personal lives but also to seek new knowledge and solutions to the problems of humankind.

CAMPUS CULTURAL CREED

Clark Atlanta University is committed to academic excellence, building character and service to others. The University will achieve its mission by cultivating an environment of honesty, kindness, mutual respect, self-discipline, school loyalty, trust, academic integrity and communal pride. As a member of this scholarly community, I make the following pledge:

- I will work to promote academic honesty and integrity;
- I will work to cultivate a learning environment which opposes violence, vulgarity, lewdness and selfishness;

- I will embrace the concept of mutual respect by treating others the way I want them to treat me;

- I will support a campus culture of diversity by respecting the rights of those whose views and experiences differ from my own;

- I will honor and care for the sanctity of my body as the temple of God;
- I will commit myself to service so that I can make a difference in the world and a difference for more than just myself;

- I will celebrate and contribute to the "spirit of greatness: left by those who preceded me, and I will work to leave this a better place for those who follow me.

As a member of this community, I am committed to conducting myself in ways that contribute to a civil campus environment, which encourages positive behavior in others. I accept the responsibility to uphold these noble ideals as a proud member of the Clark Atlanta University family.

CAU Core Values
1. **Student-Centeredness**-We embrace a student-centered ethos which emphasizes the delivery of high quality and reliable support services that are responsive to the diverse backgrounds which students bring to the institutions. As a student-centered environment it is incumbent upon us to be inclusive-recognizing and respecting all forms of human diversity- and a cohesive campus community in our day-to-day interactions.
2. **Pursuit of Excellence**-We are committed to continuous pursuit of excellence in all of our endeavors to best serve our stakeholders, inclusive of our processes and practices.
3. **Innovation and Discovery**-We are a community of educators bound by our passion for teaching, research and scholarship. We are dedicated to making significant contributions to the knowledge of humankind through the diverse talent and skills of our students, researchers, faculty and staff.
4. **Integrity**-We are an educational community that predicates our work and relationships on high moral character and sound ethical principles and practices.
5. **Social Responsibility**-We are an educational community that believes in equality, justice, civic engagement, and personal and professional accountability.
6. **Respect**-We are a community that recognizes the interdependence of all individuals and fully embrace and support diversity of thought, culture, ideas, experiences, and talents of people. While we are considerate of the feelings of others and treat all individuals with dignity and sensitivity, we acknowledge the value of our workplace property, protocol, and authority and are committed to the awareness, conservation, and care of our work and natural environment.

History of Whitney M. Young, Jr., School of Social Work

The School of Social Work was founded in 1920 and incorporated under the laws of the State of Georgia in 1925. Membership in the American Association of Schools of Social Work was granted in 1928. When the Council on Social Work Education succeeded this accrediting body in 1952, the School became a charter member. The Clark Atlanta University Whitney M. Young, Jr., School of Social Work is accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE) and has maintained its accreditation since 1952. The Council on Social Work Education is the only body sanctioned to monitor social work educational programs to ensure that they meet minimal standards for the profession. The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) accredits all degrees granted by Clark Atlanta University.

The School offers three degree granting programs, the Bachelor of Social Work (BSW), the Master of Social Work (MSW), and the Doctor of Philosophy (PhD). The School has the distinction of being the oldest historically black school of social work in the world. The School expresses through its mission, program goals and objectives the mandate of the Clark Atlanta University Mottos, "**I'll Find a Way or Make One**", and **"Culture for Service"**. The School's commitment to prepare students, particularly African Americans, for careers in the social work profession and as advocates for social justice has not wavered since its founding.

The School is committed to the core values of the profession, including the promotion of social justice; a responsibility to serve oppressed at-risk members of society; a strong commitment to eliminating inequality and oppression based on race, gender, age, class, sexual orientation, and disability; appreciation of individual and cultural diversity; client rights to self-determination; the capacity of clients to grow and change; and the responsible application of professional values and ethics in practice. The School maintains relationships of mutual respect with alumni, affiliated agencies, organizations and institutions, as well as local, state and national governmental entities and professional human and civil rights organizations.

Mission of the Whitney M. Young, Jr., School of Social Work

The mission of the Whitney M. Young, Jr., School of Social Work, congruent with the University's mission, is to prepare social work professionals, practitioners and leaders with the knowledge, skills and abilities to address culturally diverse human and social issues locally, nationally and globally.

The School's mission reaffirms the University's mission and the cultural creed of the University. The mission preserves and disseminates the heritage of African American people and seeks to produce graduates who are productive and responsible citizens who advance the purposes of social work education and address social, economic, and racial disparity issues that prevail on a global level.

Vision of the Whitney M. Young, Jr., School of Social Work

To provide strong cutting-edge social work programs, practice and research that will empower and sustain social work students to serve diverse populations in a variety of settings.

The School utilizes an Afrocentric, autonomous social work practice model to prepare culturally competent practitioners capable of intervening and working with systems of all sizes and resolving problems that particularly affect African American children, families, and males within the context of family and community. The curriculum is built on a liberal arts base and is guided by humanistic values. Graduates are prepared to **recognize** and **impact** social and economic injustice issues at the local, regional, national, and international levels.

The Bachelor of Social Work (BSW) Undergraduate Program

BSW Program Mission

The mission of the Baccalaureate Social Work (BSW) Program is to develop social work generalist practitioners who are ethical and competent critical thinkers dedicated to helping vulnerable, oppressed, or marginalized individuals, families, groups, and communities through research-informed practice; and committed to addressing social, economic, and environmental injustices locally, nationally and globally.

BSW Program Vision

The vision of the Social Work Baccalaureate Program is to prepare generalist social work practitioners with the appropriate practice and research skills, enabling effective responses to societal and economic issues faced by diverse populations.

Program Description

The Bachelor of Social Work Degree Program prepares majors for entry-level professional practice in social work or for graduate study. The program curriculum is structured to provide students with an opportunity to develop a broad background in social and behavioral sciences which includes integral components of theoretical knowledge of human behavior, practice skills, policy practice, research skills and a field practicum.

The School utilizes an autonomous social work practice model to prepare culturally competent practitioners capable of intervening and working with systems of all sizes and resolving problems that particularly affect African-American children, families, and males within the context of family and community. The curriculum builds upon a liberal arts base that integrates an Afrocentric perspective guided by humanistic values. Graduates are prepared to address social and economic justice issues at the local, regional, national and international level.

In addition to the development and modification of social policy, practice skills in interviewing, research, and methods of intervention, which are required courses in the major. These courses prepare students for social work generalist practice. Students gain practical experience through a field practicum in a social work agency during the last semester of their senior year (See BSW Program Field Manual).

Program Goals
The Baccalaureate Social Work Program has four goals, which reflect the stated mission of the Whitney M. Young, Jr. School of Social Work and Clark Atlanta University, and are consistent with the purposes, values and ethics of the social work profession. The goals embrace each other by the depth, breath and specific knowledge and skills that students are expected to synthesize and apply in practice. The goals listed below reflect content from the Educational Policy and Accreditation Standards for baccalaureate degree programs.

Goal 1: Prepare students for generalist practice with diverse groups without discrimination and with respect, knowledge of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, sex, religious, sexual orientation and the relationships between human behavior and the social environment across the lifespan which incorporates the Afrocentric Perspective and the values and ethics of the social work profession.

Goal 2: Prepare students as social work generalist practitioners who link social research and social service practice by applying research findings to practice, and by evaluating their own practice.

Goal 3: Prepare students for generalist social work practice with systems of all sizes.

Goal 4: Prepare students for lifelong learning and critical thinking through an educational process that combines a liberal arts foundation with professional social work education and prepares them for graduate education in social work.

The Afrocentric Perspective

The Afrocentric Perspective is a culturally grounded social work practice-based model that affirms, codifies, and integrates common cultural experiences, values, and interpretations that cut across people of African descent. The Perspective encompasses the intersectionality of race, and other societal factors such as gender, ethnicity, social class, ability status and sexual orientation. Further, the Perspective acknowledges African cultural resiliency as a foundation to help social work practitioners solve pressing social problems that diminish human potential and preclude positive social change. Thus, Afrocentric social work practice as a pedagogy imbedded within the Whitney M. Young Jr. School of Social Work Programs, endeavors to prepare our students to address specific psychological, social, spiritual, and economic problems experienced by people of African descent and to address problems confronted by all people.

Leveraging its distinctive history, Clark Atlanta University is an urban research university that transforms the lives of students and their communities by preparing citizen leaders to be problem-solvers through innovative learning programs; supportive interactions with faculty, staff, and students; exemplary scholarship; and purposeful service.

Clark Atlanta University will increasingly become a dynamic 21st century research university of choice for a diverse student body with enhanced student enrollment yields, success and global marketability.

The mission of the Whitney M. Young Jr. School of Social Work congruent with the University's mission is to prepare social work professionals, practitioners and leaders with knowledge, skills and abilities to address culturally diverse human and social issues locally, nationally and globally.

Key terms

Culturally Grounded social work practice: The combination and utilization of cultural sensitivity and cultural competence in social work practice.

Intersectionality: The examination of how two or more social constructions of oppression and/or privilege intersect to shape people's social environment and cumulative lived experiences.

Spiritual: In social work practice this area of assessment and intervention seeks to understand a client's sense of self, sense of meaning and purpose, in an attempt to offer solutions to better manage life challenges.

*Adopted by faculty by unanimous vote of 15 for non against on November 30, 2017

Autonomous Social Work Practice Model

Autonomous social work practice is an ecological perspective which addresses the Person-in-situation and environment. The person is seen as a part of a bio-psycho-social system within his/her socio-cultural reality. Emphasis is placed on client strengths and the differential patterns of Adapting to perceived social reality. The situation is viewed as the location of the problem that affects the micro system's efforts to achieve developmental tasks, develop and utilize coping skills, gain access to opportunities, and influence the alleviation of social problems. The environment is viewed as interacting societal systems.

The goal of autonomous social work practice is planned change and the development of change agents who are: 1) resourceful problem solvers; 2) knowledgeable of systems and theories; 3) sensitive to effects of planned change, and 4) effective social work practitioners with individuals,
groups and communities.

Roles and skills define the performance Expectations of the model. The roles of the autonomous social worker are: 1) advocate, 2) mediator, 3) educator/consultant, and 4) counselor/ therapist. The skills that flow these roles are: 1) transaction, 2) problem- solving, 3) survival, and organizational. Students are expected to learn and per-form these roles and skills as minimum performance standards of the autonomous social work practice model.

Generalist Practitioner

Generalist social work practice is defined as an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes. These processes include: client empowerment; working effectively within an organizational structure under supervision; utilizing a range of professional roles; and involves the application of critical thinking skills to the planned change process.

Liberal Arts Foundation

A liberal arts education is emphasized as an essential method of enriching the life of the student and helping him/her to understand the relationship between the person and the environment. Knowledge of the arts, sociology, psychology, economics, the sciences, literature, religion, math, history, and other areas are essential to effective social work practice.

Humanistic Values

Humanistic values reflect program's beliefs about the worth and dignity of all human beings and the ultimate hope that each individual will be able to develop to his/her maximum potential. It is the belief of the Whitney M. Young, Jr., School of Social Work that humanistic values lead to more humane practice in professional social work.

BSW Program Student Learning Outcomes/EPAS 2015

The BSW Program institutionalizes its mission and objectives through the universal social work core competencies. Associated with the mission, vision and goals, the student must acquire the knowledge and skills necessary for entry into the profession of social work at the baccalaureate level. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

Methods of evaluating the successful achievement of the above goals include the nine core competencies identified by the Educational Policy and Accreditation Standards (EPAS) of Social Work Education 2015 and one additional competencies identified by program faculty and staff on the Afrocentric Perspective are listed below:

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels at a beginning generalist level;
2. Engage in practices that advance social, economic, and environmental justice at a beginning generalist level; and
3. Recognize the extent to which culture, structure, and values may oppress, marginalize, alienate, or create or enhance privilege and power.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
1. Use practice experience to inform scientific practice;

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
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; and
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
1. Apply knowledge of human behavior and the social environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies at the generalist level; and
2. Use empathy, personal reflection and interpersonal skills to effectively engage diverse clients and constituencies at the generalist level.

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities
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, values and preferences of clients and constituencies.

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

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.

Competency 10: Demonstrate an understanding of the Afrocentric Perspective at the beginning generalist level

1. Identify and define the concepts of the Afrocentric Perspective as it relates to working with clients and constituencies.
2. Recognize the extent to which culture, structure, and values of the Afrocentric perspective create or enhance equity for African Americans and other oppressed groups.

BSW Program Degree Requirements and Procedures

BSW Liberal Arts Requirements

Each Clark Atlanta University student is required to complete a General Studies program outlined by the Division of Undergraduate Studies. The faculty of the Undergraduate Social Work Program requires the following liberal arts courses toward application to the BSW Program. The courses listed below are aimed at providing a student with a liberal arts education, which will improve his/her knowledge of the world:

Freshman Year

Fall
- CBIO 101 Biological Science
- CENG 105 College Composition I
- CGED 100 First Year Seminar
- CMAT 104 Algebra
- CPSC 106 Politics and Global Issues
- CCIS 100 Information Technology and Computer Applications

Spring
- CENG 106 College Composition II
- CGED 101 First-Year Seminar II
- CPSY 211 General Psychology
- CHIS 201 U.S. Africa and the World History I
- CSCJ 215 Introduction to Sociology
- CFLS 101/201 Foreign Language Requirement I

Sophomore Year

Fall
- CUSW 200 Introduction to Social Work
- CENG 201 or CENG 202 Introduction to World Literature I or Introduction to World Literature II
- CREL/CPHI 105 Religion/ Philosophy Requirement
- OPEN ELECTIVE
- OPEN ELECTIVE

Spring
- CUSW 202 Introduction to Professional Helping & Ethic
- CFLS 102/202 Foreign Language Requirement II
- CBUS 250 or CECO 250 Personal Finance or Principles of Economics
- CHUM XXX Humanities Requirement
- OPEN ELECTIVE

The above courses include the University's General Education Requirements of forty-seven (47) credit hours, three general education electives and the two social work pre-requisite courses

required by the BSW Program for a total of 62 credit hours. **See General Education Core Requirements CAU Undergraduate Catalog.**

Admissions Requirements

Students Should Know and Pay Close Attention to the Following Guidelines in Declaring Social Work as a Major and in Meeting the Requirements to Apply for Admission to the Bachelor of Social Work Program.

Application materials are submitted online in the Introduction to Helping Professions (CUSW 202) course. In cases where the student is not currently enrolled in the Introduction to Helping Professions (CUSW 202) course, the Director of the BSW Program/Faculty Advisor will review student eligibility for application and give the student access to the online portal to complete and submit the application.

Students enrolled in the Introduction to Helping Professions (CUSW 202) course will be advised by the instructor on the application process. Students are also instructed to consult with their academic advisor for any additional information, concerns or issues related to their application.

Hard copies of the application may also be obtained from the BSW Program Office. Non-social work majors may seek permission to take selected courses within the program with the permission of the Director of the BSW Program and Associate Dean of the School.

PLEASE NOTE: The BSW program is available only to full-time Junior and Senior Undergraduate Students who have met the requirement for admittance into the program. Admittance into the BSW program has its own application process. You must apply to the BSW program even if you have declared social work as your major with the University.

Admission to the Undergraduate Program in Social Work is a process consisting of:

1. Admission to University.
2. Formal declaration of an interest in social work and completion of an Undergraduate Social Work application in the spring semester of the sophomore year.
3. Grade Point Average (GPA) 2.5 or better
4. Completion of two undergraduate social work courses: Introduction to Social Work (CUSW 200) and Introduction to Helping Professions (CUSW 202) with a "C" or better in each.
5. Completion of social science prerequisite course: Introduction to Sociology (CSCJ 215) with a "C" or better.
6. Completion of two English prerequisite courses: College Composition I (CENG 105) and College Composition II (CENG 106) with a "C" or better.
7. Completion of twenty (20) community service hours in CUSW 202: Introduction to Helping Professions.
8. Submission of applicant's personal statement responding to the following questions:
   a) Describe your motivation(s) for becoming a social worker.
   b) Describe any employment, volunteer, or life experiences, which you believe have helped prepare you to pursue a career in social work.
   c) What strengths do you bring to professional social work practice?

d) What do you consider to be areas in which you need additional growth and development in relation to professional social work practice?

e) Discuss your commitment to abide by the values and ethics of the social work profession. Identify and describe any areas in which your personal values conflict with professional social work values. If value conflicts do exist, please describe your plans to resolve the conflicts.

f) Describe your immediate and long-range career goals and list your fields of practice preferences (client populations/social problems/agency settings).

g) List any client populations, social problems, or agency settings with which you would not feel comfortable. Please explain.

h) Please include, at this point, any additional information you believe to be relevant to your application for admission to the professional core courses.

Procedures for Evaluating Applications

A complete application package consists of the following materials: student transcript, application form, volunteer service form (This form provides documentation of completion of volunteer experience or equivalent) and a personal statement (The personal statement captures the student's motivation for becoming a social worker; relevant work, volunteer or life experiences; strengths and limitations for effective social work practice).

BSW applications are reviewed and evaluated by the BSW Admissions Committee which consists of the Whitney M. Young Jr., School of Social Work program faculty members. Applications are only reviewed if the applicant has a complete package. In evaluating applications, faculty reviewers take into consideration the following factors:
Applicant's academic performance, which is reflected in their cumulative GPA (A minimum GPA of 2.5 is required);

Ability to communicate effectively as evidenced by the personal statement; Completion of 20 community service hours. Applications are reviewed according to the criteria articulated in the BSW Program Admissions Evaluation Form.

The BSW program admission committee uses the following criteria to determine the rankings of student applications for admission.

There are three possible admission decisions:

1. Unconditional admission: These students have demonstrated through their application materials that they have the motivation and potential for competent professional social work practice and that they agree to uphold and conduct themselves in accordance with the values and ethics of professional social work practice. In addition, these students have at least an overall GPA of 2.5.

2. *Conditional admission:* These students may continue in the major for one semester during which certain conditions must be met. Students may be admitted conditionally with a lower GPA than 2.5 overall, but the student must maintain a 3.0 overall GPA during the first semester in the BSW Program. *A student may not enroll in any practice or field course with a conditional admission.*

3. Rejected: A decision of rejected will be made when the student does not demonstrate: 1) acceptable academic performance necessary to successfully complete the requirements of the social work program, and/or 2) commitment to social work values and ethics. A decision of non-acceptance will result in the student's termination from the social work major.

Procedures for Notifying Applicants of Decision

A letter of ACCEPTANCE indicating UNCONDITIONAL ADMISSION, CONDITIONAL ADMISSION OR REJECTION is sent by the Director of the BSW Program to the applicant no later than sixty (60) days after the deadline for receipt of all applications. Students are encouraged to utilize the University's procedural process for appeal (CAU Undergraduate Policies and Procedures Handbook) of admission decisions.

Transfer Credit

The Undergraduate Admissions Office determines equivalency of transfer credits to academic credits earned at CAU. The Director of BSW Program determines whether social work courses taken elsewhere are equivalent to social work courses required by the program. If courses are deemed to be equivalent, the student will not have to repeat the course. Courses in social work taken in CSWE accredited programs are evaluated individually based on catalog descriptions and/or course syllabi provided by the student to the BSW Program Director. All transfer students must contact the BSW Program Director/advisor in the social work program prior to, or no later than, the registration period for transfer credit evaluation.

University Level

Clark Atlanta University welcomes applications from students who have attended or are currently attending other universities or colleges and that seek to transfer to CAU. Non-remedial courses with passing grades, from regionally accredited institutions are generally accepted. The maximum number of credits that can be transferred to the University is ninety (90). Transfer applicants must be in good standing financially, academically, and in all other areas with their previous, regionally accredited institution in order to be admitted to CAU.

Program Level

The Undergraduate Admissions Office determines equivalency of transfer credits to academic credits earned at CAU. The BSW Program Director determines whether social work courses taken elsewhere are equivalent to social work courses required by the program. If courses are deemed to be equivalent, the student will not have to repeat the course. Courses in social work taken in other accredited programs are evaluated individually based on catalog descriptions and/or course syllabi provided by the student to the BSW Program Director. All transfer students must contact faculty in the social work program prior to, or no later than, the registration period for transfer credit evaluation.

Academic Credit for Life and Previous Work Experience

The BSW Program does not give credit to students for life experiences or previous work experiences under any circumstances.

Study Abroad Opportunities

Clark Atlanta University students can travel and study at foreign colleges and universities around the world regardless of their major field of study. It is strongly recommended that all students take advantage of this cultural and academic enriching program. Opportunities are available during the summer session, fall and spring semesters. Due to the BSW Program Plan of Study, BSW Program majors are encouraged to pursue study-abroad opportunities during their sophomore year or during the summer sessions.

Students must be in good academic standing with a minimum cumulative GPA of 2.5 and are required to receive academic credit during their period of study abroad. The program/department directors/chairs in collaboration with the Dean of Multicultural Affairs perform academic advisement and course approvals prior to departure for study abroad. Additional inquiries relative to study abroad should initially be directed to the program/department director/chair and then to the Dean of Multicultural Affairs. Depending upon the program and the student's final aid award, eligible students can use their financial aid to underwrite the cost of studying abroad. Students planning to study abroad should meet with their financial aid advisor as far in advance as possible.

BSW Program Curriculum

The four-year Baccalaureate Social Work Advisory Plan follows:

Plan of Study for the Bachelor of Social Work Degree (122 Credits)

FRESHMAN YEAR					
	Fall Semester	**Cr**		**Spring Semester**	**Cr**
CBIO 101	**Biological Science AREA B**	**3**	**CENG 106**	**College Composition II AREA D**	**3**
CENG 105	**College Composition I AREA D**	**3**	**CGED 101**	**First-Year Seminar II**	**1**
CGED 100	**First-Year Seminar I**	**1**	**CPSY 211**	**General Psychology**	**3**
CMAT 104/CMAT 105	**Algebra/Introduction to Statistics AREA C**	**3**	**CHIS 201**	**U.S., Africa and the World History I AREA A**	**3**
CPSC 106	**Politics and Global Issues AREA A**	**3**	**CSCJ 215**	**Introduction to Sociology**	**3**
CCIS 100	**Information Technology and Computer Applications AREA E**	**3**	**CFLS 101/201**	**Foreign Language Requirement I AREA D**	**3**
	TOTAL	**16**		**TOTAL**	**16**
SOPHMORE YEAR					
	Fall Semester	**Cr**		**Spring Semester**	**Cr**
CUSW 200	**Introduction to Social Work**	**3**	**CUSW 202**	**Introduction to Professional Helping & Ethics**	**3**
CENG 201 *or* **CENG 202**	**Introduction to World Literature I** *or* **AREA D Introduction to World Literature II**	**3**	**CFLS 102/202**	**Foreign Language Requirement II AREA D**	**3**
CREL/CPHI 105	**Religion/Critical Thinking AREA A**	**3**	**CBUS 250* CECO 250***	**Personal Finance or Principles of Economics**	**3**
Open Elective		**3**	**CHUM XXX**	**Humanities Requirement AREA A**	**3**
Open Elective		**3**	**Open Elective**		**3**
	TOTAL	**15**		**TOTAL**	**15**
JUNIOR YEAR					
	Fall Semester	**Cr**		**Spring Semester**	**Cr**
CUSW 401	**Human Behavior and the Social Environment I**	**3**	**CUSW 300**	**Social Welfare Policy**	**3**
CUSW 403	**Practice Competencies I**	**3**	**CUSW 301**	**Social Research Methods for Social Work Practice I**	**3**

CUSW 333	**Writing for Social Work**	3	CUSW 402	**Human Behavior and the Social Environment II**	3
CUSW 411	**Social Work Theory and Practice**	3	CUSW 404	**Practice Competencies II**	3
CUSW 361	**SW with Diverse Populations**	3	CUSW	SW Elective	3
	TOTAL	15		TOTAL	15
SENIOR YEAR					
	Fall Semester	**Cr**		**Spring Semester**	**Cr**
CUSW 360	**Interpersonal Skills Laboratory**	3	CUSW 405	**Field Instruction**	12
CUSW 302	**Statistics for Social Research II**	3	CUSW 406	**Field Seminar**	3
CUSW	SW Elective	3	CUSW 499	**Independent Study (Optional)**	0-3
Open Elective		3			
Open Elective		3			
	TOTAL	15		TOTAL	15
All general education core requirements are in bold.					
* A final grade of "D" is acceptable. SW Majors are not required to repeat the course.					

Degree Requirements

A systematic plan of study has been devised which each student must follow. BSW core courses are offered only once annually and must be taken in sequence. Therefore, it is vital for the student to know and follow the established course sequence. Students may request a copy of the CSWE Curriculum Policy Statement for the Baccalaureate Degree in the Clark Atlanta University Whitney M. Young, Jr., School of Social Work BSW Program office.

Pre-Major Course Reviews

Each Clark Atlanta University student is required to complete a General Studies program outlined by the Division of Undergraduate Studies. The Bachelor of Social Work degree requires successful completion of twenty courses totaling sixty-six (66) credit hours in addition to the University's General Education requirements. When combined with the University's required general education core of fifty-six (56) credit hours, the number of hours to earn a degree in social work is one-hundred-twenty-two (122) credit hours.
Students pursuing the Bachelor of Social Work Degree Program must complete two prerequisite social work courses: *CUSW 200 Introduction to Social Work* and *CUSW 202 Introduction to Professional Helping* sequentially with a final grades of "C" or better, one social science prerequisite course: *CSCJ 215 Introduction to Sociology* (CSCJ 215) with a "C" or better, two English prerequisite courses: CENG 105 College Composition I and CENG 106 College Composition II with a "C" or better and twenty (20) community service hours in CUSW 202 Introduction to Helping Professions prior to enrolling in any 300 and 400 level courses in Social Work. In addition, students must complete all required courses in Social   Work

with a minimum final grade of "C". A final grade of "D" in CECO 250 or CECO 251 is acceptable for the Bachelor of Social Work Degree. Majors are not required to repeat these courses.

The faculty of the Undergraduate Social Work Program requires forty-seven (47) general studies credit hours, three general education electives and the two social work pre-requisite courses for a total of 62 credit hours. Students must also complete two undergraduate social work courses: Introduction to Social Work (CUSW 200) and Introduction to Helping Professions (CUSW 202) with a "C" or better in each to be eligible to apply to the BSW program.

Field Practicum Experience

All students graduating from Clark Atlanta University **must** complete all major core requirements prior to enrolling in *CUSW 405: Field Instruction* and *CUSW 406: Field Seminar*. Social work majors field experiences consist of a required service learning agency experience of 20 clock hours in each of the pre-requisite courses CUSW 200- Introduction to Social Work and CUSW 202-Introduction to Professional Helping; class related field assignment; and educationally directed field placement which requires a minimum of 400 clock hours in an agency setting. The primary purpose of all field experiences is to ensure that students have direct engagement with various agency structures, policies, clientele and professionals. Agencies and field settings are carefully selected for their ability to provide solid educational experiences to students. (See Clark Atlanta University Whitney M. Young, Jr., School of Social Work's BSW Field Practicum Handbook).

CUSW 200	Introduction to Social Work	3 Credits
This course is the first prerequisite course for students interested in social work. The course traces the development of social work from early volunteer efforts to the present organizations in social welfare and includes various fields of social work practice and career opportunities. Must complete course with a grade of 'C' or better to apply to program. *No Prerequisite*		
CUSW 202	Introduction to Professional Helping	3 Credits
This course is a study in self-assessment, personal values clarification, and ethical problem solving for career choices in social services. A directed field observation experience of at least 30 clock hours is required. Must complete course with a grade of 'C' or better to apply to program. *No Prerequisite*		
CUSW 300	Social Welfare Policies and Services	3 Credits
This course familiarizes students with social welfare policy formation, and how corresponding organizational structures affects programs, services and clients. The course also explores and analyzes select historical and current perspectives in developing policy to address societal issues. *Prerequisites: USW 333, USW 401, USW 403, USW 411*		
CUSW 301	Social Research Methods for Social Work Practice I	3 Credits
This course introduces students to methods for social work research. The course takes students through research problem formulation, methods for answering research questions (qualitative and quantitative methods and interviews, surveys, case studies, practice effectiveness, etc.), and the major components of research design (sample, measurement, design, and procedures). *Prerequisites: USW 333, USW 401, USW 403, USW 411*		
CUSW 302	Statistics for Social Work Practice II	3 Credits
This course introduces students to descriptive and inferential statistics. In addition to learning about the use of statistics, students will learn to analyze, present, and interpret data based on the methodologies learned in the prerequisite course using the Statistical Package for Social Sciences (SPSS) computer application for data analysis. Prerequisites: USW 300, USW 301 USW 402, USW 404		
CUSW 304	Colorism: Does Color Matter?	3 credits
This course provides knowledge and understanding for assessment and interpretation of colorism in the U.S. and/or Western civilization. The content includes information relative to African, Asian, Latino and Native Americans and women. Content also introduces the impact upon diverse non-Western White populations based on postcolonial assimilation experiences. No Prerequisite		
CUSW 333	Writing for Social Work	3 credits
This course prepares BSW students to master the skill of writing professionally and effectively. Course work activities will provide hands-on-experience with social work writing tasks include writing mechanics; APA format; writing for social media, the use of strengths-based empowerment language, and "agency-based writing". The course will strengthen students' writing, an essential social work skill, and support students' efforts on writing tasks assigned in future courses, the practicum experience, and in the profession of social work. Prerequisites: USW 200, USW 202		
CUSW 350	Issues of Health Disparities among Minority Populations	3 Credits
This course introduces students to select issues regarding health disparities that are dominant among minority populations. The course has three modules: (1) current major health disparities (2) community-based health programs; and (3) a review of research methodologies and best-practice approaches to address the issues of health disparities in the United States. **No Prerequisite**		
CUSW 360	Interpersonal Skills Laboratory	3 Credits

This course enhances basic social work skills such as interviewing, problem solving, time management, technical writing, group processing, and empathic understanding. This course assist student to develop effective communication and problem-solving skills applicable to micro and mezzo systems. *Prerequisites: USW 300, USW 301 USW 402, USW 404*		
CUSW 361	**Social Work with Diverse Populations**	**3 Credits**
This course focuses on the life stages from conception through adolescence and introduces students to multiple factors that influence the reciprocal relationship between the person and their environment. Students explore theoretical frameworks, analyze, and synthesize a range of behavioral constructs and contemporary social problems. *Prerequisites: USW 200, USW 202*		
CUSW 401	**Human Behavior and the Social Environment I**	**3 Credits**
This course focuses on the life stages from conception through adolescence and introduces students to multiple factors that influence the reciprocal relationship between the person and their environment. Students explore theoretical frameworks, analyze, and synthesize a range of behavioral constructs and contemporary social problems. *Prerequisites: USW 200, USW 202*		
CUSW 402	**Human Behavior and the Social Environment II**	**3 Credits**
This course focuses on the life stages of young adulthood through late adulthood and introduces students to multiple factors that influence reciprocal relationships between the person and their environment. Students explore theoretical frameworks and, analyze and synthesize a range of behavioral constructs and contemporary social problems. *Prerequisites*: CUSW 333, CUSW 401, CUSW 403, and CUSW 411. **(Non-social work majors must get approval from the Program Director.)**		
CUSW 403	**Practice Competencies I**	**3 Credits**
This course will provide students with a synthesis of generalist social work knowledge, values, skills, and roles for integration into appropriate and effective helping strategies for professional practice with individuals, families, groups, communities, and organizations. *Prerequisite: USW 200, USW 202*		
CUSW 404	**Practice Competencies II**	**3 Credits**
This course provides students with knowledge and skills to apply supervision, consultation, into generalist social work practice. Emphasis is on teamwork in agencies and organizations, and techniques for interpreting and applying organizational policies and mandates, resource identification, and select methods for conducting community assessments. *Prerequisites: USW 333, USW 401, USW 403, USW 411*		
CUSW 405	**Field Instruction I**	**12 Credits**
This course is an educationally directed practicum offered in a social service setting, emphasizing assessment and planning, and their relationships to improve social services delivery. In addition, the course emphasizes evaluation and research, and its relationship to improve social service delivery. Students complete a minimum 400 clock hours and participate in weekly seminars designed to provide students opportunities to discuss their experiences, bridging theories and real-life practice. Pre-requisite: *Completion of major core courses*. Students are in the field four (4) days a week for Field Instruction. **Only Declared Social Work Seniors may enroll in this Course.** *Prerequisites: USW 200, USW 202, USW 300, USW 301, USW 302, USW 333, USW 360, USW 401, USW 402, USW 403, USW 404, USW 411, USW 415; Co-requisites: USW 406*		
CUSW 406	**Field Instruction Seminar**	**3 Credits**
This course is an educationally directed seminar aligned with the field practicum experience. Students attend weekly seminars designed to integrate and synthesize theories of social work		

practice, administration and community engagement. **Only Declared Social Work Seniors may enroll in this Course.**
Prerequisites: USW 200, USW 202, USW 300, USW 301, USW 302, USW 333, USW 360, USW 401, USW 402, USW 403, USW 404, USW 411, USW 415; Co-requisites: USW 405

CUSW 411	Social Work Theory and Practice	3 Credits
This course will introduce the relationship of theory and practice skills needed to practice with all systems. Primary focus is on structural rather than personal explanations of social problems with concern for inequality and oppression. The course integrates social work values and ethics, diversity, promotion of social and economic justice, and empowerment of human beings. *Pre-requisites: USW 200, USW 202*		
CUSW 412	Mental Health of Diverse Groups	3 Credits
This course provides students with knowledge of mental health services and its application for diverse groups: i.e. African Americans, Hispanics, Native Americans, physically handicapped, migrant workers, women, and the elderly. The course also explores life situations that affects the behavior of these populations from an ecosystems perspective in an effort to understand the mental health problems that may emerge. *No Prerequisite*		
CUSW 413	Child Welfare Programs and Services	3 Credits
This course covers knowledge, concepts and tools associated with contemporary child welfare practice focusing on micro, mezzo, and macro considerations in providing child welfare services. Emphasis is on the identification of child maltreatment, reporting procedures, and continuing professional interaction with children and families from a community-based and multidisciplinary perspective. **No Prerequisite**		
CUSW 415	Issues in Child Welfare: Abuse and Neglect	3 Credits
This course will provide students with knowledge and information regarding how to assess and identify cases of child abuse and neglect. Students will gain general knowledge and understanding of the types of abuse and neglect, methods of investigations, interviewing techniques, as well as knowledge of available community resources to both prevent and treat child abuse. *No Prerequisite*		
CUSW 416	Social Work Practice with the Aged	3 Credits
This course will assist students with the development of competence in the delivery of services to older adults and their families. Students will explore social work practice with the elderly in various service settings. Students will acquire the skills required for interdisciplinary collaboration and intervention and the application of the problem-solving process with all systems. **No Prerequisite**		
CUSW 499	Independent Study	0-3 Credits
Students must confer with faculty sponsor to confirm their sponsorship for this course. In addition, students must submit a proposed plan of the independent study signed by the faculty sponsor.		

Academic Advisement, Retention and Termination

Academic Advisement

First year social work students are required to receive academic advising from the Center for Academic and Student Success (CASS) at CAU. Each First-year student is normally assigned an academic advisor by CASS. The academic advisor is responsible for general management of academic requirements such as computing and tracking the student's core/basic hours, electives and ensures any transfer credit is properly credited. Upon completion of the courses in the first year, students are often referred to the Director of the BSW Program who assign students to

Social Work Professional Advisors for professional advisement. The BSW program provides professional advising to students in their sophomore year.

Professional Advisement

Professional advisement is an essential ingredient of personal, educational, and professional development. This service is provided to all students. Students are provided several formal and informal opportunities for assistance with assessing their aptitude and motivation for the profession of Social Work. These opportunities include:

      (a)   the BSW Social Work application procedures;

      (b)   required junior and senior level courses in Social Work;

      (c)   evaluation and assessments from campus and agency instructors;

      (d)   regularly scheduled individual and group advisement conferences;

      (e)   meetings with faculty and guest lecturers from agencies and graduate programs; and

      (f)   other career activities.

All full-time BSW faculty members serve as professional advisors. Throughout the student's tenure in the BSW program, the professional advisor is charged with monitoring the student's educational and professional growth and assists the student in the development of an educational plan for his/her time in the program. The objective of the centralized function of the professional advisor is to: gain greater insight into student needs/assets; guide student matriculation to assist the student in developing an understanding of how the curriculum can best meet their academic needs. Professional advisors serve as the primary contact person for the student in terms of advising about course selection, consulting with the student when she/he is experiencing academic difficulty or personal distress, and serving as a person with whom the student can think through and process career goals and other dilemmas.

Students are provided program handbooks, brochures, and other printed materials to use in self-assessment. In addition, students are encouraged to participate in professional organizations, attend seminars, and other professional development opportunities. Further, students have agency based and campus-based role models to observe relative to their future career choice. Extensive attempts are made to provide students with exposure to diverse career social work opportunities.

Evaluation of the student's total performance occurs at least twice a year (once per semester) beginning with the junior year. Each advisor is required to review advisee's performance in the total program. In addition, the BSW Field Coordinator will conduct an interview with each student prior to his/her acceptance for Field Instruction. During the senior year, all students must meet with their advisors for a comprehensive review of his/her total performance for future career planning.

Students are guided in the selection of courses and other related educational experiences through advisement. A list of assigned advisors is posted on all Social Work offices and on the BSW program Canvas page which is accessible to all BSW students. It is the responsibility of each student to know his/her advisor.

The faculty will make every attempt to respond in a responsible manner to the individual needs of students including those who transfer from other programs or who belatedly declare social work

as a major. However, the student should be aware that the integrity of the program <u>will not</u> be compromised based on requests by individual students and their special circumstances.

Clark Atlanta University Whitney M. Young, Jr., School of Social Work, through its various faculties and appropriate committees, reserves the discretionary right to place on probation or dismiss from the School any student whose performance in academic courses or field work is deemed unsatisfactory, or whose personal or professional conduct renders him or her an undesirable member of the School community.

Academic Integrity

Students have an obligation to be honest and to respect ethical standards. Students must conduct themselves with integrity during quizzes, examinations, and similar evaluations. Students may not refer to or use open textbooks, notes or other devices not authorized by the instructor; look at or use information from another person's paper; communicate with, provide assistance to, or receive assistance from another person when it is not authorized by the instructor; posses, buy, sell, obtain, or use unauthorized materials when preparing or taking quizzes, examinations, or similar evaluations; take a quiz, examination, or similar evaluation in the place of another person; violate procedures which protect the integrity of any type of evaluation; or change the answers on an already graded examination and then request that it be regarded.

When preparing written assignments, students may not submit any product as their own work, if it has been wholly or partially created by another person; present as their own work ideas, representations or words of another person without customary and proper acknowledgment of the source; knowingly permit their work to be submitted by another person as an original work; submit the identical or nearly identical written assignment to fulfill requirements for two or more courses without the approval of the instructor; cooperate with another person in academic dishonesty; or commit theft, attempted theft, malicious defacement, or mutilation of academic resources.
Students who knowingly practice academic dishonesty will be subject to disciplinary action, including expulsion.

University Student Conduct Code

The University Student Code of Conduct can be found in the University Student Handbook or by clicking the following link:
https://www.cau.edu/compliance-office/files/6.2.3%20Code%20for%20Student%20Conduct%2006-04-2020.pdf

NASW Code of Ethics and Standards of Practice (Attachment 1)

University Policy Statements on Ethical Conduct
The University Policy Statement can be found at:
https://www.cau.edu/compliance-office/old-files/2-4-0-code-of-ethical-conduct.pdf

Academic Standing and Grievances

The Grading System -Grades and Quality Points

Course work is evaluated as shown below. Parenthetical numbers represent the numerical value each grade carries in the computation of grade point averages. Grades, which have no numerical value, are not computed in the grade point average.

> A = Excellent
> B = Above Average
> C = Average
> D = Below Average
> F = Failure
> I = Incomplete
> P = Pass, with course credit (Field practicum seminar courses only)
> T = Administrative Termination
> W= Withdrawal

The scale listed below is used for translating numerical grades into letter grades:

> A=90 – 100
> B=80 – 89
> C=70 – 79
> D=60 – 69
> F=Below 60

Incomplete Grades

Assigning of the "Incomplete or "I" grade

The grade of "Incomplete" or "I" may take place in the event of unusual circumstances that prevent a student from completing course requirements. The "I" grade does not immediately impact the student's grade point average. Incomplete grades must be changed to a final grade within 1 year of the original course. After this time, grades will automatically change to an "F".

Completing of requirements of the course

The student is responsible for making arrangements with the instructor for the completion of the course requirements. Students are allowed one calendar year to complete the course assignments. Once the student has completed all course requirements, the instructor will submit a grade change to the Office of the Registrar for recording. Failure to complete course requirements within one calendar year will result in the assignment of the grade "F" to the student's record.

Extension Requests

Prior to the end of one calendar year, the student must submit a written request for an extension to remove the incomplete grade. The instructor, Program Director and Dean must approve the extension before the Registrar grants and extension of time. In the event that the instructor is not available, the Director of BSW Program, Associate Dean, and/or Dean will represent the instructor's interest.

Good Academic Standing and Satisfactory Academic Progress

Students earning and maintaining a 2.0 grade point average (GPA), or better at Clark Atlanta University is considered as being in good academic standing. However, students interested in majoring in social **work must have a GPA of 2.5** or better at the time of their application to the BSW Program.

Students must earn at least a "C" or better in each core social work course. Students who earn a "D" in any core social work course must repeat the course. **All BSW students must maintain a minimum cumulative GPA of 2.5 in order to be in good standing**.

Students in good academic standing are eligible to receive financial aid (see Section on Financial Aid in University's Undergraduate Catalog). To maintain eligibility for financial aid students must also complete and pass 67% of courses attempted during a given semester. Courses attempted include any course in which grades of A, B, C, D, F, P, I, or W is received. Students who fail to maintain good academic standing are placed on academic probation or academic suspension.

Termination from the BSW Program

The BSW Program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance that are consistent with University policies and procedures. BSW students may be terminated for academic difficulties or non-academic reasons such as professional value conflicts or personal and/or emotional issues. The BSW Student Handbook includes the policy statement on reasons that students may be terminated from the Program for below-standard academic performance. Unsatisfactory academic work is defined in the University's Undergraduate Catalog. Field work performance is assessed as outlined in the BSW Field Practicum Manual.

Termination for Academic Reasons

Clark Atlanta University Whitney M. Young, Jr., School of Social Work, through its various faculties and appropriate committees, reserves the discretionary right to place on probation or dismiss from the BSW Program any student whose performance in academic courses or field work is deemed unsatisfactory, or whose personal or professional conduct renders him or her an undesirable member of the School community. Students are expected to maintain high academic and professional standing in both the classroom and field. Classroom attendance and participation, compliance with due dates for written assignments, and compliance with agency expectations are among these standards.

All BSW students must maintain a minimum cumulative GPA of 2.5 in order to remain in good academic standing. BSW students who do not earn a cumulative GPA of 2.5 at the end of the semester are placed on academic probation for the following term.

Any of the following situations will result in the academic dismissal of students enrolled in the BSW Program:

1. All forms of dishonesty including plagiarism, furnishing false information to the School or placement agency, alteration of placement agency documents or records, falsifying agency or School records including time sheets for time spent in Field Practicum.

2. Academic probation for two semesters or more.

Termination for Nonacademic Reasons

Nonacademic professional impairment is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct as prescribed by the National Association of Social Workers' Code of Ethics and the National Association of Black Social Workers' Code of Ethics. The Academic Practicum Grievance Committee need not be convened when there is clear evidence of a violation of the Code of Professional Ethics.

Personal conduct that violates academic, professional and ethical standards that may subject a student to a performance review, probation, or dismissal includes, but is not limited to, such matters as the following:

1. All forms of dishonesty including plagiarism, furnishing false information to the School or placement agency, alteration of placement agency documents or records, falsifying agency or School records including time sheets for time spent in Field Practicum.
2. Use of drugs on the University or agency premises.
3. Physical abuse of, or threat of physical abuse to any person at the University or placement agency premises, or at a University sponsored or supervised function.
4. Habitual tardiness to class, meetings or to an agency demonstrating little or no evidence of professional responsibility.
5. Impaired judgment, decision-making, or problem solving in one's personal life.
6. Inappropriate or disruptive behavior toward colleagues, faulty, staff, peers, or clients.
7. Inadequate interpersonal skills whereby the student is unable to relate to others appropriately and incongruence with the values, ethics, and beliefs of the social work profession.
8. Personal problems that include personal or emotional difficulties that consistently and significantly interfere with learning.
9. Behaviors that raise questions regarding the student's motivation, academic preparedness and/or suitability for a career in social work.
10. Violation of the NASW/NABSW Codes of Ethics.

If an BSW student is terminated from the program for either academic or nonacademic reasons, the student may exercise options such as change of major or in some cases, termination from the University. If students terminate from the BSW Program and/or University, they must follow the University's process and procedures for readmission.

Procedures for Review of Academic and Professional Performance and Dismissal

The WMYJSSW has established mechanisms to respond to requests for students' performance reviews. A faculty member, advisor, field director, field instructor or liaison, the student him/herself, or the Director of the BSW Program can initiate request for a performance review at any time. It is the School's philosophy that the performance review is conceptualized as a

mechanism to address as early as possible any developing problems with students' academic and/or professional performance.

Such requests are made to the Director of the BSW Program who will form a committee comprised of the individual(s) making the request, the student and the student's advisor, and an additional faculty member. The Director of the BSW program serves as the chair of the committee. The committee determines what, if any, course of action is necessary to bring the student's performance into compliance with School and professional standards. In situations where such action is feasible and desirable, a contract will be created, which set forth problems to be solved, actions to be taken to solve the problems, and a time period for completion of designated actions and re-evaluation of student performances. The contract will specify consequences for non-performance. The student's advisor works with the student and other relevant parties. If the student fails to fulfill the contract, the Director of the BSW program may decide to recommend to the Dean that the student not be allowed to continue in the BSW program. Discontinuance can occur during any semester of enrollment, including the last semester of enrollment. The Director of the BSW program sends a certified letter to the student indicating that he/she has been discontinued from the program for non-compliance with the contract and explains the due process procedures. Copies of the letter will be forwarded to the student's advisor and student file.

When students are on academic probation, it is not necessary to convene a performance review committee for each student. The Director of the BSW program reviews the progress of all probationary students with their advisors to decide if conditions are met. The Office of Undergraduate Studies informs students in writing of release from probation or dismissal.

Readmission Policies and Procedures

A student who has either withdrawn or been dismissed from the School is not automatically readmitted. An application for readmission must be obtained from the Undergraduate Office of Admissions and returned to that office. The materials will be sent to the Undergraduate Coordinator who forwards the request to the Director of the BSW Program. The Director of the BSW Program, upon reviewing the material, may request a statement by the student covering only the period of time between the withdrawal from the School and the new application for readmission. The Admissions Committee may be convened to review the application in light of the current admission policies, and with due regard to the circumstances surrounding the student's withdrawal. The admissions Committee or the Director of the BSW Program will determine which courses the student will be granted credit for and determine the courses that must be taken in light of the School's current curriculum.

Students who have been terminated from the program shall not be considered for readmission for three (3) years from the date of termination.

In all matters related to admission, review of academic and professional performance, and termination from the BSW program are carried out in a manner that assures protection of the student's right to privacy regarding information about his/her academic records, performance, or personal situation. All written documents are placed in the student's permanent file. The student has a right to review all written information that is placed in his/her permanent file.

Additionally, all members of the committees are expected to maintain confidentiality with regard to all aspects of the process. Actions of the committee, the Director of the BSW Program and the

Dean are to remain confidential and are to be shared only with those persons involved with the student in an educational capacity.

Grievances Procedure

Student may file a grievance. Students have a right to due process appeal to the University. The Academic Standards Committee review grievances, which serve **both** the undergraduate and graduate programs including the Ph.D. program. The problems of students, which lead to a meeting with the Committee, include academic performance, field performance, or a combination of academic and field performance.

A.   Course Work

Faculty members will make themselves available for consultation regarding academic issues. Students are encouraged to meet with the faculty member prior to filing a formal appeal.

1. If the **student's concern** is not satisfactorily resolved between the student and the professor, the professor will submit in writing, within five (5) working days of the meeting with the student, a statement describing the concerns. The student will put his/her concerns in writing as well. Both written statements should be sent to the student's educational advisor. **If the concern is with the advisor the statements go to the Program Director; if the concern is with the Program Director, then the concern goes to the advisor and the Dean**.

2. The educational advisor will meet with the student and professor to discuss the academic concern and seek resolution. If a satisfactory decision is reached by the student, professor, and educational advisor, the issue is considered to be resolved. A written statement to this effect by the educational advisor and must be completed and provided to the professor, **the Dean** and student and a copy placed in the student's file.

3. If a resolution cannot be reached regarding the academic matter, the educational advisor will put the outcome of the meeting with the student and professor in writing and provide a copy to the student and professor and have a copy placed in the student's file. If the student or professor wishes to further pursue the matter, they can submit their written statement and the statement from the educational advisor to the Chair of the Academic Standards Committee.

4. The Academic Standards Committee consists of the Director of the BSW Program in matters pertaining to academic concerns, the Director of Field Education, (for matters pertaining to field work), two student representatives (Student Advocate, and a member of the student organization (OSC)), and a faculty member appointed by the Dean. The Associate Dean serves as Chair of the Academic Standards Committee for issues related to academic and Field Education. The student involved can invite a faculty member of his/her choice and another student. The faculty and student representatives selected by the student can present their views regarding the educational issues involved, but cannot vote. Thus, the faculty and student representatives, selected by the student, must leave the meeting prior to the vote. The Committee reviews and discusses the various documents and hears all parties involved. The Committee has as its mission the resolution of the issue(s) presented.

5. The **Chair will hear the issue(s) for discussion from the committee and make a decision. The Chair provides a written decision to the student, educational advisor, and the Office of the Dean within seven (7) working days following the meeting**.

6. After receipt of the Chair's decision, if the student remains dissatisfied, a final appeal in writing may be lodged with the Dean **within seven (7) working days**. The Dean will **review the minutes and the attachments as it relates to the grievance** and will subsequently inform the student, in writing **within ten (10) working days** of the School's final decision.

7. If a student is dissatisfied with the decision rendered at the School level, the student can file a grievance at the University level through the Dean of Undergraduate Studies (See CAU's Undergraduate Student Handbook online).

B.   Field Education

The student must follow the following procedure when he/she has a grievance regarding their grade or performance in field education.

> 1.   The field instructor and faculty field liaison will make themselves available for consultation regarding fieldwork issues. The student, the agency supervisor, and the faculty liaison will meet with each other before filing a formal appeal to address concerns by the student or concerns regarding a student's performance in the field when it is felt that the student's performance is unsatisfactory, unprofessional or unethical.
>
> 2.   If the issue is not satisfactorily resolved between the student, field instructor, and the faculty field liaison, the complainant should then submit in writing within **five (5)** working days, to request to review the concerns with the Director of Field Education and the Director of the BSW Program. If the issue is not satisfactorily resolved at the Field Director and Director of the BSW Program level the student should then submit in writing within **five (5)** working days, to request to review the concerns with the Academic Standards Committee. The other party or parties involved should also write a statement detailing his/her perspective on the situation. A written copy of the concern will be placed in the student's field placement file.

3. The Academic Standards Committee will consist of the following members. The Associate Dean of the School of Social Work as the Chair of the Academic Standards Committee, the Director of Field Education for matters relating to field practicum, The Director of the BSW Program, the faculty field liaison, the student's faculty advisor, and a member from the BSW student organization (OSC). The student involved can invite a faculty member of his/her choice and another student (**advocates**). The faculty and student representatives selected by the student can present their views regarding the educational issues involved. The Chair will review and discuss the various documents and hear all parties involved. The Committee has as its mission the resolution of the issue(s) presented.

4. **The Chair will hear the issue(s) for discussion from the committee and make a decision. The Chair provides a written decision to the student, the academic advisor, and the Office of the Dean within seven (7) working days following the meeting**.

5. After receipt of the Chair's decision, if the student remains dissatisfied, a final appeal in writing may be lodged with the Dean **within seven (7) working days**. The Dean will **review the minutes and the attachments as it relates to the grievance** and will subsequently inform the student, in writing **within ten (10) working days** of the School's final decision.

6. If a student is dissatisfied with the decision rendered at the School level, the student can file a grievance at the University level through the Dean of Graduate Studies.

Students Rights and Responsibilities

Every student enrolled in the BSW Program, must assume certain responsibilities for preparation as a successful social worker:

1. Utilization of all the resources of the University and the Undergraduate Program in Social Work, including:
   a. the Center for Counseling and Disability services
   b. the Library and other learning facilities of the School of Social Work
   c. faculty, staff, and other students and
   d. field instructors;

2. Being an assertive and conscientious student in terms of being informed of all activities of the BSW Program by regularly visiting and reading the Program's bulletin boards;

3. Participation in program committees;

4. Expressing values, attitudes and behaviors that is consistent with program expectations.

Student Services

Time and Class Schedule
Courses are offered Monday – Thursday and each class lasts 50 minutes to 3 hours.

Class Time for BSW students are between the hours of 9:00 a.m. and 8:00 p.m. Students may use this timeframe to participate in student and University activities, attend workshops and seminars, and/or meet with faculty and fellow students.

Graduation

Clark Atlanta University-wide commencement ceremony takes place in the Spring semester each year. The application can be accessed by clicking on the following link: http://www.cau.edu/registrar/registrar-graduation.html. Every student planning to graduate must apply by the published deadlines for graduation, the semester before he/she expects to complete all graduation requirements. Under no circumstances will students be eligible to receive the degree in if the application has not been completed on time. Failure to file the form on time may prevent graduation in the semester desired. Records must be accurate and up to date for graduation. Grades and courses appearing on the student's academic record at the time of certification for the degree cannot be changed subsequently.

Post-Graduation Planning

The Undergraduate Program provides guidance in several ways for post-graduation planning in several ways. Through the advisement process, students are encouraged to address the issue of post-graduation planning in the Junior year. Upon receipt of the BSW degree, each student is encouraged to consider furthering his/her education and professional experience through graduate social work education. A graduate degree in social work or other professional discipline will enhance one's ability to advance and perhaps make a more significant contribution to the profession. A student graduating from the BSW Program with a GPA of 3.0 may be eligible for advanced standing in the MSW program.

The School is committed to assisting students to achieve their goals. Position announcements and vacancies relevant to social work are posted near the BSW Director's office. The services of the University's Career and Professional Development Office, located in Wright-Young Hall – Lower-Level, are also available to students Monday through Friday from 9 a.m. to 5 p.m. You may contact them at 404-880-6749.

University and School Websites ....

We encourage you to explore the University's and School's websites. Clark Atlanta University website (www.cau.edu) contains a tremendous amount of information about Academics; Facts and Resources; Health and Safety; Leisure; Living, Dining, Working; Policies and Procedures; and Transportation and Parking.

Information regarding safety on campus can be found at:
http://www.cau.edu/public-safety/

The Whitney M. Young, Jr., School of Social Work website (http://www.cau.edu/school-of-social-work/index.html) provides information about the school and school policies, as well as links to forms, handbooks, calendars, deadlines, program services, and other resources

BANNER Web

Banner Web is the system used by the College to provide applicants, students, faculty and staff with access via the web to certain personal, academic, and financial data that is maintained in the Banner administrative software system.

Your Contact Information
It is your responsibility to keep your contact and personal information current on the University's BANNER Web system. In addition, please inform the School of Social Work if your contact information changes.

Emergency Contact Information
The BANNER Web system provides a place for you to enter information about a contact person and phone number in case of emergency. Please be sure to complete this section on BANNER Web; it is important information.

Email
The primary campus email address (@cau.edu) is the address to which the University sends official email notifications and will become the 'preferred' email address in BANNER Web for all enrolled students. It is your responsibility to make sure that you read your email in your official University email account. If you need technical assistance, please contact Office of Information Technology and Communications at (404) 880-8106 or ellucian@service-now.com

CANVAS
CANVAS is Clark Atlanta University's learning management system chosen to supplement face-to-face classes and provides a platform for online classes. It is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs. CANVAS offers an easy way to contact your instructors, download and access course documents, and check your grades. Canvas and its hosting infrastructure are designed for maximum compatibility and minimal requirements. **Students are required to have access to a computer that meets the following standards:**

1. Operating Systems - Windows XP SP3 and newer or Mac OSX 10.6 and newer.

2. Computer Speed and Processor - Use a computer 5 years old or newer when possible with at least 1GB of RAM and 2GHz processor.

3. Internet Speed - Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments with a minimum of 512kbps.

Panther Access Worldwide (PAW) Card Office
The Panther PAW Card is a multi-functional identification card that provides the cardholder access to a wide variety of functions on-campus. The validated ID enables students who are enrolled to gain access to university services (e.g., residence halls, library, meal plans, parking, print shop, computer labs, athletic events, etc.).

Upon enrolling at Clark Atlanta University, new students will receive a valid student identification card through the Panther Paw Office. For returning students card activation is valid upon becoming financially enrolled each semester. The student identification card must always be carried and presented upon request by university officials. Students should report immediately

missing PAW Cards. Lost or stolen cards must be reported to the Panther PAW Card Office and/or Public Safety. If a card is found, it must be returned to the Panther PAW Card Office. There will be fee ($25) charged for all replacement ID cards. A student who needs to have personal information updated (last name, date of birth etc.) must report to the University Registrar to make the official change. Once the change has been updated in Banner, the student can report to the Panther PAW Office to request a replacement ID card. The student must bring in the old ID card to get the updated ID card at no cost.

Fraudulent use of the ID card will result in the confiscation of the card and the owner being denied further use of the card except in academic matters and disciplinary action. Any unauthorized use, lending, or tampering warrants revocation, disciplinary and/or legal action. The card holder will be liable for any transaction of the card. Additional information can be found at:

https://www.cau.edu/campus-services/Panther%20PAW%20Card/index.html or by calling 404-880- 8729

Disability Services Center

Clark Atlanta University is committed to the implementation of the Americans with Disabilities Act (ADA) providing an equal educational opportunity for all qualified students with permanent or temporary disabilities which are physical and mental. Accommodations are academic adaptations that do not compromise academic standards or the mastery of essential course elements but provide students with disabilities an equal opportunity to succeed. These accommodations include, but are not limited to, academic adjustments, auxiliary aids and services, student services, mentorship programs, readers and scribes, career counseling, seminars, priority scheduling tutorial services, referral to state and community resources, and disability parking.

If a student has any condition, such as a physical or mental disability, which makes it difficult to carry out the work as outlined in a course or which will require extra time on examinations or other assignments, the student should notify the instructor preferably in the first two weeks of the course, so that appropriate arrangements may be made. If the disability is not readily identifiable—e.g., a learning disability, it is appropriate for a faculty member to contact the Office of Disability Support Services to see if the student is registered with them, and if not, ask that s/he do so. Faculty may not ask to see the student's medical records or the results of psychological testing of the student, but the DSC will verify that the student does indeed have the claimed disability and will advise faculty on reasonable accommodations. The Disability Services Center is located in Room 300 of the Trevor Arnett Hall, (404) 880-8044.

Student and Alumni Organizations

During orientation, classes, Advocacy Day, and in field practicum, the School of Social Work encourages students to organize groups or caucuses that focus on areas of special interest and advocacy. All social work students can attend meetings. In accordance with NASW Code of Ethics, the SSW groups do not discriminate against a person based on gender, age, race/ethnicity, sexual preference, religious belief, national origin, marital status, political belief, physical or mental illness or handicap, or any other preference or personal characteristic, condition or status.

A.   Co-curricular Activities

Some opportunities for acculturation to the Social Work profession will take place in the form of co-curricular activities. Co-curricular activities are designed to support, reinforce, and provide service/learning opportunities not otherwise available through the undergraduate curriculum. The activities provided through co-curricular activities include participation in local and national professional conferences, participation in community meetings, organizing and attending workshops, writing and delivering papers at organizational meetings, speaking at local gatherings, and volunteering in local agencies.

The Program assumes responsibility for the socialization of students into the profession of Social Work. Faculty and students' participation in on-campus and off-campus teaching and learning activities aid the socialization process; social work and social welfare related groups; agencies and organizations; and in other planned professional development activities. The faculty uses every opportunity to integrate on-campus instruction with off-campus experiential learning to prepare students for the several roles and functions inherent in their career choice. Therefore, the Program stresses active student participation in community projects; membership in professional and scholarly organizations; and knowledge of and involvement in civic matters, current social issues and other similar activities, as a means of preparing for "real" life. In addition, the Program is designed such that there is formal student input in all matters related to curriculum and program development and changes.

The School encourages students to organize clubs focused on areas of special interest or advocacy. Examples of organizations at the school are:
- ...Organization for Social Change Constitution (1979) (Appendix B)
- ...WMYJ School of Social Work ABSW

University Student Organizations

Student Involvement and Leadership provide students with educational experiences beyond the classroom. Participation in substantive program activities can afford students a variety of pleasurable and enriching experiences which will augment classroom instruction and better equip them to discharge personal and citizenship responsibilities. Through clubs and organizations as well as cultural, social, recreational, and leadership programming, student life programs and student activities make available to students as many opportunities as possible for leadership development and self-realization. More specific information and guidelines on student activities and student organizations can be found in the Student Organization Resource Guide on the website Student Involvement and Leadership
https://www.cau.edu/studentlife/index.html

Alumni Association

The Alumni Association for the School of Social Work is located with the Clark Atlanta University Office of Alumni Relations. We encourage you to join the Alumni Association upon graduation from the program. Further information is available at
https://www.cau.edu/institutional-advancement/Alumni%20Relations/index.html

Appendices

CRITERIA FOR FORMAL ADMISSION
TO THE BACCALAUREATE OF SOCIAL WORK PROGRAM
CLARK ATLANTA UNIVERSITY
WHITNEY M. YOUNG JR. SCHOOL OF SOCIAL WORK

The Whitney M. Young Jr., School of Social Work is responsible to the social work profession and to the consumers of professional social work services for ensuring that it recruits, admits, and retains students with the potential and motivation for competent professional social work practice upon graduation from the program. One of the mechanisms for insuring this is the program's admission policies and procedures.

In order for undergraduate students to be eligible to enter the BSW Program, each student must complete the application process outlined below.

The application process must be completed prior to the semester in which the student will enroll in Social Work major courses. The application packet includes the following materials:

1. **Application Form.** This form becomes the cover sheet for the application packet. Application forms are available from the Office of Student Affairs or the BSW Director.

2. **Volunteer Experience Form**. This form provides documentation of completion of volunteer experience or equivalent and submission of a positive "Supervisor's Reference Form" from the supervisor of the experience.

3. **Personal Statement.** This narrative statement should include: motivation for becoming a social worker; relevant work, volunteer or life experiences; strengths and limitations for effective social work practice; personal commitment and agreement to abide by the values and ethics of the social work profession; career goals and indication of fields of practice preference or areas where you would not feel comfortable working.

4. **Ethical Principles/Guidelines for CAU Social Work Students.** By signing this statement, you are acknowledging that you have read, understand and agree to abide by and behave in accordance with the "Ethical Principles/Guidelines for Social Work Students". This statement is contained in the admissions packet.

5. **Documentation of Completion of Liberal Arts Requirement:**

    You must have completed or be enrolled in the following courses at the time you apply for admission; the courses must be completed with a GPA of at least 2.5:

Core Courses	Credit Hr.	Grade	Quality Pts.	Date _
(2) First Year Seminar	2	___/___	_____	_____
(2) English Composition	___6	___/___	_____	_____
(1) Foreign Language	___6	___/___	_____	_____
World Literature	___3	_____	_____	_____
History	___3	___/___	_____	_____
Humanities	___3	_____	_____	_____
Computer Application	___3	_____	_____	_____
Mathematics	___3	___/___	_____	_____
Critical Thinking/Religion	___3	_____	_____	_____
General Psychology	___3	_____	_____	_____
Biological Science/General Biology. 3/4_		___/___	_____	_____
Politics & Global Issues	___3	_____	_____	_____
Intro to Sociology	___3	_____	_____	_____
Princ. Economics/P Finance___3		_____	_____	_____
(3) Open Elective	9	_____	_____	_____

TOTAL(S):

__21/____	56/57/_____	_____	_____
COURSES	**CREDIT HRS**	**CORE GPA**	**TOTAL PTS**

_____   _____

Print Name   Date

_____   _____

Signature   Date

5a.   Documentation of Completion of Pre-Requisite Course Requirement:

Pre-Requisite Courses Pts. Date	Credit Hrs.	Grade	Quality
Intro to Social Work	3		
Intro to Professional Helping	3		

TOTAL(S):
COURSES   CREDIT HRS   CORE GPA   TOTAL
PTS

Print Name   Date

Signature   Date

6.   Copy of current transcript documenting overall GPA of 2.5.

The above materials are submitted to the Director, Office of Student Affairs; in the Whitney M. Young Jr., School of Social Work. Application materials are reviewed by the BSW Admissions Committee which consists of the BSW Director and all other Whitney M. Young Jr., School of Social Work faculty. In addition to the reviewing of the content of the application materials, the student will be asked to interview with a faculty member to resolve any questions and to provide additional information.

Upon completion of the materials review and interview, the student will be informed in writing by the BSW Program Director or Office of Student Affairs of his or her admission status.

**SAMPLE APPLICATION FOR
ADMISSION BACCALAUREATE
PROGRAM CLARK ATLANTA
UNIVERSITY
WHITNEY M. YOUNG JR. SCHOOL OF SOCIAL WORK**

**(All applications must be completed electronically. Upon completion of
prerequisites, students will be given access to the application portal.)**

Date: _____

Name: _____ Student

ID#: _____

Permanent Address:

_____

Local Address:

_____

Telephone: (Cell) _____ (Permanent) _____

Classification (Circle One): Sophomore/ Junior/ Senior

Sex: Female_____   Male_____   Date of Birth: _____

Race or Ethnic Origin: _____ Health _____

Criminal Record*: _____ Yes   _____ No

***Please note that a yes will not prohibit you from majoring in social work, but may limit
  your practicum placement and career options.**

Previous Major if Applicable: _____

CAU Student_____   Major _____

Transfer Student: Yes ____ No _____ If Yes, College: _____

If transfer student, courses accepted by CAU?

Honors or Distinguished Service Awards:

Organizational Affiliations and Memberships:

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GUIDELINES FOR PREPARING YOUR PERSONAL STATEMENT

Instructions: In preparation for your admissions interview, you are required to prepare a typed personal statement which should be a minimum of three and no more than five pages double spaced. Your personal statement should address the following:

1.   Describe your motivation(s) for becoming a social worker.

2.   Describe any employment, volunteer, or life experiences, which you believe have helped prepare you to pursue a career in social work.

3.   What strengths do you bring to professional social work practice?

4.   What do you consider to be areas in which you need additional growth and development in relation to professional social work practice?

5.   Discuss your commitment to abide by the values and ethics of the social work profession. Identify and describe any areas in which your personal values conflict with professional social work values. If value conflicts do exist, please describe your plans to resolve the conflicts.

6.   Describe your immediate and long-range career goals and list your fields of practice preferences (client populations/social problems/agency settings).

7.   List any client populations, social problems, or agency settings with which you would not feel comfortable. Please explain.

8.   Please include, at this point, any additional information you believe to be relevant to your application for admission to the professional core courses.

Ethical Principles/Guidelines for CAU Social Work Students

[Adapted for use by the Bachelor of Social Work Program, from the Code of Ethics of the National Association of Social Workers.]

Basic Conduct/Integrity

- The CAU Social Work Student should not participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation.
- The CAU Social Work Student should not misrepresent professional qualifications, education, experience, or affiliations.
- The CAU Social Work Student should not exploit professional relationships for personal gain.
- The CAU Social Work Student should avoid relationships or commitments that conflict with the interests of clients.
- The CAU Social Work Student should not exploit relationships with clients for personal advantage.
- The CAU Social Work Student should under no circumstances engage in sexual activities with clients.
- The CAU Social Work Student should not engage in any action that violates or diminishes the civil or legal rights of clients.
- The CAU Social Work Student should use with scrupulous regard, and only for the purpose for which they are intended, the resources of the employing, volunteer or field agency.
- The CAU Social Work Student must not provide social work services while under the influence of alcohol, other mind-altering or mood-altering drugs, or physical or psychological illness, which impairs delivery of such services.

Confidentiality

- The CAU Social Work Student should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
- The CAU Social Work Student should obtain the client's informed written consent before releasing confidential information except when required by law or judicial order or for the purposes of professional supervision and/or consultation.

Values and Ethics

- The CAU Social Work Student should uphold and advance the values, ethics, knowledge, and mission of the profession.
- The CAU Social Work Student should take action through appropriate channels against unethical conduct by any other member of the profession.

Nondiscrimination, Respect for Diversity, Social Justice

- The CAU Social Work Student should not practice, condone, facilitate or collaborate with any form of discrimination on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other preference or personal characteristic, condition or status.
- The CAU Social Work Student should act to prevent and eliminate discrimination against any person or group on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other preference or personal characteristic, condition or status.
- The CAU Social Work Student should act to expand choice and opportunity for all persons, with special regard for disadvantaged or oppressed groups and persons.
- The CAU Social Work Student should promote conditions that encourage respect for the diversity of cultures which constitute society.
- The CAU Social Work Student should advocate changes in policy and legislation to improve social conditions and to promote social justice.
- The CAU Social Work Student should encourage informed participation by the public in shaping social policies and institutions.

Responsibilities to Clients, Colleagues and the Profession

- The CAU Social Work Student should regard as primary the service obligation of the social work profession.
- The CAU Social Work Student should serve clients with devotion, loyalty, determination, and the maximum application of professional skill and competence.
- The CAU Social Work Student should seek advice and counsel of colleagues and supervisors whenever such consultation is in the best interest of clients.
- The CAU Social Work Student should treat colleagues with respect, courtesy, fairness, and good faith.
- The CAU Social Work Student should not exploit a dispute between a colleague and employers to obtain a position or otherwise advance the student's interest.
- The CAU Social Work Student should extend to colleagues of other professions the same respect and cooperation that is extended to social work colleagues.
- The CAU Social Work Student who anticipates the termination or interruption of service to clients should notify clients promptly and seek the transfer, referral, or continuation of service in relation to the clients' needs and preferences.
- The CAU Social Work Student should protect and enhance the dignity and integrity of the profession and should be responsible and vigorous in discussion and criticism of the profession.
- The CAU Social Work Student should take responsibility for identifying, developing, fully utilizing and keeping current with knowledge for professional practice.

Research and Scholarship

- The CAU Social Work Student engaged in study and research should be guided by the conventions of scholarly inquiry.

- The CAU Social Work Student engaged in research should consider carefully its possible consequences for human beings.
- The CAU Social Work Student engaged in research should ascertain that the consent of participants in the research is voluntary and informed, without any implied deprivation or penalty for refusal to participate and with due regard for participants' privacy and dignity.
- The CAU Social Work Student engaged in research should protect participants from unwarranted physical or mental discomfort, distress, harm, danger, or deprivation.
- The CAU Social Work Student who engages in the evaluation of services or cases should discuss them only for the professional purposes and only with persons directly and professionally concerned with them.
- Information obtained about participants in research should be treated as confidential.
- The CAU Social Work Student should take credit only for work actually done in connection with scholarly and research endeavors and credit contributions made by others.

My signature below acknowledges that I have read, understand and agree to abide by the Ethical Principles/Guidelines for WMYJSSW-BSW Social Work Students.

Print Name_____   Date_____

Signature_____   Date____

SOCIAL WORK VOLUNTEER/WORK EXPERIENCE

Instructions to student: This form is to be completed by you and the supervisor of your volunteer/work experience. The completed form is to be included with your application materials and serves as documentation of satisfactory performance of your volunteer/work experience.

Student _____

Supervisor _____

Agency _____

Agency Address _____

_____

_____

Agency Phone _____

To be completed by student:

Dates of experience _____ to _____

Mo/day/yr   mo/day/yr

Number of hours completed _____

Brief description of experience:

_____

_____

Student Signature _____

To be completed by supervisor:

_____

_____

I certify that the above named student satisfactorily completed the volunteer/work experience

described above. ____Yes ____No

If no, please

explain: _____

_____

Supervisor Signature _____

Ethical Principles/Guidelines for CAU Social Work Students

[Adapted for use by the Bachelor of Social Work Program, from the Code of Ethics of the National Association of Social Workers.]

Basic Conduct/Integrity

- The CAU Social Work Student should not participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation.
- The CAU Social Work Student should not misrepresent professional qualifications, education, experience, or affiliations.
- The CAU Social Work Student should not exploit professional relationships for personal gain.
- The CAU Social Work Student should avoid relationships or commitments that conflict with the interests of clients.
- The CAU Social Work Student should not exploit relationships with clients for personal advantage.
- The CAU Social Work Student should under no circumstances engage in sexual activities with clients.
- The CAU Social Work Student should not engage in any action that violates or diminishes the civil or legal rights of clients.
- The CAU Social Work Student should use with scrupulous regard, and only for the purpose for which they are intended, the resources of the employing, volunteer or field agency.
- The CAU Social Work Student must not provide social work services while under the influence of alcohol, other mind-altering or mood-altering drugs, or physical or psychological illness, which impairs delivery of such services.

Confidentiality

- The CAU Social Work Student should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
- The CAU Social Work Student should obtain the client's informed written consent before releasing confidential information except when required by law or judicial order or for the purposes of professional supervision and/or consultation.

Values and Ethics

- The CAU Social Work Student should uphold and advance the values, ethics, knowledge, and mission of the profession.
- The CAU Social Work Student should take action through appropriate channels against unethical conduct by any other member of the profession.

Nondiscrimination, Respect for Diversity, Social Justice

- The CAU Social Work Student should not practice, condone, facilitate or collaborate with any form of discrimination on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other preference or personal characteristic, condition or status.
- The CAU Social Work Student should act to prevent and eliminate discrimination against any person or group on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other preference or personal characteristic, condition or status.
- The CAU Social Work Student should act to expand choice and opportunity for all persons, with special regard for disadvantaged or oppressed groups and persons.
- The CAU Social Work Student should promote conditions that encourage respect for the diversity of cultures which constitute society.
- The CAU Social Work Student should advocate changes in policy and legislation to improve social conditions and to promote social justice.
- The CAU Social Work Student should encourage informed participation by the public in shaping social policies and institutions.

Responsibilities to Clients, Colleagues and the Profession

- The CAU Social Work Student should regard as primary the service obligation of the social work profession.
- The CAU Social Work Student should serve clients with devotion, loyalty, determination, and the maximum application of professional skill and competence.
- The CAU Social Work Student should seek advice and counsel of colleagues and supervisors whenever such consultation is in the best interest of clients.
- The CAU Social Work Student should treat colleagues with respect, courtesy, fairness, and good faith.
- The CAU Social Work Student should not exploit a dispute between a colleague and employers to obtain a position or otherwise advance the student's interest.
- The CAU Social Work Student should extend to colleagues of other professions the same respect and cooperation that is extended to social work colleagues.
- The CAU Social Work Student who anticipates the termination or interruption of service to clients should notify clients promptly and seek the transfer, referral, or continuation of service in relation to the clients' needs and preferences.
- The CAU Social Work Student should protect and enhance the dignity and integrity of the profession and should be responsible and vigorous in discussion and criticism of the profession.
- The CAU Social Work Student should take responsibility for identifying, developing, fully utilizing and keeping current with knowledge for professional practice.

Research and Scholarship

- The CAU Social Work Student engaged in study and research should be guided by the conventions of scholarly inquiry.

- The CAU Social Work Student engaged in research should consider carefully its possible consequences for human beings.
- The CAU Social Work Student engaged in research should ascertain that the consent of participants in the research is voluntary and informed, without any implied deprivation or penalty for refusal to participate and with due regard for participants' privacy and dignity.
- The CAU Social Work Student engaged in research should protect participants from unwarranted physical or mental discomfort, distress, harm, danger, or deprivation.
- The CAU Social Work Student who engages in the evaluation of services or cases should discuss them only for the professional purposes and only with persons directly and professionally concerned with them.
- Information obtained about participants in research should be treated as confidential.
- The CAU Social Work Student should take credit only for work actually done in connection with scholarly and research endeavors and credit contributions made by others.

My signature below acknowledges that I have read, understand and agree to abide by the Ethical Principles/Guidelines for WMYJSSW-BSW Social Work Students.

Print Name_____   Date_____

Signature_____   Date_____

APPENDIX B

ORGANIZATION FOR SOCIAL CHANGE

Dear Students:

The members of the Organization for Social Change welcome all incoming students to the Clark Atlanta University Undergraduate Program in Social Work. The Organization for Social Change was established in September 1979, by a group of socially concerned students and faculty members. The purpose of establishing this club was twofold: to enhance the academic and professional development of Social Work students, and to develop relations with the contiguous community.

The Organization for Social Change extends a personal invitation to all Social Work major to become a part of the Organization. Your participation will quantitatively and qualitatively increase the productivity of the Organization for change.

BACKGROUND INFORMATION

The Organization is a viable organ of the Undergraduate Program in Social Work, inasmuch as it serves as one collective voice of students in the program. The primary objectives of the Organization is to further the academic and professional interest of the students through a formal vehicle relating to the program administration, the faculty, professional Social Work organizations, and the community.

The student organization is sponsored by the program and organized and operated by the students. Students select representatives to participate in the governance of the program via the standing committee structure of the Undergraduate Program.

Through the student organization, students conduct community programs and projects, form study groups, and combine their knowledge, skills, and resources in solving internal and external problems with the Undergraduate Social Work Program and in the contiguous community.

Students may request a copy of the Organization's Bylaws and Constitution from the Undergraduate Office.

NABSW CODE OF ETHICS

The National Association of Black Social Workers, Inc., comprised of people of African ancestry, is committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research.

National Association of Black Social Workers, Inc. will work to create a world in which people of African ancestry will live free from racial domination, economic exploitation, and cultural oppression. In collaboration with national, international, and other appropriate groups, NABSW will continue to leverage its collective expertise to strategically develop capacity of people of African ancestry to sustain and flourish. NABSW's vision is guided by the Principles of the Nguzo Saba, which are Unity, Self-determination, Collective Work and Responsibility, Cooperative Economics, Purpose, Creativity, and Faith, and the Seven Cardinal Virtues of Ma'at, which are Right, Truth, Justice, Order, Reciprocity, Balance, and Harmony.

In American today, no Black person, except the selfish or irrational, can claim neutrality in quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principles.

In a sense of community awareness is a pre-condition to humanitarian acts, then we as Black social workers, must use our knowledge of the Black community, our commitments to its self-determination and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers, we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

I regard as my primary obligation the welfare of the Black individual, Black family, and Black community, and will engage in action for improving social conditions.

I give precedence to this mission over my personal interests.

I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.

I hold myself responsible for the quality and extent of service performed by the organization

in which I am employed, as it relates to the Black community.

I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organizations engaged in social welfare activities.

I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.

I will consciously use my skills, and my whole being, as an instrument for social change, with particular attention directed to the establishment of Black social institutions.

Code of Ethics of the National Association of Social Workers

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

OVERVIEW

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

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:
• strengthen and unify the profession
• promote the development of social work practice • advance sound social policies.
Promoting high standards of practice and protecting the consumer of services are major association principles.

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 wellbeing 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 worker's 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.

<h1 align="center">Ethical Principles</h1>

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
1.1   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.)

1.2   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.

1.3 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.

1.4 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.

1.5 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.

1.6 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.

1.7   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 client's circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

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

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

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

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or 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.

1.8 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.

1.9 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
2.1 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.

2.2 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.

2.3 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.

2.4   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.

2.5   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.

2.6   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.

2.7   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.

2.8   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.

2.9   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
3.1   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.

3.2 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.

3.3 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.

3.4 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.

3.5   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.

3.6   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.

3.7   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.

3.8 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.

3.9 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

4.1 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.

4.2   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.

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

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

4.5   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.

4.6   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.

4.7 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.

4.8 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
5.1 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.

5.2 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
6.1 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.

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

6.3 Public Emergencies

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

6.4 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.