BSW Program Handbook

Undergraduate Program in Social Work
“Quality Preparation Equals Quality Service”

Whitney M. Young, Jr., School of Social Work
Clark Atlanta University
Thayer Hall
James P. Brawley Drive at Fair Street, SW
Atlanta, Georgia 30314

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PREFACE

This handbook is intended to orient students to the Baccalaureate Social Work Program (BSW) at Clark Atlanta University’s Whitney M. Young, Jr., School of Social Work. It provides information on those topics most pertinent to students. We recommend that students read and use this handbook as a reference source. We will distribute supplements and changes as they occur. Students are encouraged to participate in the development, modification and changes in policies and procedures that govern the School through involvement on the various School Committees and the Organization for Social Change (OSC).

As you begin your professional education, we encourage you to participate in at least one major professional organization such as the National Association of Social Workers (NASW) and/or the National Association of Black Social Workers (NABSW). Participation in professional organizations will complement your academic and field work experiences and enhance your professional development.

You are joining a profession and a School of Social Work that has a rich history; and that have produced some outstanding social work professionals who have made many contributions to the communities and states in which they reside, the nation and the world.

The provisions of this Handbook are not to be regarded as an irrevocable contract between the student, the School and the University. The School and University reserve the right to make and designate the effective date of changes in School or University policies and other regulations at any time such changes are considered to be desirable or necessary.
ADMINISTRATION, FACULTY & STAFF ROSTER

Dr. Vimala Pillari, Dean
Dr. Margaret S. E. Counts-Spriggs, Chair, BSW Program

Faculty                                Phone
Mustapha Alhassan, MSW, Ph.D.           404-880-6834
Mary Curtis Ashong, MSW                 404-880-8861
Margaret S.E. Counts-Spriggs, Ph.D.     404-880-8863
Roslyn A. Harper-Arnold, Ph.D.          404-880-8632

Professional Staff                     Phone
Darrin E. Wright, Ph.D.                 404-880-8553
Director, Field Instruction and Practicum Placement Activities

Administrative Support Staff           Phone
Claudette Rivers King                   404-880-8578
Cynthia Winzer                         404-880-8399
History

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 School has maintained its accreditation since 1952.

The School offers three degree granting programs leading to the baccalaureate of social work degree, the master of social work degree, and the doctor of philosophy degree in social work. The Council on Social Work Education accredits the bachelor of social work and the master of social work programs, and the Southern Association of Colleges and Schools accredits all programs at the University.

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.

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

Mission
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.

Vision
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 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. A liberal arts foundation provides the base upon which the professional self is shaped.

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.

The School implements its educational mission through its baccalaureate, master and doctoral degree programs. 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.

BSW Program Mission

The mission of the Baccalaureate Social Work (BSW) Program is to prepare beginning social work generalist practitioners with a broad range of knowledge and skills to advocate on behalf of culturally diverse at risk populations in a global setting.

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.

BSW Program Vision

The Whitney M. Young, Jr., School of Social Work Baccalaureate Program will prepare generalist social work practitioners with the appropriate practice and research skills, enabling effective responses to societal and economic issues faced by diverse populations.

BSW Program Objectives and Outcomes

BSW Program Objectives

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 is built 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 levels.

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 that prepare
students for social work generalist practice students are expected to gain practical experience through a field practicum in a social work agency during their senior year.

Program Objectives

The BSW Program is designed to prepare its graduates:

1. For entry-level generalist practice capable of practicing without discrimination with respect for all people, to include individuals, families, organizations and communities within a multicultural society.

2. To work with diverse groups by applying the bio-psycho-social theories, the use of the Afrocentric Perspective, Strengths Perspective and the values and ethics of the social work profession across the life span.

3. To link evidence-based research findings to practice, and evaluate their own practice.

4. To assume the role of change agent regarding issues, policies, and community that promotes social and economic justice and human rights.

5. To build a foundation for entry-level practice and/or advanced graduate studies.

The BSW Program institutionalizes its mission and objectives through the universal social work core competencies.

BSW Program Student Learning Outcomes

Associated with the above mission, vision and objectives, 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 ten core competencies identified by the Educational Policy and Accreditation Standards (EPAS) of Social Work Education and the BSW Program which are listed below:

EP 2.1.1: Identify as a professional social worker and conduct oneself accordingly.
- PB 1: Advocate for client access to the services of social work.
- PB 2: Practice personal self-reflection and self-correction to assure continued professional development.
- PB 3: Attend to professional roles and boundaries.
- PB 4: Demonstrate professional demeanor in behavior, appearance, and communication.
- PB 5: Engage in career-long learning.
- PB 6: Use supervision and consultation.

EP 2.1.2: Apply social work ethical principles to guide professional practice.
- PB 7: Recognize and manage personal values in a way that allows professional values to guide practice.
• PB 8: Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the IFSW Statement of Principles.
• PB 9: Tolerate ambiguity in resolving ethical conflicts.
• PB 10: Apply strategies of ethical reasoning to arrive at principled decisions.

EP 2.1.3: Apply critical thinking to inform and communicate professional judgments.
• PB 11: Demonstrate information literacy by distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom.
• PB 12: Analyze models of assessment, prevention, intervention, and evaluation.
• PB 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

EP 2.1.4: Engage diversity and difference in practice.
• PB 14: Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
• PB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
• PB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences.
• PB 17: View themselves as learners and engage with those with whom they work as informants.

EP 2.1.5: Advance human rights and social and economic justice.
• PB 18: Understand the forms and mechanisms of oppression and discrimination.
• PB 19: Advocate for human rights and social and economic justice.
• PB 20: Engage in practices that advance social and economic justice.

EP 2.1.6: Engage in research-informed practice and practice-informed research.
• PB 21: Use practice experience to inform scientific inquiry.
• PB 22: Use research evidence to inform practice.

EP 2.1.7: Apply knowledge of human behavior and the social environment.
• PB 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
• PB 24: Critique and apply knowledge to understand person and environment.

EP 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
• PB 25: Analyze, formulate, and advocate for policies that advance social well-being.
• PB 26: Collaborate with colleagues and clients for effective policy action.

EP 2.1.9: Respond to contexts that shape practice.
• PB 27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
• PB 28: Provide leadership in promoting sustainable changes in service-delivery and practice to improve the quality of social services.

EP 2.1.10a-d: Engage, assess, intervene, and evaluate with individuals, families, groups.

EP 2.1.10a: Engagement
• PB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
• PB 30: Use empathy and other interpersonal skills.
• PB 31: Develop a mutually-agreed upon focus of work.

EP 2.1.10b: Assessment
• PB 32: Collect, organize, and interpret client data.
• PB 33: Assess client strengths and limitations.
• PB 34: Develop mutually-agreed upon intervention goals and objectives.
• PB 35: Select appropriate intervention strategies.

EP 2.1.10c: Intervention
• PB 36: Initiate actions to achieve organizational goals.
• PB 37: Implement prevention interventions that enhance client capacities.
• PB 38: Help clients resolve problems.
• PB 39: Negotiate, mediate, and advocate for clients.
• PB 40: Facilitate transitions and endings.

EP 2.1.10d: Evaluation
• PB 41: Critically analyze, monitor, and evaluate interventions.

EP 2.1.11: Knowledge of the Afrocentric Perspective
• PB 42: Use and apply knowledge of the WMYJSSW Integrative Themes of the Autonomous Social Work Model, Humanistic Values and the Afrocentric Perspective to understand bio-psycho-social and spiritual variables that affect individual development across the lifespan, and family, groups, organizations and community developmental behaviors.

EP 2.1.12: Utilization of technology for professional development and practice.
• PB 43: Integrate technology into research, discussions and presentations.

The student must be able to integrate values, ethics, knowledge, and skills in order to be a competent beginning social work practitioner. The program will challenge each student to examine his/her values, beliefs, and behaviors as part of a growth process essential for helping others. Social work values and ethics as they may be applied in professional settings will be advocated. The faculty of the Social Work Program supports the values and the Code of Ethics of the National Association of Social Workers (NASW) and the National Association of Black Social Workers (NABSW).
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. Every effort will be made to move students toward graduation and to prepare them to successfully advance in the profession.

The Social Work Program will strive to serve in a professional capacity the needs of society through community service projects, research, educational forums, and cooperative links with agencies. The program will support and promote involvement in the social work profession. Faculty and students will be encouraged to be active contributors through participation and leadership in professional organizations, conferences, and other activities, i.e. NASW, NABSW and OSC.

**Philosophy**

An interdisciplinary philosophy has been adopted by the Program, which promotes the value that quality service to the client is paramount. Vital to this philosophy is the belief that all social work professionals must share knowledge and mutual respect in reaching a common goal of improving the quality of life for all. The BSW Program has implemented a consistent course of instruction, which exposes the student to those areas of knowledge and experience necessary for identifying with the profession of social work. Standards proposed by the Council on Social Work Education (CSWE) are fully endorsed. The curriculum offers opportunities to learn about other human service disciplines through coursework and shared classes. The student is taught effective methods of working with a variety of systems including individuals, families, groups, and communities. Social work majors complete their major requirements during the last two years of matriculation at Clark Atlanta University which emphasizes the need for a broadly based liberal arts education, the Social Work foundation curriculum, and the Professional Curriculum of the BSW Social Work Program.

The BSW social work content areas begin upon the completion of the general studies (liberal arts) courses after the first two years of matriculating at the University. Upon successful completion of the two professional introductory courses, and acceptance into the BSW Professional Social Work Program, students majoring in social work enroll in professional courses to include social welfare policy, practice methods, human behavior and the social environment, research and courses that address social and economic justice, oppression, populations-at-risk and field practicum. The field practicum is an exciting opportunity for students to work in an agency setting and apply theories learned in the classroom to client systems prior to graduation.

**Accreditation**

Each student who successfully completes program requirements receives a Bachelor of Social Work (BSW) degree. The BSW social work program at 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). 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.

**Generalist Model**
The BSW Program at Clark Atlanta University Whitney M. Young, Jr., School of Social Work trains students as generalist social work practitioners. 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.¹

As a generalist practitioner, the graduate of the Baccalaureate Program in Social Work is one whose primary concern is for diverse clientele. This model attempts to overcome the stereotypes of the narrowly specialized worker who might function exclusively as counselor, community organizer, caseworker, or group facilitator. A broad range of helping functions is available to the generalist, enabling effective responses to the immediate problem or need which is being experienced, as well as to conditions in the community and/or society, which cause the problem or present barriers to its resolution. The Clark Atlanta University Whitney M. Young, Jr., School of Social Work undergraduate generalist model encompasses tasks, procedures, and processes common to social work practice.

**WMYJSSW Integrative Themes**
The BSW curriculum is shaped by the School’s mission, goals, and objectives. Three integrative themes chosen by the Whitney M. Young, Jr., School of Social Work that is deeply embedded in the School’s history are: Autonomous Social Work Practice; humanistic values; and the Afrocentric Perspective. These three integrated themes use the strengths perspective as an organizing framework. Students are introduced to these themes and organizing framework in the first semester of study and they are incorporated throughout the curriculum.

**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 perform these roles and skills as minimum performance standards of the autonomous social work practice model.

**Humanistic Values**

Humanistic values reflect the second theme embedded within the MSW curriculum and conceptual framework. Humanistic values reflect the MSW 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.

The humanistic values perspective incorporates the following principles:

1. Love (agape) is essential to collective human development;
2. All people are created with equal ability and potential (barring pre and post-natal stress);
3. All human beings have the inherent right to dignity, respect, and personal confidentiality;
4. The satisfaction of basic human needs is a primary responsibility of society and must be the basis upon which society distributes its resources;
5. Perceptions and life experiences of all human beings have value for them;
6. All human beings must have the right to significantly influence the decisions that affect their lives, and
7. Cooperation as opposed to competition is a requisite for developing human communities.

**The Afrocentric Perspective**

The Afrocentric Perspective focuses on ways in which the African culture and African heritage affect the worldview, values and behavior of people, and takes into account the African origins of African Americans in America and America’s response to their quest for freedom, justice and equality. The Afrocentric Perspective points out the survival patterns of African Americans, Africans in the Diaspora in order to increase understanding of the human condition. In teaching and learning, emphasis is given to the ability to understand the importance of the role of culture in determining how African Americans view their ability to address power, position, and resources in relation to the larger society.

The Afrocentric Perspective asserts that differences in culture, worldview, and historical experiences exist between African Americans and European Americans just as there are differences between other people of color and Europeans. Thus, the Afrocentric Perspective defines and portrays some of these differences and their implications for social work education, human behavior, research, policy, and practice.
The Afrocentric Perspective is defined as a way of seeing, reasoning, thinking and understanding of the distinct nexus between the transmissions from Africa to America, which though fractured, is nevertheless not to be neglected.

Undergraduate Social Work at Clark Atlanta University

Entry-level social work is a professionally directed, values-oriented series of functions and activities designed to restore and/or improve the general and specific social functioning of individuals, families, groups, organizations and communities. This includes social caretaking, rehabilitation/habilitation, planned change, and prevention of social dysfunction. The Whitney M. Young, Jr., School of Social Work baccalaureate graduates will, upon graduation, possess competencies primarily in the provision of generalist practice. At the baccalaureate level, most social workers are in direct service positions; however, some baccalaureate level practitioners are found in every level and area of social work.

Typical examples of agency settings in which BSW social workers are employed are: elementary and secondary schools (pupil personnel services); juvenile and domestic courts; public housing projects; local, state, and federal social services offices; youth and family services agencies; recreation centers; public and private counseling and guidance centers; selected public and private industries; correctional institutions; hospitals, and related facilities; mental health settings; and a variety of service areas related to categories of persons at risk because of age, sex, race, social class, and/or disability and trauma.

BSW Program Requirements and Procedures

The Student 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 a Graduate Social Work Program.

BSW Program 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:
The above courses include the University’s General Education Requirements of fifty-four (54) credit hours, the additional three courses of liberal arts education and the two social work prerequisite courses required by the BSW Program for a total of 69 credit hours. **See General Education Core Requirements CAU Undergraduate Catalog.**

### Professional Curriculum

The curriculum for the BSW major includes the foundation courses of social welfare policy, research, human behavior and the social environment, social work practice, and field instruction. CSWE and licensing boards consider knowledge in these areas essential for the professional social worker. In order to ensure that each student acquires this knowledge, 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. 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 will not be compromised based on requests by individual students and their special circumstances.

The BSW Program is offered only to full-time Junior and Senior Undergraduate Students who
have met the requirement for admittance into the Program, which has its own application process. Non-social work students may seek permission to take selected courses within the Program with the permission of the Director and Dean of the School.

**BSW Program Admission Requirements**

Students applying to the BSW Program must demonstrate successful completion of two (6 credit hours) social work introductory courses; CUSW 200 – Introduction to Social Work and CUSW 202 Introduction to Helping Professions. Students must earn a grade of “B” or better. In addition, students must also complete the fifty-seven credit hours toward the Liberal Arts Core requirement prior to application to the BSW. Students must submit a formal application and submit a 500 word personal statement. Lastly, students are expected to have completed 30 service learning hours in a social service agency.

Upon receipt of the student’s application, the Student is scheduled an interview with a member of the BSW faculty.

**A. Requirements for Admission**

Students interested in becoming a social work major must meet the following criteria.

1) Admission to the University
2) Formal major declaration in social work
3) Completed and submitted application to the BSW Program. Application may be obtained from the Office of the BSW Program Chair.
4) Grade Point Average (GPA) 2.5 or better
5) Completion of an interview with a BSW Program faculty member during the Spring Semester of the sophomore year or summer leading into the Major Junior Core Curriculum. (This interview is to ascertain students’ interest and readiness for entry-level professional social work education.)
6) Completion of two undergraduate social work courses: Introduction to Social Work (USW 200) and Introduction to Professional Helping (USW 202) with a "C" or better in each.

**B. Process of Applying for Admission**

1) Meet requirements listed above
2) Schedule an interview with one or more School of Social Work faculty members. The student should:
   (1) notify faculty member before the interview if it cannot be kept;
   (2) be on time;
   (3) dress appropriately;
   (4) be prepared to discuss knowledge of the profession, reasons for choosing social work, and one’s professional goals.

If the applicant meets admission standards, a letter of acceptance will be sent no later than sixty days after the interview.
If the student does not meet stated requirements, a letter of conditional admission or denial will be sent detailing areas of deficiency and a conference will be scheduled to discuss the deficiencies. The specific reason(s) for denial will be provided both verbally and in writing. An opportunity will be provided for the student to take remedial action. Students are encouraged to utilize the University’s procedural process for appeal (CAU Undergraduate Policies and Procedures Handbook).

BSW PROGRAM CURRICULUM

The BSW curriculum builds upon a liberal arts foundation, which encompasses content in the humanities, social sciences, mathematics and biophysical sciences. Additionally, the curriculum supports cultural, social, racial, and ethnic diversity. Indeed this aspect of the curriculum provides knowledge about an appreciation of differences, which is important for a multi-dimensional and highly technical society.

Courses are sequenced such that vertical and horizontal integration can occur. Underlying this sequencing is the educational philosophy, which insures a learning process that moves from concept building and knowledge development to concept utilization and abstract reasoning. In the first two years, students will become familiar with social work theories and concepts; and in the third and fourth years, will solidify their knowledge base by applying these concepts to practice. Students are assured of non-repetitive social work practice knowledge, rested upon a firm foundation, by observing prerequisites where required and following courses in sequential order. The curriculum provides evaluation and professional components development. Program faculty, selected agency staff, students, and related faculty participate in the evaluation and/or BSW program development process. Additionally, external consultants and other professionals, facilitate further curriculum evaluation and development. This process allows for continuous assessment and maintenance of a curriculum that remains on the cutting edge of knowledge and practice.

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 welfare and social work 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 in order 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 Clark Atlanta University Whitney M. Young, Jr., School of Social Work Undergraduate Social Work Program builds upon a liberal arts foundation and provides general and specific
knowledge, which supports socialization into the profession of social work. In the freshmen year, students engage in content related to the biological and physical development of all human beings; learn whatever "laws of nature" there are; demonstrate a basic understanding of human societies, arts and cultures, philosophical questions and answers; and assess past and present development in these areas. In addition, students are required to demonstrate logical thinking; the ability to read, speak, write and communicate with precision, and in an orderly fashion. Students are introduced to and required to demonstrate basic understanding of inquiry and scientific methodology through academic and field practicum experiences.

These general and specific clusters of knowledge and experiences serve as a base for subsequent integration and teaching/learning experiences in social welfare policy and legislation, human behavior and the social environment, and practice competencies and other aspects of professional service giving. For example, content from humanities regarding world civilization, philosophy, literature, religions, etc., provides a framework of values and ethics useful for present social work dilemmas as students search for more humane ways to provide services.

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.

DEGREE REQUIREMENTS

The Bachelor of Social Work requires the following courses in addition to the College General Education requirements. These twenty-one courses total six (69) credit hours. When combined with the University’s required general education core of fifty-four (54) credit hours the number of hours to earn a degree in social work is one-hundred-twenty-three (123) credit hours. The four year Baccalaureate Social Work Advisory Plan is located in Appendix A.

**Sophomore Year (6 Hours)**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSW 200 Intro to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>CSCJ 205 Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>CECO 250 Principles of Economics</td>
<td>3</td>
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</table>

**Total** 15

**Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>CUSW 202 Introduction to Professional Helping</td>
<td>3</td>
</tr>
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</table>
**Junior Year (27 Hours)**

**Fall Semester**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSW 301 Social Research Methods for Social Work Practice I</td>
<td>3</td>
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<tr>
<td>CUSW 350 Issues of Health Disparities Among Minority Populations</td>
<td>3</td>
</tr>
<tr>
<td>CUSW 411 Social Work Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CUSW 360 Interpersonal Skills Laboratory</td>
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**Total 12**

**Spring Semester**

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>CUSW 300 Social Welfare Policy</td>
<td>3</td>
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<tr>
<td>CUSW 302 Statistics for Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>CUSW 412 Mental Health of Diverse Groups</td>
<td>3</td>
</tr>
<tr>
<td>CUSW 413 Child Welfare Programs &amp; Services</td>
<td>3</td>
</tr>
<tr>
<td>C_______ Open Elective</td>
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**Total 15**

**Senior Year (30 Hours)**

**Fall Semester**

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<tr>
<td>CUSW 401 Human Behavior I</td>
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<tr>
<td>CUSW 403 Practice Competencies I</td>
<td>3</td>
</tr>
<tr>
<td>CUSW 405 Field Instruction I</td>
<td>6</td>
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<tr>
<td>CUSW 415 Child Welfare: Abuse, Neglect &amp; Investigations</td>
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**Total 15**

**Spring Semester**

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<th>Courses</th>
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<tr>
<td>CUSW 402 Human Behavior II</td>
<td>3</td>
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<tr>
<td>CUSW 404 Practice Competencies II</td>
<td>3</td>
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<td>CUSW 406 Field Instruction II</td>
<td>6</td>
</tr>
<tr>
<td>CUSW 416 Social Work Practice with the Aged</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 15**

**Transfer Credit**

The University Undergraduate Admissions Office determines transfer credits from other institutions. The Undergraduate Program Chair 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 on the basis of catalog descriptions and/or course syllabi provided by the student to the Program Chair.
Academic Credit for Life and Previous Work Experience

The Undergraduate Social Work Program does not give credit to students for life experiences or previous work experiences under any circumstances. All students graduating from Clark Atlanta University must take field instruction and field seminar.

SOCIAL WORK COURSE DESCRIPTIONS

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.

CUSW 202: Introduction to Professional Helping. 3 Credits
This course is a study in self-assessment, personal values clarification, problem solving and interviewing skills for career choices in social services. A directed field observation experience of at least 50 clock hours is required. (CUSW 200 must be completed prior to or co-requisite with CUSW 200.)

CUSW 300: Social Welfare Policies and Services. 3 Credits
This course is designed to familiarize students with social welfare policy formation and how corresponding organizational structures that impact programs, services and clients. The course also explores and analyzes select historical and current perspectives in developing policy to address societal issues. Co-Requisite: CUSW 302, CUSW 412, and CUSW 413.

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: Co-Requisite: CUSW 350, CUSW 360 and CUSW 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. Co-Requisite: CUSW 300, CUSW 412 and CUSW 413.

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 is divided into 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. Co-Requisite: CUSW 301, CUSW 360 and CUSW 411.

CUSW 360: Interpersonal Skills Laboratory. 3 Credits
This course is designed to enhance basic social work skills such as interviewing, problem solving, time management, technical writing, group processing, and empathic understanding. This course is
also designed to assist students in developing effective communication and problem solving skills applicable to micro and mezzo systems. Co-Prerequisite: CUSW 301, CUSW 350 and CUSW 411.

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 and analyze and synthesize a range of behavioral constructs and contemporary social problems. Prerequisite: All required junior level courses. Co-Prerequisite: CUSW 403, CUSW 405 and CUSW 415.

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. Co-Prerequisite: CUSW 404, CUSW 406 and CUSW 416.

CUSW 403: Practice Competencies I. 3 Credits
This course is designed to 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: All required junior level courses. Co-Prerequisite: CUSW 401, CUSW 405 and CUSW 415.

CUSW 404: Practice Competencies II. 3 Credits
This course is designed to provide students with knowledge and skills to apply supervision, consultation, into generalist social work practice. Emphasis is placed 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. Co-Prerequisite: CUSW 402, CUSW 406, and CUSW 416.

CUSW 405: Field Instruction I. 6 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. Students complete 196 clock hours and participate in bi-monthly Seminars designed to provide students opportunities to discuss their experiences, bridging theories and real-life practice. Prerequisite: All required junior level courses. Co-Prerequisite: CUSW 401, CUSW 403 and CUSW 415. Students are in the field for two (2) days a week for Field Instruction I. Only Declared Social Work Seniors may enroll in this Course.

CUSW 406: Field Instruction II. 6 Credits
This course is an educationally directed practicum offered in a social service setting, emphasizing evaluation and research, and their relationships to improve social services delivery. Students complete a minimum of 204 clock hours and participate in bi-monthly Seminars. Seminars are designed to integrate and synthesize theories of social service administration with practice. Prerequisite: Satisfactory Completion of USW 405. Co-Prerequisite: CUSW 402, CUSW 404, and CUSW 416. Only Declared Social Work Seniors may enroll in this Course.

CUSW 411: Social Work Theory and Practice. 3 Credits
This course introduces the relationship of theory and practice skills needed to practice with all systems. Primary focus is placed on structural rather than personal explanations of social problems with concern for inequality and oppression. The course integrates social work values and ethics,

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. Life situations impacting the behavior of these populations are examined from an ecosystems perspective in an effort to understand the mental health problems that may emerge. Co-Requisite: CUSW 300, CUSW 302, and CUSW 413.

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 will be placed on the identification of child maltreatment, reporting procedures, and continuing professional interaction with children and families from a community-based and multidisciplinary perspective. Co-Requisite: CUSW 300, CUSW 302, and CUSW 412.

CUSW 415: Issues in Child Welfare: Abuse, Neglect and Investigation. 3 Credits
This course provides 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. Co-Requisite: CUSW 402, CUSW 404, and CUSW 416.

CUSW 416: Social Work Practice with the Aged. 3 Credits
This course is designed to 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. Co-Requisite: CUSW 402, CUSW 404, and CUSW 406.

FIELD PRACTICUM EXPERIENCE

Field experiences consist of a required/service learning agency experience of 50 clock hours in the pre-requisite course CUSW 202 Introduction to Professional Helping; class related field assignment; and educationally directed field instruction placement which requires a minimum of 400 clock hours in an agency setting. The primary purpose of all field experiences is to insure 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)

GRADUATE WORK

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 advance standing MSW Programs.

**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.

**CAREER DEVELOPMENT**

_A. Advisement_

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.

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 Coordinator of Field Instruction will conduct an interview with each student prior to his/her acceptance for Field Instruction. During the senior year, all students must meet with 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 in all Social Work offices. It is the responsibility of each student to know his/her advisor.

B. Student Rights and Responsibilities

Every student enrolled in the Undergraduate Social Work 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 Central Counseling Center
   (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 Undergraduate Program in Social Work 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.

C. COUNSELING SERVICES

The University Counseling Center (UCC) offers comprehensive counseling and broad-based mental health assistance to all CAU students. Some of the specific areas of focus at the UCC include psychological, interpersonal, and student development services and resources. The Center's professional staff members conduct individual and group behavioral/mental health assessments and counseling, case management, crisis intervention, prevention and educational programs in the areas of alcohol and substance use/abuse and sexual assault, self-development and enhancement programs, and a wide array of personal/social development programs.

The UCC is staffed by licensed mental health professionals, interns, and support staff who serve both undergraduate and graduate students during their matriculation at Clark Atlanta University. The UCC staff has been carefully selected to provide students with counseling services that are responsive to their individual needs. The UCC also coordinates and implements specialized programming that fosters students' well-being and total development.

The UCC is open Monday through Friday, 9:00 a.m. to 5:00 p.m. Students may make their own appointment by phoning the UCC at (404) 880-8044 or by simply walking in to schedule an appointment. University administrators, faculty, staff, parents, or other interested parties may refer students to the UCC. All services offered within the UCC are free of charge to CAU students. Confidentiality is strictly adhered to and highly regarded.
D. SERVICES FOR STUDENTS WITH DISABILITIES

Clark Atlanta University has a commitment to removing the barriers that deny individuals with disabilities an equal opportunity to share in and contribute to the vitality of American life. The Americans with Disabilities Act of 1990 mandates access to public accommodations, services, transportation, and communication. The Department of Disability Services promotes a supportive community for students with disabilities through the provision of reasonable academic accommodations. The Department of Disability Services also enhances the awareness of disability issues with the University community. The office is located in Kresge Hall Rm ___. The phone number is ______. Services include, but are not limited to, the following:

• Priority registration and assistance
• Communication with faculty/staff about disability needs
• Academic adaptation/adjustments
• Permission to tape lectures
• Note taker
• Enlarged print
• Assistance in locating readers, tutors and scribes
• Test accommodations and proctoring service
• Extended time on exams
• Extended time with class projects
• Interpreting services
• Removal of structural barriers
• Text Telephone Device
• Accessible parking
• Adapted housing

E. CAMPUS CULTURAL CREED and CORE VALUES

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.

F. CAU Core Values

University Core Values

Clark Atlanta University community draws motivation and direction through strongly held principles, which guide the manner in which we treat one another and those we serve. Our core values (I-SQuARED) serve as the foundation of each step we take toward achieving our vision.

1. Promote innovation and collaboration to unite and make significant contributions to the knowledge of humankind.

2. Uphold a student-centered ethos that is responsive to diverse student backgrounds, learning styles, and career aspirations.

3. Commitment to the pursuit of quality and excellence in service to all stakeholders.

4. Act with personal and professional accountability and integrity in all we do.

5. Exhibit respect for all individuals, workplace, and natural environment

6. Practice and nurture ethical behavior and social responsibility in all endeavors and toward all constituents.

7. Embrace and support all forms of human diversity and inclusiveness in all of our actions.

G. 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.

H. Grievances Procedure

Student may file a grievance. Students have a right to due process appeal to the University. The Academic and Practicum Grievance 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.

I. 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, and the Office of the Dean. If the concern is with the advisor the statements go to the Program Director and the Dean; 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 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 and Practicum Grievance Committee.

4. In matters pertaining to academic concerns, the Academic and Practicum Grievance
Committee will consist of the Chair of the Academic and Practicum Grievance Committee, the Student Educational Advisor, Faculty of question, the Student’s Faculty and Student Advocate, and a member of the 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 Committee 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.

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 on line).

J. Field Education

1. The agency supervisor and faculty liaison will make themselves available for consultation regarding field work issues. The student, the agency supervisor, and the faculty liaison will meet with each other prior to 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. The Program Director and Dean must be notified.

2. If the issue is not satisfactorily resolved between the student, field supervisor, and the faculty liaison, the compliant should be submitted in writing within five (5) working days, a request to review the concerns to the Chair of the Academic and Practicum Grievance Committee and the Office of the Dean. The other party or parties involved should also write a statement detailing his/her perspective of the situation. A written copy of the concern will be placed in the student’s field placement file.

3. The Academic and Practicum Grievance Committee will consist of the Chair of the Academic and Practicum Grievance Committee, who is the Director of Field Instruction for matters relating to field practicum, the Student Educational Advisor, Faculty (field supervisor) of question, the Student’s Faculty and Student Advocate, and a member of the 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, educational 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 (See CAU’s Graduate Student Handbook).

**K. Probation/Termination and Appeals Policies and Procedures**

**Probation and Dismissal**

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.

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.

A. Unsatisfactory academic work is defined in the University’s Undergraduate Catalogue. Field Work performance is assessed as outlined in the BSW Field Placement Manual.

B. Professional conduct subject to dismissal is defined in terms of the Code of Professional Ethics adopted by the National Association of Social Workers. The Academic and Practicum Grievance Committee need not be convened when there is clear evidence of a violation of the Code of Professional Ethics.

C. Personal conduct subject to dismissal includes, but not limited to, such matters as the following.

   1. All forms of dishonesty including plagiarism, (See University Undergraduate Student Handbook and University Undergraduate Catalogue), 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 (See University policy regarding Drug Use in the University Catalogue). Students should also familiarize themselves with their placement agency’s policy on Drug use.

3. Physical abuse of, or threat of physical abuse to any person at the University of placement agency premises, or at a University sponsored or supervised function (See University’s Student Handbook).

4. Possession of dangerous weapons - i.e., guns or firearms at the University, School or Field Placement site.

Personal conduct that falls within the above stated categories does not require a hearing by the Academic and Practicum Grievance Committee.

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 (4) = Excellent
B (3) = Above Average
C (2) = Average
I = Incomplete
P = Pass, with course credit
P* = Pass, no course credit
F(0) = Failure
R, Z = Course Repeated
(Appended to earlier earned grade)
T = Administrative Termination
W = Withdrew

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

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

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 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, W, P, IP, or I is received. Students who fail to maintain good academic standing are placed on academic probation or academic suspension.
The above courses are the recommended Plan of Study for Social Work Majors.
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.
APPENDIX C

BSW PROGRAM ADMISSION PROCESS
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:
<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hr.</th>
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**TOTAL(S):**

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<th>CORE GPA</th>
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<td>63/</td>
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Print Name

Date
5A. Documentation of Completion of Pre-Requisite Course Requirement:

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TOTAL(S):

___2/___  ___6/___
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.
There are three possible admission decisions:

1. **Unconditional admission**: These students have demonstrated through their application materials and interview 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 is found to be unsuited for professional social work practice. There are two criteria for rejection: 1) the lack of acceptable academic performance necessary to successfully complete the requirements of the social work program, and/or 2) the inability to demonstrate commitment to social work values and ethics. A decision of non-acceptance will result in the student’s termination from the social work major.
APPLICATION FOR ADMISSION
BACCALAUREATE PROGRAM
CLARK ATLANTA UNIVERSITY
WHITNEY M. YOUNG JR. SCHOOL OF SOCIAL WORK

Date: ___________________

Name: ____________________________ Student ID #: ____________________________

Permanent Address: ________________________________________________________

Local Address: _____________________________________________________________

Telephone: (Local) ___________________ (Permanent) _________________________

Email address: CAU__________________________ Alternate:__________________________

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 ________ Other ________ Major ________________

Transfer Student: Yes ___ No ___ If Yes, College: _________________________________

If transfer student, courses accepted by CAU?

Honors or Distinguished Service Awards:

Organizational Affiliations and Memberships:
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.
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

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:

______________________________

______________________________

______________________________
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 D

NABSW CODE OF ETHICS

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.
APPENDIX E

Code of Ethics
of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code’s* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this *Code*.
In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

**Ethical Principles**

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

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

**Value:** *Social Justice*

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

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

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

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

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

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

**Value:** *Competence*

**Ethical Principle:** *Social workers practice within their areas of competence and develop*
and enhance their professional expertise.
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

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

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

1. **SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS**

1.01 *Commitment to Clients*

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

1.02 *Self-Determination*

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

1.03 *Informed Consent*

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

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients’ comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

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

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

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

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

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or potential harm to the supervisee.

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

### 3.08 Continuing Education and Staff Development

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

### 3.09 Commitments to Employers

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

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

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

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

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

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

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

### 3.10 Labor Management Disputes

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

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

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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