

Social Work Student Manual

Department of Social Work
Skidmore College
Saratoga Springs, NY

Faculty

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The Social Work Profession

WHAT IS SOCIAL WORK?

Social workers are uniquely qualified to help people in their own environments, by looking at all the different aspects of their life and culture. They work to ensure personal well-being, prevent crises and to counsel individuals, families, and communities. For more than 100 years, professional social workers help to make sure people get the assistance they need, from the best resources available.

Social workers care for people in every stage of life, from children to elders. Help is available to overcome life's most difficult challenges, and the troubles of everyday living, including: poverty, discrimination, abuse, physical illness, divorce, death, stress, addiction, depression, unemployment, disability, and mental illness. Social workers can be found in every part of the community, from hospice care to adoption agencies and in other places including: schools, hospitals, senior centers, mental health clinics, military settings, corporations, public social agencies, the criminal justice system, and many other settings in which people may need assistance.

Social work is a dynamic profession based on knowledge drawn from a variety of disciplines as well as its own body of knowledge, practice skills, research, and professional values. The profession has a code of ethics, practice standards, and a national system of accredited education programs designed to bring together the desire to help others with the skill and knowledge needed to provide that help. Those who are interested in a career in social work should be willing to commit themselves to a professional way of life that includes the following values: client self-determination, a commitment to service, the belief in the inherent worth and dignity of all persons, the importance of human relationships, and social justice (adapted from NASW).

GENERALIST SOCIAL WORK PRACTICE DEFINED

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies (CSWE EPAS, 2008).

History of the Skidmore College Department of Social Work

Social work has been integral to Skidmore College and its mission since Lucy Skidmore Scribner opened her Young Women's Industrial Club in 1903. Mrs. Skidmore's reaching out into the Saratoga community exemplified social work's ideals of service and commitment to others. Throughout its history, the College has remained strongly committed to integration of traditional liberal arts with more applied programs such as social work. Social work formally entered the Skidmore curriculum in 1924, and has continued to evolve and improve ever since:

- 1924 Introduction of a course on Social Welfare Organization (taught under a Sociology designation)
- 1950 First courses taught under the Social Work designation (Field of Social Work and Field Work, initially offered in 1950 by Patricia Ferguson)
- 1964 Field of Social Work and Public Welfare courses added to the curriculum
- 1972 Major in Sociology-Social Work introduced
- 1973 Seven courses in the Social Work curriculum
- 1975 Department renamed Department of Sociology, Anthropology, and Social Work
- 1974-76 Department of Social Work initially seeks accreditation by Council on Social Work Education
- 1976-77 Second full-time Social Work faculty member position added; CSWE consultant advises program
- 1977 Social Work major approved by Skidmore College
- 1978 Margaret Tacardon joins the Social Work faculty
- 1980 Third full-time Social Work faculty position added; Social Work Field Coordinator position created and a new field instruction program introduced; Social Policy course added to curriculum; Social Work major registered with the New York Department of Education; Social Work faculty began a self-study clarifying program goals and objectives and preparing for accreditation by the Council on Social Work Education
- 1981-82 Social Work degree changed from B.A. to B.S.
- 1983 Department of Social Work accredited by the Council on Social Work Education
- 1986 Thomas "Pat" Oles joins the Social Work faculty
- 1989 Jacqueline Azzarto joins the Social Work faculty

- 1992 Department of Social Work reaccredited by the Council on Social Work Education
- 1995-96 New, "streamlined" Social Work curriculum introduced
- 1998 Pat Oles becomes Assistant Dean of the Faculty, then Dean of Students;
Jacqueline Azzarto becomes Director of the Department of Social Work;
Carla Sofka joins the Social Work faculty
- 1999 Department of Social Work reaccredited by the Council on Social Work Education
- 2000 Carla Sofka leaves Skidmore for position at Siena College and Amy D'Aprix joins
Social Work faculty
- 2001 Amy D'Aprix leaves Social Work faculty and new tenure line becomes available
- 2002 Crystal Dea Moore joins the Social Work faculty on the new tenure-track line
- 2003 Crystal Dea Moore becomes Director of the Department of Social Work
- 2004 Jacqueline Azzarto retires from Skidmore College
- 2006 Margaret Tacardon retires from Skidmore College;
Peter McCarthy joins the Social Work faculty as Field Coordinator;
Kelly Mills-Dick joins the Social Work faculty as a lecturer on a three-year visiting
line
- 2007 Elizabeth Misener joins the Social Work faculty as a Visiting Assistant Professor
while Crystal Dea Moore is on sabbatical during 2007-2008;
The Department of Social Work successfully completes CSWE's Alternative to the
Self-Study (one of the first four programs in the nation to complete the
Alternative to the Self-Study) and is successfully re-accredited
- 2009 Kelly Mills-Dick departs from the program to finish her doctoral studies;
Pat Oles re-joins the Social Work faculty
- 2012 The Department of Sociology, Anthropology, and Social Work becomes three
separate departments; Crystal Moore is Chair of the new Department of Social
Work

Through all these changes Skidmore College has remained committed to developing and improving a quality Department of Social Work.

Skidmore College Social Work Program Mission and Goals

Mission

Consistent with Skidmore College’s mission and the Educational Policy and Accreditation Standards (2008) requirements of the Council on Social Work Education, the Social Work Program’s mission is to 1) prepare students for entry-level professional generalist practice that promotes human rights, social and economic justice, and empowerment of individuals/groups that experience discrimination and oppression; 2) prepare a liberally educated graduate for graduate study and a life of active, informed citizenship; and 3) develop students’ professional leadership capacity leveraging the high quality and diverse offerings of Skidmore’s liberal arts curriculum.

Goals

With the liberal arts as its foundation, BSW graduates are prepared for entry-level social work practice and to continue their formal education in social work or another graduate discipline. As such, program goals for students include:

1. Engage in evidence-based entry-level social work practice with individuals, families groups, communities and organizations within a multicultural society.
2. Practice according to the principles, values, and ethics that guide the social work profession.
3. Influence social policies with the goal of alleviating poverty, oppression, and social injustice as well as advocating for human rights.
4. Identify and affect the bio-psycho-social, spiritual, and cultural functioning of people.
5. Evidence practice from a culturally-sensitive perspective which recognizes and appreciates the intersectionality of diverse human identities.
6. Provide leadership in practice settings appropriate to one’s practice role, skill set, and educational level.

Core Competencies

The Social Work’s Program explicit curriculum is designed to prepare students to demonstrate competency in each of the following 10 areas.

EPAS 2008 CORE COMPETENCIES	
<i>COMPETENCY</i>	<i>PRACTICE BEHAVIOR</i>
(1) Identify as a professional social worker and conduct oneself accordingly	(a) Advocate for client access to the services of social work
	(b) Practice personal reflection and self-correction to assure continual professional development
	(c) Attend to professional roles and boundaries
	(d) Demonstrate professional demeanor in behavior, appearance and communication
	(e) Engage in career-long learning
	(f) Use supervision and consultation
(2) Apply social work ethical principles to guide professional practice	(a) Recognize and manage personal values in a way that allows professional values to guide practice
	(b) Make ethical decisions by applying standards of the National

	Association of Social Workers Code of Ethics and, as applicable, of the IFSW/IASSWE
	(c) Tolerate ambiguity in resolving ethical conflicts
	(d) Apply strategies of ethical reasoning to arrive at principled decisions
(3) Apply critical thinking to inform and communicate professional judgments	(a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
	(b) Analyze models of assessment, prevention, intervention, and evaluation
	(c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
(4) Engage diversity and difference in practice	(a) Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
	(b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
	(c) Recognize and communicate their understanding of the importance of difference in shaping life experiences
	(d) View themselves as learners and engage those with whom they work as informants
(5) Advance human rights and social and economic justice	(a) Understand the forms and mechanisms of oppression and discrimination
	(b) Advocate for human rights and social and economic justice
	(c) Engage in practices that advance social and economic justice
(6) Engage in research-informed practice and practice-informed research	(a) Use practice experience to inform scientific inquiry
	(b) Use research evidence to inform practice
(7) Apply knowledge of human behavior and the social environment	(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
	(b) Critique and apply knowledge to understand person and environment
(8) Engage in policy practice to advance social and economic well-being and deliver effective social work services	(a) Analyze, formulate, and advocate for policies that advance social well being
	(b) Collaborate with colleagues and clients for effective policy action

(9) Respond to contexts that shape practice	(a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
	(b) Provide leadership in promoting sustainable changes in service delivery and practice improve the quality of social services
(10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	
• Engagement	(a) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
	(b) Use empathy and other interpersonal skills
	(c) Develop a mutually agreed-upon focus of work and desired outcomes
• Assessment	(a) Collect, organize, and interpret client data
	(b) Assess client strengths and limitations
	(c) Develop mutually agreed-on intervention goals and objectives
	(d) Select appropriate intervention strategies
• Intervention	(a) Initiate actions to achieve organizational goals
	(b) Implement prevention interventions that enhance client capacities
	(c) Help clients resolve problems
	(d) Negotiate, mediate, and advocate for clients
	(e) Facilitate transitions and endings
• Evaluation	(a) Analyze, monitor, and evaluate interventions

Social Work Web Site

The Department of Social Work maintains a web site at:

<http://www.skidmore.edu/academics/socialwork/>

Why Major in Social Work?*

Baccalaureate social work graduates have knowledge, skills, and value base that has been augmented by professional social work supervision in social services. Social work's focus on the "person-in-environment" paradigm uniquely prepares BSW graduates to work effectively with individuals, families, small groups, communities, and organizations.

BSW graduates are employed in many different work settings under public and private auspices that may include:

nursing homes	family service agencies
hospices	children & youth services
hospitals	aging services
home care agencies	residential treatment programs
substance abuse programs	child and adult day care centers
mental health services	domestic violence programs
mental retardation/ developmental disabilities services	homeless shelters
vocational rehabilitation services	criminal justice agencies
public health agencies	schools (elementary and secondary)
community action agencies	income maintenance programs
	legal services agencies

BSW graduates are trained in:

assessment	problem solving
interviewing	program evaluation
intake/referral	community outreach
service planning	advocacy
case management	research
crisis intervention	networking
service brokering	promotion of social justice

What distinguishes the BSW degree from the baccalaureate degree in another major?*

Baccalaureate social work students, unlike many of their counterparts, have chosen a professional career path prior to graduation and demonstrated an early commitment to the specialized work and ideals that are germane to social work. A BSW education combines liberal arts with professional social work foundation content to prepare graduates to provide direct services. To ensure professional standards, BSW programs must meet rigorous academic standards to gain and maintain accreditation from the Council on Social Work Education (CSWE). For admission to a BSW program, students must meet formal admissions standards, including a formal application and a minimum grade point average. As Social Work majors, Skidmore College students are held to scholastic as well as professional standards (see Standards for Social Work Education in the appendix).

* This information was taken from a brochure prepared by the National Association of Social Workers in cooperation with the Association of Baccalaureate Department of Social Work Directors and the Council on Social Work Education.

Department of Social Work Admissions Policy and Procedure

Students must apply for the Social Work major no later than the College-mandated deadline during the spring of the sophomore year (transfer students are evaluated on a case-by-case basis). To be eligible to apply, AT A MINIMUM, students must have successfully completed or be concurrently enrolled in SW 241: Research for the Human Services; AND have successfully completed either SW 222: Introduction to Social Work OR SW 212: Social Work Values and Populations-at-Risk. It is strongly preferred that students also complete SW 253: Human Behavior and the Social Environment prior to applying to the major. This sequencing of courses is necessary for students to complete the Department of Social Work's Writing Requirement and in addition, these courses lay the necessary foundation for completion of upper-division courses during the student's junior and senior years.

Students who fail to formally apply by the deadline will not be granted permission to enroll in SW 333: Social Work Practice for Individuals and Families. Students whose applications are rejected may reapply during the fifth semester before the drop add/period ends. Admission to the program is based on demonstrated academic competence, a willingness to abide by Skidmore College's Department of Social Work Standards for Social Work Education, the National Association of Social Work Code of Ethics, and suitability for beginning professional practice. Applications for admission are available on-line and from social work faculty. Students planning on going abroad should talk with the Department Chair as soon as possible so timely and appropriate advising can occur.

Before completing the application form for admission to the Department of Social Work, students are encouraged to take some time to think about whether or not social work is the major and potential career choice for them. The following questions can assist students in making a determination about social work as a major and future profession. For further help in making a decision, students are encouraged to seek out other students who are currently majoring in social work, professional social workers in the community, and social work faculty to discuss interests and questions.

1. Are you genuinely interested in working with and helping diverse people from varying racial, economic, and cultural backgrounds? Discrimination and prejudice do not fit with the values of the profession.
2. Do you believe in the intrinsic worth of the individual and in the human potential for growth and change?
3. Are you interested in developing your problem-solving abilities and do you have patience, perseverance, and the ability to follow through? The social worker should be difficult to discourage and understand the process of decision making.
4. Are you interested in your own personal growth and well-being? Social workers must be aware of themselves and their own struggles in order to effectively help others.
5. Are you interested in the larger picture? Social workers need a sense of moral and social responsibility and the ability to see human problems in relationship to the

community and the state of the nation and the world. Social justice is pre-eminent principle in social work.

6. Are you interested in using research skills and scientific methods to work with people? When possible, a social worker bases his/her practice on established social work methods and scientific studies.

When students apply for admission to the social work major, they are asked to complete a "Declaration of Major" form available from the Registrar, the Department of Social Work application form (available on the Department website), and an admission essay (see following page). These three documents are then submitted to a Social Work faculty member who distributes the application to the Department for review. When the student is accepted into the major, a social work advisor is assigned and the Declaration of Major form is submitted to the Registrar's Office by the Program Director. Once this process is completed, the student is asked to review the Department's Standards for Social Work Education. Accepted students then meet with their advisor to discuss program expectations, address any questions the student may have, and to sign a form indicating that the student agrees to abide by the NASW Code of Ethics and Skidmore College's Standards for Social Work Education. Students are expected to meet with their advisors regularly to discuss academic and professional issues that promote the students' professional development.

The following criteria are used by faculty in making admissions decisions:

Successful completion of introductory courses:

- _____ SW 212 Social Work Values and Populations-at-Risk OR
- _____ SW 222 Introduction to Social Work and Social Welfare
- _____ SW 253 Human Behavior and the Social Environment (preferred)

Awareness of and exposure to Social Work as a profession:

- _____ doing volunteer work and/or working in a human service agency
- _____ initiating contact with social work professionals
- _____ participating in social work and social justice activities

Behavioral indicators of suitability for the profession:

- _____ emotional maturity and stability
- _____ demonstrated understanding of social work values
- _____ demonstrated acceptance of and respect for human diversity
- _____ ability to handle classroom assignments (e.g., turning in assignments on time, completing high quality work)
- _____ behaving appropriately in the classroom
- _____ communicating effectively (oral and written)
- _____ relating appropriately with peers, professors, and supervisors

Students denied admission to the Department of Social Work can appeal the decision. Students are entitled to a hearing with program faculty and the Chair of the Department of Social Work to review the decision. Students dissatisfied with the departmental level review can appeal that decision to the Dean of the Office of Academic Advising, the Committee on Academic Freedom and Rights, and/or the college President as outlined in the college catalogue.

APPLICATION TO THE SKIDMORE COLLEGE SOCIAL WORK MAJOR

1. Name: _____

2. Local address: _____

3. E-Mail Address: _____

4. Cell phone: _____

5. Total credits once this semester is completed: _____

Class year: _____

GPA as of the most recent semester completed: _____

Social work courses taken with grades or courses in progress:

6. Any previous experience in human services (designate whether this was volunteer, paid, or consumer experience).

Agency	Dates	Volunteer/Paid/Consumer?	Responsibilities/Duties
_____	_____	_____	_____
_____	_____	_____	_____

7. Reference Name _____

Address _____

Information Requested by the Council on Social Work Education for demographic purposes:

8. Race/ethnicity _____

9. Sex ___M ___F ___Other

10. Are you receiving financial aid? ___Y ___N

If yes, what type? _____

Admission Essay

Skidmore College's Social Work major is an accredited professional program. As such, we expect our students to conduct themselves as professionals in their roles as students, interns, community volunteers, and employees. In addition, we expect that our students adhere to the National Association of Social Workers Code of Ethics and Skidmore College Standards for Social Work Education. With this in mind, please write a grammatically correct and well edited response to the following:

- What does it mean to conduct yourself as a professional in your role of student, intern, and community volunteer? How might this be a challenge for you?
- How do the NASW Code of Ethics and the Standards for Social Work Education resonate with your own values and perspectives?

Submit this completed application, your admission essay, and a completed declaration of major form to Crystal Moore two weeks prior to the College deadline for declaring your major. (The faculty need time to review applications before the declaration of major deadline.)

Progression through the Social Work Major

1. Applications must be submitted to a Social Work faculty member by the deadline for declaration of major as set by the Office of Academic Advising. Students who have not applied and been accepted into the major by the spring deadline will not be allowed to major in social work unless they are transfer students, and admission of transfer students will be decided on a case-by-case basis. Students are oriented to the major through one-on-one meetings with their advisors and attendance at Social Work group advising held each semester.
2. Advising is an important component of the social work major. Students are consistently given feedback by faculty regarding their professional and scholastic performance. Students who are told that there are concerns about their scholastic or professional preparedness (as defined in the Standards for Social Work Education – see page 31) for social work practice must arrange follow up meetings with their faculty advisor to establish a written plan for improvement and to demonstrate its implementation. Failure to actively participate in this advising process can result in denying the student entrance into the field.
3. To be a candidate for field placement the Department of Social Work requires **at least a C in all required social work courses and social work liberal arts requirements**. If a student has a legitimate, compelling, and documented reason that is beyond his or her control (e.g., serious illness) for not satisfying this criterion, s/he must meet with the Department Chair and present a written plan for how foundation material will be mastered before field placement. In most cases, this will involve re-taking the entire course (no credit will be granted). If the entire course is re-taken, this DOES NOT change the student's grade on his/her transcript. This only satisfies the Department of Social Work's criteria for progression through the major.
4. While progressing through the major, students are urged to consult regularly with their faculty advisors and use campus academic and health resources, especially when faculty makes appropriate referrals.
5. Students are expected to adhere to the Skidmore College's Department of Social Work Standards for Social Work Education. The social work faculty reserve the right to deny enrollment in the field practicum to any student if, in the judgment of the faculty, that student does not show adequate and appropriate scholastic and professional preparation. The student may appeal such decisions to the Chair of the Department of Social Work and follow the procedures related to administrative complaints as outlined in the Skidmore College Student Handbook.

Termination Policy

A student entering and continuing in the Department of Social Work must demonstrate behavior that is in accordance with the program's Standards for Social Work Education and the NASW Code of Ethics. Suitability for beginning professional practice is violated by the activities and behaviors such as the following:

- active abuse of alcohol or drugs
- failure to attend class, demonstrate appropriate engagement with academics, submit work on time, or appropriately and professionally handle work responsibilities
- manifestation of academic difficulties, personal problems, or unmanaged mental health issues that would interfere with professional practice
- demonstration of any behavior that would render the student unable to apply for professional certification

Students who fail to meet the academic and professional standards of the program will be terminated from the Department of Social Work. Students who are terminated from the program may appeal termination through mechanisms described in the Skidmore College Student Handbook.

Course Transfer Policy

Skidmore College's Department of Social Work may accept 200-level Social Work courses taken at other institutions if they are deemed equivalent to Skidmore College's Department of Social Work offerings. Equivalency is determined by submitting a request to the Chair of the Department of Social Work for transfer credit and the syllabus of the course that the student completed. Courses from other institutions at the 300 level are not transferable. Social Work course credit cannot be granted for life or previous work experience.

Required Courses for Social Work Major

SW 212: SOCIAL WORK VALUES AND POPULATIONS-AT-RISK

This course introduces social work values; it provides students an opportunity to identify and clarify conflicting values and ethical dilemmas; and, it examines the impact of discrimination, economic deprivation, and oppression on groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Students learn assessment and intervention skills that enable social workers to serve diverse populations and to promote social and economic justice. 3 credits

SW 222: INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

Introduction to social welfare and the field of social work from a historical, educational, and theoretical perspective. The course explores the values, knowledge and skills required in the profession, along with their practical application in the field, and the factors affecting social work practice, e.g., class, gender, race. 3 credits

SW241: RESEARCH FOR THE HUMAN SERVICES

Examination of the research process used by human service professionals. Students learn about social science methodology from the perspective of a future practitioner and research consumer. Topics include: problem formulation, measurement, design, qualitative and quantitative modes of observation, data collection and analysis. The course addresses practical issues such as single-subject design, program evaluation, and the ethical dilemmas involved in conducting human subject research. Laboratory time is used for students to work directly with instruments and data. As part of the writing requirement for the major, students will develop a feasible and thorough quantitative research proposal. 4 credits

SW 253: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

A multi-disciplinary examination of theories and knowledge of human bio-psycho-social development from birth through later years. The course draws on research from biology, psychology, sociology, anthropology, and political science to study the impact of biological, psychological, social and cultural systems on health and well-being. Students explore the range of social systems in which individuals live (families, groups, communities and organizations) and study the importance of ethnicity, culture, gender, disability and other elements of diversity in human development. 3 credits

SW 333: SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

Course designed to prepare students for entry-level generalist social work practice with diverse individuals and families. Students will gain the knowledge, skills, and values needed for beginning practice during all phases of the helping process. Critical thinking skills and the use of research-based knowledge will also be emphasized. As part of the writing requirement for the major, students will develop a clinical portfolio that includes a learning contract, progress notes, a psychosocial assessment, and a series of self-assessments. The additional credit hour will provide students with opportunities to observe micro social work practice in a field setting and complete integrative assignments. *Prerequisites: SW212, 222, and 241 and permission of instructor. Not for liberal arts credit.* 4 credits

SW 334: SOCIAL WORK PRACTICE WITH GROUPS, ORGANIZATIONS, AND COMMUNITIES
Course designed to prepare students for entry-level generalist social work practice with treatment and task groups, organizations, and communities. Students will gain the knowledge, skills, and values needed for beginning practice during all phases of the helping process. Critical thinking skills and the use of research-based knowledge will also be emphasized. The additional credit hour will provide students with opportunities to observe social work practice in a field setting that facilitates observation of practice at mezzo- and macro-levels and completion of integrative assignments. *Prerequisites: SW212, 222, and permission of instructor.* Non-liberal arts. 4 credits.

SW 338: SOCIAL POLICY AND SOCIAL JUSTICE
The study of social policy, welfare program planning, and social service implementation, evaluation, and analysis. Included are reviews of selected policies on federal, state, and local levels. Students will compare the social policies of the United States with those in other countries. The value, political, and societal issues that underpin policies and programs are questioned and specific attention is given to the evaluation of policies by using research skills and by applying the principles of social justice. *Prerequisite: SW222 or permission of instructor.* 3 credits

SW 340: FIELD PREPARATION SEMINAR
Provides historical and current context for understanding the requirement of field instruction in Department of Social Works. Students explore social work partnership with community agencies, the supervision process, and ways to enrich the practicum experience. Through in-class discussion, individual meetings with the instructor, and on-site agency interviews, students assess their areas of interest, professional and academic goals, and potential field practicum placements for SW 382, offered during the spring semester. *Prerequisite: Permission of instructor.* Open only to senior social work majors. Non-liberal arts. 2 credits

SW 381: SOCIAL WORK FIELD PRACTICUM SEMINAR
Provides discussion and analysis of practicum-related experiences and professional issues. A major purpose of the seminars is the development of professional judgment through examination of cases and practice situations encountered in field instruction. *Prerequisite: all required social work courses and permission of instructor.* Open only to social work majors. Non-liberal arts. 3 credits

SW 382: SOCIAL WORK FIELD PRACTICUM
Thirty-five hours per week spent in social services agencies and related organizations in Saratoga County and the surrounding area. Specific placements made according to academic interests and needs of individual students. *Prerequisite: all required social work courses and permission of instructor.* Open only to social work majors. Non-liberal arts. 12 credits

Electives in Social Work

Electives are offered depending on program need and staffing capabilities. Social Work majors are encouraged to take advantage of electives outside of their major to complement their liberal arts education.

SW 214: DEATH AND DYING

Analyses of death and dying from historical, cultural, and religious perspectives. Examination of theories of grief and mourning processes and of death-related practices such as wills and funerals. Review of approaches to and strategies for working with the dying and their families. Students may examine their own attitudes toward death and dying. 3 credits

SW 217: OBSESSIONS AND ADDICTIONS

Approaches to individual situations and cultural variations in compulsive and addictive behaviors related to such matters as drugs, gambling, love, work, and material success. This course uses a comprehensive view of human addictions that involves a person's expectations, values, sense of self-worth, and alternative opportunities for gratification and treatment. 3 credits

SW 219: COMMUNITY ENGAGEMENT

A course designed to provide students with opportunities to engage with the broader community through service and to encourage critical reflection on their experiences. Students volunteer their services in local nonprofit agencies for six to eight hours a week and learn to assume the role of a volunteer: to understand the history of the non-profit sector; to research client needs and service outcomes; and to demonstrate culturally competent skills that promote effective and sensitive community service. 3 credits

SW 224: SPECIAL STUDIES IN SOCIAL WORK

One topic of current interest in area of social work. Topics will vary from year to year depending on interests of faculty and needs of students, and might include social work practice with alcoholism and narcotic addiction, social work in correctional settings, social work with the developmentally disabled, social work with the aged, advocacy in social work, or the dynamics of racism in social work practice. 3 credits

SW 225: SOCIAL WORK WITH CHILDREN AND ADOLESCENTS

Reviews conceptions of and approaches to working with troubled children and adolescents. Topics include divorce, child abuse, learning difficulties, substance abuse, delinquency, foster care, and parent-child conflict. 3 credits

SW 298. EXPLORATIONS IN SOCIAL WORK

A topical workshop, seminar, discussion group, service learning experience, or research project that can link to a regular Social Work course or serve as a freestanding course. Courses integrating an exploration in social work carry four rather than three credit hours. The course may be repeated. Prerequisite: Permission of instructor. 1 credit

SW 299: PROFESSIONAL INTERNSHIP IN SOCIAL WORK

Internship opportunity for students whose academic and co curricular work has prepared them for professional activity related to social work. With faculty sponsorship and department approval, students may design experiences in such areas as direct work with specific populations, community organizations, and social welfare management, administration, and research. Prerequisite: SW 333 OR 334 or permission of faculty sponsor. Non-liberal arts 3 or 6 credits

SW 324: ADVANCED SPECIAL STUDIES IN SOCIAL WORK

An examination at the advanced level of current topics in social work not available in regular course offerings. Topics will vary from year to year depending on the interests of faculty and needs of students and will build upon previously completed coursework. The course in a different subject area may be repeated for credit. 1-4 credits

SW 371,372: INDEPENDENT STUDY

Individual reading and/or research in social work under the guidance of a member of the department. Open with consent of the department to qualified students. Individual conferences to be arranged. 3 credits

SW 398. ADVANCED EXPLORATIONS IN SOCIAL WORK

A topical workshop, seminar, discussion group, service learning experience, or research project that can link to a regular Social Work course or serve as a freestanding course. Courses integrating an exploration in social work carry four rather than three credit hours. The course may be repeated. Prerequisite: Permission of instructor. 1 credit

Guidelines for Independent Studies in Social Work

Independent Studies in Social Work (SW 371 or SW 372) are designed to encourage advanced reading, research, and community engagement in Social Work. They provide opportunities for students to pursue special interests and their content should not be covered in existing courses. If students desire to use field work as the basis for an independent study in Social Work, it is necessary to make a careful distinction between the independent study and an internship or field practicum. The goal of the independent study must be to gain knowledge regarding a specific topic and the field can be one method for gaining that knowledge. Library work must be a primary part of the independent study.

Generally, independent studies are recommended for juniors or seniors who have completed at least one introductory Social Work course. Introductory courses include: Introduction to Social Work and Social Welfare (SW 222) and Social Work Values and Populations at Risk (SW 212).

Students who wish to enroll in an Independent Study in Social Work should obtain the permission of a social work faculty member who is willing to supervise their course of study and complete a written proposal. During the semester in which the student is enrolled, he or she must meet regularly with the study supervisor. Students should be prepared to discuss readings, research or field experience. As in any course, evaluation is based on examination, research paper, or other written work to be determined by the supervising faculty.

Sequencing of Required Courses for Social Work Major*

*This is the recommended sequencing of **REQUIRED** Social Work courses for the major.
Consult with your advisor regarding courses that satisfy all-college requirements
Courses are listed in the semester(s) in which they are offered

First Year

Fall	Spring
SW 212 (Social Work Values and Populations-at-Risk; 3 credits) or SW 222 (Introduction to Social Work; 3 credits)	SW 212 or SW 222

Second Year

Fall	Spring
SW 253 (Human Behavior and the Social Environment; 3 credits)	SW 241 (Research Methods for Human Services; 4 credits) <i>Must complete Social Work application to the major during the fourth semester.</i>

Third Year

Fall	Spring
SW 333 (Social Work Practice with Individuals and Families; 4 credits)	SW 334 (Social Work Practice with Groups, Organizations and Communities; 4 credits)

Fourth Year

Fall	Spring
SW 338 (Social Policy and Social Justice; 3 credits) SW 340 (Field Preparation Seminar; 2 credits)	SW 382 (Social Work Field Practicum; 12 credits) SW 381 (Social Work Field Practicum Seminar; 3 credits)

Note: SW 241 AND either SW 212 OR SW 222 must be completed or the student must be concurrently enrolled to be eligible to apply for the Social Work major. The application must be submitted no later than March of the sophomore year.

Writing Requirement

All Social Work majors will be required to complete two Writing Enhanced courses as part of the fulfillment of their major: SW 241 and SW 333. The writing requirement is intended to prepare students to write effectively for a variety of professional audiences including researchers, clinicians, and supervisors. In these courses, students will:

1. Develop a feasible research proposal that includes a well integrated literature review, a thorough description of the selected research methodology, a discussion of the practice/policy implications of the proposed work, and an appropriate data collection instrument (SW 241);
2. Develop a clinical portfolio that includes a well-defined learning contract for field work, clear and concise progress notes, an objective and comprehensive psychosocial assessment, and a self-assessment that demonstrates the student's ability to reflect on their work with clients and connect field work to course concepts (SW 333).

Honors for Social Work Students

In recognition of their academic achievements, Social Work majors each year are on the Dean's List, are elected to Skidmore College's Periclean Society, and graduate with all-College and department honors.

To be eligible for departmental honors in social work, students must meet the minimum College GPA requirement of 3.0 overall and 3.5 in the major. Of students who are qualified, departmental honors will be awarded to a total of three students, each being recognized for distinction in one of three areas: research, practice, or overall academic achievement. Distinguished research performance is demonstrated by the completion of high quality research products in SW 241 and subsequent superior independent or collaborative research; distinction in practice is demonstrated by superior performance evaluations of practice competencies in SW 333, SW 334, and SW 381; and overall academic achievement is demonstrated by the highest overall GPA.

Betten & Betten Award

The Hilda Bashevkin Betten '39 and Morris H. Betten Award in Social Work is awarded to a graduating senior who has shown outstanding interest and achievement in the study of Social Work at Skidmore College. Recipients of the Betten and Betten Award include:

1982 Elisa Deierlein	1995 Emily Wood	2008 Katie Frankel
1983 Renee Lunn Gusman	1996 Stephanie Agudelo	2009 Jessica Mia Hull
1984 Sara L. Sylvester	1997 Suzanne Lipton	2010 Katelin Jennings
1985 Paula Stein	1998 Cynthia Ferguson Wheeler	2011 Jenna Cameron
1986 Frank Bonomo and Susan Donohue	1999 Abigail Trow	2012 Rachel Klein
1987 Nanci Strong	2000 Hillary Budd	2013 Kayla Flaherty-Dawson
1988 Sharon Whritner	2001 Jessica Winnett	
1989 Martha Stevens	2002 Joanna Kriel	
1990 John LaFrenz	2003 Lindsay Friberg	
1991 Julie Issokson	2004 Emily Siegel	
1992 Georgia Boothe	2005 Joshua Cristantiello	
1993 Stephanie Thorson	2006 Allison McGlone	
1994 Citabria Phillips	2007 Amelia Rubenstein	

CSWE Directives on Field Practicum

The field practicum is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting.

The Department of Social Work administers field education consistent with program mission and goals that:

1. Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.
 2. Provides generalist practice opportunities for students to demonstrate the core competencies.
 3. Provides a minimum of 400 hours of field education for baccalaureate programs.
 4. Admits only those students who have met the program's specified criteria for field education.
 5. Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.
 6. Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
 7. Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
 8. Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervisions are not the same as those of the student's employment.
-

Field Instruction in Social Work

Field instruction in social work is considered to be the profession's "signature pedagogy." Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice (Shulman, 2005). In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance with the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (CSWE EPAS, 2008).

Students complete their capstone field placement in the spring semester of their senior year. Before enrolling in field instruction and seminar, students must complete all other course work required for the major, the volunteer requirement (see guidelines for volunteer requirement), and the field application. Decisions regarding field placement are made by the Field Coordinator based on student input, behavioral assessments, agency need and preference, and discussions with social work faculty. The nature of the field experience requires that the department reserves the right to deny enrollment in the field practicum to any student if, in the judgment of the faculty, that student's academic or professional preparation for beginning professional practice is insufficient.

In accordance with CSWE standards, academic credit for life experience and previous work experience cannot be given, in whole or in part, in lieu of the field practicum.

The Skidmore Department of Social Work requires the student to complete a minimum of 400 contact hours in the field agency and most students complete between 425 and 475 hours, which is approximately 32-35 hours per week. The scheduling of these hours is negotiated by students with their field instructors. Students are integrated into the field experience as regular staff and assume the functions of beginning social work practitioners in such roles as counselors, advocates, and researchers. Students receive supervision from agency field instructors and receive support through ongoing monitoring of the placement by the Department of Social Work. Concurrent with their field placements, students participate in a weekly three-hour seminar. The seminar brings together students from a variety of practice settings and provides students the opportunity to explore the value of a generalist practice orientation with variety of clients and problems.

Students can be removed from a field placement if the Agency Field Instructor or the Field Coordinator initiates such action. A meeting is held with the student and the reasons for removal are outlined. This meeting is followed up with a written explanation for the removal. Depending on the reason for removal the student may be re-placed in another agency. The decision to re-place is made by the Field Coordinator in consultation with the Social Work faculty.

There are a variety of agency settings utilized as field placements where students integrate academic learning with actual practice experience. The Program is fortunate to have a broad variety of field placement sites with very dedicated professionals who are willing to give their time and expertise in helping our students become beginning social work practitioners.

Examples of the Program's field placements include:

Head Start	The Saratoga Mentoring Program
St. Peter's Addiction Recover Center	Saratoga Hospital
Family Planning Advocates	Saratoga Bridges
Ballston Spa Elementary School	Planned Parenthood

Guidelines for Volunteer Requirement in Social Work

Students must volunteer 3-4 hours a week for **two** semesters (a total of 80 hours) as part of their coursework in the program's practice sequence (SW 333 and SW 334). Volunteer placements are supervised by the practice course instructor. It is preferable that students complete their volunteer placements in different settings to maximize exposure to various agency settings and client populations. Volunteer work must be done in the local area and be approved by the professor of the practice course in which the placement is completed.

Volunteer work should involve substantial client or agency contact e.g., screening clients for the food pantry, assisting program directors with grant writing, helping clients find jobs, assisting in fundraising activities, etc.

Examples of volunteer placement settings include:

Saratoga Mentoring	Planned Parenthood	Head Start
Saratoga Bridges	Saratoga County EOC	Wesley Health Care Center
Mary's Haven	Backstretch Employee Services Team	

Students' Rights and Responsibilities

**Academic Council and
Student Social Work Association**

Statement of Nondiscrimination

Family Education Rights and Privacy Act Policies

College Policy on Accessibility and Accommodations

Administrative Complaints

Standards for Social Work Education

Student Involvement in College and Departmental Governance

Academic Council

Two of social work students represent Social Work on the Student Government Association's Academic Council. These students are invited to attend Sociology, Anthropology, and Social Work monthly department meetings. The Council consists of two student representatives of each academic department or program. These student representatives facilitate the exchange of ideas, recommendations, and information between students and faculty.

Social Work Student Advisory Board

Each semester, between 2-4 students serve on the Social Work Student Advisory Board. The purpose of the Board is to advise the Social Work faculty on student-centered issues includes those related to curriculum. The Board meets with during select Departmental faculty meetings.

Student Social Work Association

As part of the Student Government Association, many Skidmore clubs are chartered to address student academic interests. The Student Social Work Association can elect officers and meet to organize events that are of interest to social work majors and the college at large. Activities have included pizza meetings to hear speakers on graduate school, NASW presentations on agenda items for Lobby Day, and others. The Student Social Work Association is organized and convened by students, and its continuity depends on student interest. As such, the Student Social Work Club may not active each and every academic year.

Skidmore College Statement of Nondiscrimination

It is the policy of Skidmore College to prohibit discrimination for or against any individual or group of its students, prospective students, employees, or prospective employees on the basis of race, color, religion, gender, disability, age, national or ethnic origin, or sexual orientation. The college has established mechanisms to provide prompt, fair, and impartial consideration of any complaint of discrimination. Inquiries concerning application of this policy should be directed to the Assistant Director for Equal Opportunity, Employment, and Diversity in the Human Resources Office.

The Family Educational Rights and Privacy Act Policies of Skidmore College

The 1974 Family Education Rights and Privacy Act detailed students' rights of access to their official educational records. The legislation gives current and former students of Skidmore College the right to inspect, review, and copy their own permanent records. At Skidmore, the permanent records covered by the Act include: the student's application for admission; high school and/or former college transcript(s); SAT scores; correspondence with the Skidmore Office of Admissions; documents pertaining to grade reports; dates of attendance; approval of leaves of absence; correspondence with the Deans; senior audits; and the materials contained in the student's career planning file.

The Act includes a list of types of records not open to student inspection. These are parents' financial statements; confidential letters and recommendations written before January 1, 1975; letters and recommendations written after January 1, 1975 but specifically designated as confidential; ancillary records of instructional, supervisory and administrative personnel; confidential law enforcement records; and records written by physicians, psychiatrists, psychologists, and other recognized professionals or paraprofessionals. Students and former students may request a doctor of their choice to review their medical records.

Colleges are allowed to publish "directory information" including the student's photographic image, name, address, telephone number, e-mail address, date and place of birth, major field of study, class year, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, enrollment status, degrees and awards received, and the most recent previous educational institution attended. Faculty and staff members may access student photos via online class rosters. If any current Skidmore student does not want such directory information to be disclosed he or she must notify the Registrar's Office in writing of the specific information not to be released. Such notification is necessary within ten days of the first day of classes of the fall semester annually.

Except for parties identified as having legitimate access as defined by the Act, Skidmore College must obtain the written consent of the student before disclosing personally identifiable information from the educational records. Legitimate access means that the information or record requested is relevant and necessary to the completion of tasks associated with the individual's job responsibilities; the information sought is to be used within the context of college business; and the information is not to be transmitted to a third party. Student employees, contractual employees, or others identified as having a "legitimate educational interest" must operate under the same restrictions as other staff members.

Specifics related to the disclosure process are available upon request in the Registrar's Office. Students or former students may gain access to their credential files in the Career Services Office only if they have established a non-confidential (or open) file. Upon request, their open file will be made available for their inspection. Copies of the file are available for a nominal fee.

A student or former student who believes that information contained in the permanent record is inaccurate, misleading, or in violation of his or her privacy may request Skidmore to amend the record. Such a request must be made in writing and must contain specific information. Details related to this appeal process are available through the Registrar's Office.

In accordance with the Solomon Amendment, Skidmore complies with written requests for lists of enrolled students made by recruiting offices from various branches of the military. The information provided includes: name, anticipated graduation year, birthdate, major(s), and local phone numbers. All of these data elements are considered "directory information."

College Policy on Accessibility and Accommodations

Skidmore College is committed to full accessibility, with respect to both physical access and other forms of access to all programs on campus. Our institution abides by The Americans with Disabilities Act Amendments (ADAA) of 2008 including Sections 504 and 508 which mandate reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. Students with disabilities can register with the Office of Student Academic Services, the designated office on campus to provide services and administer exams with accommodations. This office is located on the first floor of Starbuck Center. The Coordinator for students with Disabilities is Meg Hegener and she can be reached at 580-8161.

Administrative Complaints

Skidmore views college students as emerging adults responsible for managing, with support and guidance, their academic and personal affairs. While we often are inclined toward solving problems for our students, we try instead to help them acquire the information and strategies they need to explore possible remedies for their concerns. We ask parents to trust in this educational effort whenever possible, rather than intervening with an office or program on the student's behalf.

When students have questions about college policy or practice, we expect them to review the appropriate policies and handbooks and to pursue their concerns directly with the appropriate office or program. For example, students should direct questions about housing to the Office of Residential Life, while questions related to financial aid should go to the staff of Student Aid and Family Finance. The Office of the Dean of Student Affairs is available to advise any student about the appropriate office and best strategy in any particular circumstance (as are many members of the Student Affairs staff).

If a student remains dissatisfied with the decision of an office or program, that student can ask the dean or vice president responsible for the area of concern to review the decision or policy. However, the dean or vice president will not change a decision that is consistent with general principles of fairness, equity, and college policy. In the majority of academic situations, moreover, the faculty exercise final authority for decisions regarding the classroom, course requirements, or academic standards and expectations.

In most cases of complaint resolution, the dean or vice president's decision is final. If students or parents remain dissatisfied with the decision, they may ask the president to review the practice or policy. Students and parents should write to the president, explaining the circumstances and describing the conversations that have taken place with other college staff. However, the president reviews only situations or problems of substantial consequence to the student or parent and of broad concern to the college. If the appropriate dean or vice president has not yet reviewed the decision, the president's office will generally direct the student and parent to the campus office most directly responsible for the area of concern.

STANDARDS FOR SOCIAL WORK EDUCATION

Skidmore College Department of Social Work

Criteria for Evaluating Academic Performance, Policies and Procedures for Review of Academic Performance, and Academic Grievances

1.0

Criteria for Evaluating Academic Performance in Skidmore College's BSW Program

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the Department of Social Work evaluates the academic performance of its students in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills; and Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

1.1

Basic Abilities Necessary to Acquire Professional Skills

1.1.1 Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

- a) Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.
- b) Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

1.1.2 Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

1.1.3 Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research, including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply the knowledge to professional practice.

1.1.4 Physical Skills

Exhibits sufficient motor and sensory abilities to attend and practice in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification.)

1.2

Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

1.2.1 Stress Management

Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

1.2.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical and emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- a) Compromise scholastic and other performance,
- b) Interfere with professional judgment and behavior, or jeopardize the best interests of those to whom the social work student has a professional responsibility as outlined in the Current Code of Ethics by the National Association of Social Workers.

1.3

Professional Performance Skills Necessary for Work with Clients and Professional Practice

1.3.1 Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

1.3.2 Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for

responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.

Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

1.3.3 Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

1.3.4 Ethical Obligations

Current behavior and classroom performance demonstrates adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics. Ethical behaviors include:

- a) Adherence to the NASW Code of Ethics.
- b) No history of charges and/or convictions of an offense that is contrary to professional practice.
- c) Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- d) Comprehension of another individual's way of life and values. Empathetic communication and support of the client as a basis for a productive professional relationship.
- e) Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or values system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- f) Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- g) Maintenance of confidentiality as it relates to human service, classroom activities, volunteer experience, and field placement.
- h) Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- i) Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

1.4 Scholastic Performance

Students are considered to be in academic difficulty if their GPA drops below 2.25. Students will be advised to withdraw from the Department of Social Work if their grade point average falls below 2.0 overall or 2.5 in major. Failure to maintain a passing grade in Field Practicum (SW 382) will result in dismissal. A student who receives less than a C in a required Social Work course can be barred from enrolling in SW 382.

Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog. Students may not have grade of incomplete in any prerequisites if they are to continue course work.

1.5 Sources of Data for Academic Performance Criteria

Verification regarding meeting academic performance criteria in the Department of Social Work may include but is not limited to any of the following:

- a) Feedback, formal evaluation forms, or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- b) Feedback and/or formal evaluations from agency-based field instructors
- c) Observation of classroom, volunteers, or field experiences
- d) Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- e) Student personal statements or self-assessments
- f) Interviews with faculty or other professionals
- g) Taped interview situations (audio or video)
- h) Feedback from students, staff, college, helping professionals, or community
- i) Signed confidentiality statements, scholastic honesty statements, contract to adhere to NASW Code of Ethics or the Standards, other contracts between the college and the student.

1.6 Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Department of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and may be eligible for reasonable accommodation(s) that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify Student Academic Services and provide documentation as needed. The Student Academic Services makes recommendations for accommodations. The Department of Social Work will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the Office of Academic Advising), and periodic checks between the Department of Social Work and the students are appropriate courses of action in making accommodations.

2.0 Policies and Procedures for Review of Academic Performance and Academic Grievances

2.1 Program Standards Acceptance

When admitted to the major, students will sign a form indicating they have read, understand, and are willing to comply with the Program Standards, NASW Code of Ethics, and the policies presented in Skidmore College's Department of Social Work Student Manual.

2.2 Level 1 Interview

Students who have difficulty in complying with the Standards will be required to engage in a Level 1 Interview. Faculty who identify potential or actual social work majors who are having difficulties in compliance with Program Standards, NASW Code of Ethics, or Skidmore College's Department of Social Work Student Manual policies will be asked to participate in an interview to discuss relevant issues. The interview is collaborative in nature and will focus on the student's coping strengths and issues related to non-compliance. Students are expected to actively collaborate in the development of strategies to remedy the problem and ways to engage in scholastic, professional, and personal growth in the problem solving process. Part of the problem-solving process may include: a written plan, follow-up meetings with faculty, the student, and other involved parties, or the collection of other pertinent data that demonstrates movement towards agreed upon scholastic, personal, or professional growth goals. Participating faculty will document a student's participation in a Level 1 Interview. Students will be asked to sign the documentation indicating their participation in a Level 1 interview. That documentation will become part of the student's Department of Social Work file.

2.3 Level 2 Interview

Students who do not show progress toward the resolution of the issues identified in the Level 1 Interview will be asked to participate in a Level 2 Interview. Level 2 Interview participants include the Director of the Department of Social Work, the other members of the Social Work faculty, and the student. The student may choose to invite the Chair of the Sociology, Anthropology, and Social Work. The goal of the Level 2 Interview is to help the student identify issues that are impeding his/her progress toward the solutions identified during the Level 1 Interview and to further problem-solve to ensure compliance with the Standards, NASW Code of Ethics, and Skidmore College's Department of Social Work Policies Manual. At Level 2, faculty may determine that the student is willing to and capable of participating in the change process OR that the student should discontinue the participation in the Social Work major. As with a Level 1 Interview, students are expected to actively collaborate in the problem-solving process. Part of the problem solving process may include: a written plan; follow-up meetings with faculty, the student, and other involved parties; and/or the collection of other pertinent data that demonstrates movement towards agreed upon scholastic, personal, or professional growth goals. Participating faculty will document a student's participation in a Level 2 Interview. Students will be asked to sign the documentation indicating their participation in a Level 2 interview. That documentation will become part of the student's Department of Social Work file.

2.4 Grievance Procedure

At any time during the Level 1 or Level 2 Interview process, students have the option to invoke the College's Grievance procedures.

These Standards were adapted with permission from The University of Texas at Austin School of Social Work.

What is CSWE?

The Council on Social Work Education (CSWE) is a national association that preserves and enhances the quality of social work education for practice and promotes the goals of individual and community well-being and social justice. CSWE pursues this mission through setting and maintaining policy and program standards in social work education programs, accrediting bachelor's and master's degree programs in social work, promoting research and faculty development, and advocating for social work education. Baccalaureate Department of Social Works that are accredited by CSWE adhere to the Council's Curriculum Policy Statement for Baccalaureate Degree Programs in Social Work Education. Copies of the statement are available from the Program Director. For more information about the Council, see the organization's website: www.cswe.org

Code of Ethics of the National Association of Social Workers

As adopted by the Delegate Assembly of August 1996. This revision of the Code of Ethics went into effect in January, 1999.

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

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

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

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

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

Ethical decision making is a process. 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 well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may

on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

(e) Social workers 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 audio taping 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, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients 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, age, marital status, political belief, religion, and mental or physical disability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice 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 of or potential harm to the supervisee.

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 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, age, marital status, political belief, religion, 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'

well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader 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, age, marital status, political belief, religion, or mental or physical disability.