



HUMBOLDT STATE UNIVERSITY

Department of Social Work

Bachelor of Arts in Social Work Program

Student Handbook

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~Closure~

By Ron Langford

*Sometimes a difficult and painful experience;
At other times it's pure bliss.
That's how it's described
In the social work 'biz'...
Seeking clarification
To 'set things right';
Instead of wishing that you had,
And losing sleep over it at night.
Probing for additional information
About thoughts and feelings,
To stimulate recall
With your fellow human beings.
Remembering the 'good' and the 'bad';
And what made you sad.
Get it all figured out
The best way that you can,
So that everyone involved understands.
So that everyone involved understands.
Then, confidently go on your way;
Knowing that you did the best you could
And that everyone had their say...*

Message from the Faculty and Staff

Welcome to the Social Work Program at Humboldt State University. We hope that you will enjoy your time here at Humboldt and join our many graduates now employed in social work professions. The social work major is intended to provide you with the education, skills, and reflectiveness you will need to begin your social work career. We are committed to a program that will help you to think and act more effectively in other spheres of your life as well. Countless students have told us that their experience in the Social Work Program was transformative personally, as well as academically.

We have been educating social workers here since the 1940s, with the BA SOCIAL WORK Program achieving accreditation from the Council on Social Work Education in 1994. We, the faculty and staff of the Department of Social Work, are a group of people dedicated to the well being of our students and the health of our community. You are invited to join us in this enterprise. Your individual passion, spirit, and unique contributions will combine with the collective energy of fellow students and alumni working to make a difference for justice and goodness.

We encourage your active participation, not only in the educational aspects of the program, but also in the governance and development of a program that is responsive to professional, student, and community needs. To that end, we have an active student organization, the Social Work Student Association that we encourage you to participate in and support.

This student handbook can serve as a resource for you as you navigate through the various demands of the university, the college, and the Department of Social Work. There are important policies for you to be aware of, there are descriptions of educational processes you will be involved in, and there are quotes from students who have shared these classrooms, texts, and lawns. Your adviser is, perhaps, your greatest resource. We cannot overemphasize how important it is to take advantage of the time, energy, and wisdom offered by your adviser.

With respect,
The Faculty and Staff of the Department of Social Work



History of the Social Work Program

The present Social Work Major is one of the oldest majors in Social Science at Humboldt State University. First mentioned in the 1945-46 catalog, it was one of four possible Social Science majors: Social Science, History, Economics, and Social Services, as it was then termed. Humboldt is unusual in that the Social Sciences major preceded Sociology as a major. The pattern in use was similar to that of the University of California, which followed the British concept of the Social Services being Applied Sociology. Thus, the courses were labeled Sociology.

The institution's curriculum was very limited at that time due to its small size (600 total student enrollment), and the major included several academic disciplines, including economics and history. It was used for persons desiring employment as social workers, probation deputies, corrections counselors, and whatever else was termed social work in those days. Under the direction of Professor Kathryn L. Corbett (1952 to 1980), the Social Services (Social Work) Department began hiring Sociologists in order to augment the program's curriculum with sociological perspectives and knowledge. Eventually Sociology became its own major option, though many students seeking an "additional string in their bow" still choose to study both subjects, by double majoring in Social Work and Sociology.

The Social Services or Social Work major has been continuous from 1945 to the present. In the 1958-59 catalog, the name was changed to Social Welfare. This was in accord with the California State College system and the University of California, and was implemented to distinguish the undergraduate program from the graduate level Social Work degree. With the 1982-83 HSU catalog, the name of the major became "Social Work", as a result of faculty demand and the standardization of the undergraduate major title by the California State University system (it had grown from State College status). Of additional interest, up until Humboldt developed a separate Pupil Personnel Credential program in the 1960's for students seeking employment in public school settings, many of the courses in the Social Work major were included in the requirements for that credential.

The HSU Social Services Major pioneered the use of the community as a laboratory. Before 1945, only the Education curriculum, with its long tradition of student teaching, had valid courses involving "hands on experience" off campus. The addition of the Social Sciences major in 1945 resulted in a second HSU degree program that employed community based experimental learning courses as an integral component of its degree requirements. Termed "field work," it was recognized by community social agencies, (what few we had in those early days) as an important part of the education of future social workers. The current proliferation of off-campus educational experience with academic credit, under the aegis of a professor, demonstrates the validity and success of these student field work experiences in the eyes of both the University and social service agencies.

In addition to field work in the community, Social Work Students have the option of gaining practical experience and contributing to the campus and community by becoming involved with Youth Educational Services. The Y.E.S. program, located on the HSU campus, was established by Social Welfare professors Kathryn Corbett and Ben Fairless, who applied their extensive experience in field work coordination and instruction to develop this highly valued part of the HSU student community hands-on experience.

To those of you who use this handbook, we send the challenge to carry on in the finest of Humboldt traditions. The "past is prologue." Now it is up to you.

~Kathryn Corbett, Emeritus Professor of Social Work, Humboldt State University

Setting

Humboldt County is on the North Coast of California and is sometimes referred to as the “Redwood Empire.” Humboldt State University is 270 miles North of San Francisco. It is a 5-1/2 hour drive (with a good-size lunch break in there).

Arcata, population 16,700, is a progressive place. It has a central plaza, the site of a number of annual festivals, more than a few Victorian structures, a number of locally owned shops and restaurants, a co-op grocery store, a community center, and one of the longest continually operating movie theatres in the U.S. There are frequent theatre and concert productions both on and off campus. In addition to the Victorian homes, there are a lot of older homes, bungalows, apartments and 1960’s type tract houses. It is possible to rent a room with kitchen privileges for under \$400 a month. Alternatively, many students live in rural communities along the coast or in more wooded areas.

The largest city in the county is Eureka, 8 miles to the south. It has 28,000 people and the only mall. As the county seat, most social service agencies are located here. Humboldt has most of the social services one would expect of a more populated community, but they are scaled down and possibly more user friendly. They serve as valuable learning sites for student social workers.

Native American communities abound on the North Coast. Since the beginning, Yurok, Wiyot, Hupa, Tollowa, and Karuk people have lived along the coast and in the mountains. Their continued presence is a testament to their culture’s strength, and an asset to all the people who live in the region.

Timber, tourism, healthcare, fishing, higher education and retirees are the leading sources of revenue for the county, with information technology growing as an economic base. Average household income is somewhat less than the rest of California. While not as troubled as some communities, Humboldt County has its share of social and economic difficulties.

Although most of the old growth trees are long gone, except in some protected groves, there are ample opportunities to hike, climb, surf, boat, skate, and bike in remarkably gorgeous surroundings. Of course, it rains a lot in the winter, and jokes abound about how moss will grow on your back, but that’s what keeps the trees growing and the landscape green all year round!

“Pay attention closely to all of the general education lower division classes, because, believe it or not, they are intertwined with our chosen major and the theories and philosophies will keep being re-addressed through our major education”

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Ken Hallum (1968-1987)

Sara Turner (1976-1991)

Barbara Childers (1989-1996)

Ben Fairless (1968-1999)

Maria Bartlett (1999-2007)

John Gai (1975-2008)

Ken Nakamura (1991-2008)

SW FAX: 826-4454

Social Work Student Association

The Social Work Student Association (SWSA) is an organization for BA and MSW students who are interested in enhancing their education by being active on campus and in the community. In the past, SWSA has participated in Take Back the Night, the annual “Empty Bowls” benefit for programs serving the homeless, and speak-outs on political issues affecting social services or social justice. Money is raised each year for students to attend the NASW conference and the annual “Lobby Days” at the state capitol. In addition, SWSA often publishes a newsletter, holds fundraising raffles, and sends student representatives to the Community Advisory Committee as well as the weekly Social Work Department meeting. SWSA interests have also expanded to include community issues that are significant to participants, ranging from women’s rights to HIV/AIDS. We are always open to new, fresh ideas.

“Really pay attention to your classes. It may not seem like you will ever use any of it, but believe me, almost every skill you learn in class you put into practice in the field. Communicate with faculty.”

Students have been represented on the Community Advisory Committee (CAC) and Department Search Committees, and their attendance and participation are encouraged. Opportunity for input on these committees varies with the agenda, but has included course curriculum content, seminars for Agency Field Instructors, CAC membership, revision of by-laws, and hiring of new Department faculty and staff.

Weekly Social Work Department meetings are open to all social work students. The SWSA appoints one person to attend these meetings every week. There is a regular place on the agenda for SWSA business. Student participation in Department meetings varies from year to year, depending on priorities and interest. These meetings address both academic and student affairs, to insure communication and collaboration between the faculty and students. In the event that the faculty need to discuss any personnel issues or concerns regarding an individual student, the meeting is closed to protect student confidentiality.

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“Be willing to share what’s happening to you with the other students in the program and the professors and advisors. They are an excellent support system. Also, be open to growth and change- everything is a learning experience.”

SWSA is a great place to gain organizational and leadership skills. Being a member is often an empowering experience, and may also earn participants one unit of course credit, provided that they are taking leadership roles or working actively to develop the Association. SWSA is also a great place to meet other Social Work students, and have a lot of FUN!

The Social Work Profession

What is Social Work?

Social work is a blend of knowledge, skills and values that social work professionals use to change unjust social conditions and practices, improve existing methods for individual and community change, and respond to problems encountered in both their work and their lives. The first formal educational program in social work was developed in 1898 at the New York School of Philanthropy. In 1917, the first national professional social work association was formed. However, even prior to the formalization of the profession, social workers were actively engaged in many different activities, including organizing people to lobby for child labor legislation, developing reading and cultural literacy groups for recent immigrants and advocating for the development of labor unions. After the “professionalization” of social work, emphasis was placed on helping individuals and families, as well as using group-work with children and adults. Newer trends in social work have been influenced by multicultural perspectives, feminist theories, ecological paradigms, post-structuralism, and spiritual dimensions of human growth and struggle.

Social workers can be found in federal, state, and tribal governments as lobbyists, policy makers, and elected officials. Social workers are also employed as researchers and professors in colleges, as well as with private and public foundations that are created for studying social issues such as poverty, violence against women, HIV/AIDS, alcohol and other drug problems among youth, child welfare, and mental health.

Typically, however, social workers are found working directly with individuals and families who experience economic, political, and/or social dilemmas. A unique quality of social work is its dedication to working with the economically disenfranchised. Our work is clearly committed to social change. Settings which employ social workers include schools, hospitals, mental health clinics, crisis intervention programs, income support and job training programs, child welfare services, independent living programs for seniors, and juvenile/criminal justice organizations. A complete list of local social service programs in Humboldt County can be found at the Humboldt Community Switchboard, which may be found online at: www.theswitchboard.org.

NASW

The National Association of Social Workers (NASW) has been the dominant professional association for social work since 1955. It is worthwhile to join NASW, as the *student* membership fee is greatly reduced, and continues at the rate for one year after graduation. Members receive national and state newsletters that list jobs and publish articles on contemporary issues. NASW members also receive *Social Work*, a scholarly and professional journal. Many students also attend the NASW state and national conferences to both learn and network. NASW can be found online at: www.naswdc.org.

SWAA

The Social Welfare Action Alliance (SWAA) is a progressive national organization for social workers and activists, with a long history of activism and social change. SWAA brings together social work professionals and recipients of social services, with the goal of working collaboratively for social justice. Student memberships are available and include a subscription to the SWAA newsletter. SWAA can be found online at: www.socialwelfareactionalliance.org.

Applications for membership to NASW or SWAA, as well as further information on these and other social work organizations (National Associations of Black Social Workers, Native American Social Workers, and Latino Social Workers) are available from any Social Work faculty or from the Social Work Student Association.

Websites of Other Professional Associations:

National Association of Black Social Workers
<http://naBA.SocialWork-osa.tripod.com/>

International Federation of Social workers
<http://www.ifsw.org/home>

Council on Social Work Education
<http://www.cswe.org/>

National Indian Child Welfare Association
<http://www.nicwa.org/policy/index.asp>

The Department of Social Work

Mission

As a Department, we recognize that people who join us are much more than university students, and that all of us are members of the community. The relational quality between students and faculty reflects a mutual learning and educational process. The faculty is dedicated to the well being of the social work students based on caring and compassion. It is important that the University and Department are seen as an integral part of the overall community fabric (economically, socially, and historically). The Department supports progressive practice that is based on peace, justice, experimentation, risk taking, inclusiveness, partnership, non-expert paradigms of relationships, and a belief in the uniqueness of each student's own professional goals and vision of becoming the social worker they want to be.

Why Social Work?

“I am very conscious about suffering and mistreatment. I want to be a part of the big picture of change.”

The mission of the Department is closely bound to the mission of Humboldt State University, as demonstrated in a pledge taken by graduating students each year since 1987. The Graduate Pledge is:

...I pledge to use my life to actively work towards a more socially and environmentally responsible world. I vow to help create a more equitable world, free of prejudice, discrimination and oppression. I also promise to take action to protect the environment and the earth's resources for future generations. I will continue to live by these words long after graduation and will also encourage others to embrace this way of life.

Students who join the Department of Social Work are offered an educational experience that prepares them for entry and advanced level professional practice in public, private and tribal agencies and community settings. Students are prepared to practice social work with diverse populations from a social justice perspective, with a special commitment to the indigenous populations in Northern California. The Department's educational approach emphasizes critical reflection, ethical behavior, and the development of human potential and peaceful resolution of conflicts.

Goals

To achieve its mission and practice its philosophy, the Department of Social Work strives to:

1. Prepare students for entry level practice as Baccalaureate social workers, and for advanced, autonomous practice as Masters in Social Work, with a commitment to the eradication of barriers to social justice and the development of community well-being.
2. Develop and continually improve upon a curriculum that reflects the social welfare needs of the surrounding areas and that attracts students from across the U.S.
3. Promote continued learning and critical reflection among students, graduates, and community members by building on the broad knowledge base provided by a liberal arts education.

BA Social Work Program Context

Mission

The mission of the Bachelor of Social Work Program is to prepare students for beginning generalist social work practice responsive to the challenges and resources present in rural areas in particular and in more populated areas in general. The BA Social Work Program is designed to help meet the need for entry-level practitioners in northern coastal California and the United States for entry-level generalist social work professionals.

Goals

Advising, course work and the field experience are all designed to cover specific, interrelated content areas, with the purpose of providing an integrated professional and academic education. The two overall goals of the program are to:

1. Prepare students for beginning generalist social work practice.
2. Promote continued learning and critical thinking which builds on the broad knowledge base provided by the liberal arts perspective.

Learning Outcomes

Learning outcomes indicate what knowledge, skills and values you will have upon completing your BA in Social Work. These outcomes are used to evaluate our curriculum, your academic progress, and the program as a whole. Below are the twelve program learning outcomes that provide the foundation and shape the results of your education.

Graduates of the Humboldt State University Baccalaureate Social Work Program...

1. Exercise critical thinking strategies that recognize the complexities involved in empowering social work practice.
2. Demonstrate the knowledge, skills, and values of generalist social work for assessing, planning, facilitating, and evaluating change across systems and contexts, including individuals, families, groups, organizations, communities, and policy.
3. Apply strategies of advocacy and social change that advance social, environmental, and economic justice.
4. Respond to issues of power and privilege in their professional relationships as a basis for ensuring collaborative social work practice informed by the values of the profession and its ethical standards and principles.
5. Honor diversity as a source of community enrichment and engage in social work practice that challenges injustices related to dominant discourses around race, ethnicity, color, culture, age, class, income, spirituality, religion, ability, family structure, nationality, first language, sexual orientation, sexuality, gender identity, and legal unions.

6. Use theoretical frameworks supported by empirical evidence and alternate knowledge systems to understand lifelong human behavior and development as it relates to individual, family, group, organizational, community, political, and cultural contexts.
7. Understand the history, structures, and technologies of power, oppression, and discrimination, including those related to the social work profession.
8. Analyze, formulate, and influence social policies that promote justice, equality, and sustainability.
9. Evaluate and critique research studies, apply research findings to practice, and assess the outcomes of their own practice interventions.
10. Communicate effectively orally and in writing with people receiving services, colleagues, and community members.
11. Work well within organizational structures and service delivery systems.
12. Utilize supervision, consultation, and self-reflection effectively.

“It is my belief that if the human species is to survive, then we have no other option than to improve the environment(s) that we live in: socially, culturally, ecologically. I believe that I can (and have in the past) have a beneficial, positive impact on individuals, my community and the world by working in this field”

Generalist Social Work

Generalist social work practitioners work with individuals, families, groups, organizations, social policies, and communities in a variety of settings in pursuit of social and economic justice. Generalist practitioners view people and systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of individuals, families, and collections of people. Generalist practitioners engage in community development, organizational development, and evaluation in order to ensure that services are useful, effective, and ethical.

BA Social Work Program Competencies and Practice Behaviors

Competency 1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Social workers...

- Advocate for client access to needed resources
- Practice self-reflection to make changes that assure continual professional development
- Attend to professional roles, responsibilities, relationships, and boundaries
- Demonstrate respect for clients and colleagues through appropriate professional behavior, appearance, and communication
- Identify resources for engaging in career-long learning
- Use supervision and consultation

Competency 2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decisionmaking. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Social workers...

- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes
- Recognize and manage ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions

Competency 3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers...

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and clients' lived experience
 - Analyze models of assessment, prevention, intervention, and evaluation
 - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
-
-

Competency 4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Social workers...

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
 - Gain self-awareness to minimize the influence of personal biases and values in working with diverse groups
 - Recognize and communicate their understanding of the importance of difference and intersectionality in shaping life experiences
 - View themselves as learners and engage those with whom they work as resources for information
-
-

Competency 5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Social workers...

- Understand the forms and mechanisms of oppression and discrimination
 - Advocate for human rights and social, environmental, and economic justice
 - Engage in practices that advance social, environmental, and economic justice
-
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Competency 6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Social workers...

- Use practice experiences to inform scientific inquiry
 - Use research evidence to inform practice
-
-

Competency 7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Social workers...

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
 - Critique and apply knowledge to understand persons and environments
-
-

Competency 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Social workers...

- Analyze, formulate, and advocate for policies that advance social well-being, human rights and social, environmental, and economic justice
 - Collaborate with clients and colleagues for effective policy action
-
-

Competency 9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Social workers...

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, social movements, and emerging societal trends to provide relevant services
 - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
-
-

Competency 10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness;

developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Competency 10(a)—Engagement

Social workers...

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
 - Use empathy and other interpersonal skills
 - Develop a mutually agreed-on focus of work and desired outcomes
-

Competency 10(b)—Assessment

Social workers...

- Collect, organize, and interpret pertinent information at multiple system levels
 - Assess client strengths and challenges
 - Develop mutually agreed-on intervention goals and objectives
 - Select appropriate intervention strategies with individuals, families, groups, organizations, and communities
-

Competency 10(c)—Intervention

Social workers...

- Initiate actions to achieve organizational goals while attending to professional values and ethics
 - Implement prevention interventions that enhance client capacities
 - Partner with clients in the process of finding solutions
 - Negotiate, mediate, and advocate for clients from empowerment perspectives
 - Facilitate transitions and endings
-

Competency 10(d)—Evaluation

Social workers...

- Critically analyze, monitor, and evaluate interventions in partnership with clients

Social Work Curriculum

Liberal Arts Foundation

There are 22 units of liberal arts courses required for all social work majors, which are intended to build a broad foundation of knowledge for a professional program. **Introductory Sociology** and **Introduction to Psychology** contribute to the understanding of human behavior and how social systems historically, economically and socially impact individuals, groups, communities and institutions. From these courses, students gain insight into various explanations for human behavior and social phenomena. **Introduction to Native American Studies** or **Introduction to Ethnic Studies** broadens students' understanding of different world views, and the influence they have on a person's reality in terms of creating relationships, infrastructures, spiritual ideologies, roles and status, and so on. These courses address issues of oppression and injustice within a larger social framework.

A strong foundation for the human behavior and practice course sequence (SW 350/351 and SW 340/341) emerges from the above courses, as well as the introductory courses in social work (SW 104 and SW 255). The liberal arts courses build the general knowledge necessary for entering the social work major by providing an understanding of how individuals act upon and are influenced by their environments. A course in **Statistics** is also required for admission into the BA Social Work Program. Basic quantitative methods, empirical design, and statistical calculations serve as a foundation for social work research methods. All of these courses are prerequisites to the major.

The **American Government** and **U.S. History** courses are also required. The government course addresses the structures and processes of government institutions and their role in setting and enforcing policy. The role of democracy in creating and maintaining certain public, constitutional and representative governing processes is also examined, as well as how and why some groups and communities lack access to these processes and institutions. The three U.S. History options of **History 110**, **History 111**, and **Native American Studies 200** present the broader historical movements and societal issues which have shaped the collective experiences of the American people. These courses offer a historical perspective on contemporary social, economic and political issues, enabling students to develop a critical and analytical framework with which to assess contemporary issues.

A sample 4 year course plan is found on the following page.

Coursework Overview

The following HSU courses fulfill a major in Social Work (54 units)

FRESHMAN / SOPHOMORE			
PSCI 110*	American Government (3)		
SOC 104	Introduction to Sociology (3)		
PSYC 104	Introduction to Psychology (3)		
SW 104	Introduction to Social Work and Social Work Institutions (3)		
SW 255	Beginning Social Work Experience (2)		
One of the following courses:			
HIST 110*	U.S. History before 1877 (3)		
HIST 111*	U.S. History since 1877 (3)		
NAS 200*	Indians in American History (3)		
One of the following courses:			
ES 105	Introduction to Ethnic Studies (3)		
NAS 104	Introduction to Native American Studies (3)		
One of the following courses in statistics:			
STAT 106	Health Statistics (3)		
STAT 108	Elementary Statistics (4)		
PSYC 241	Introduction to Psychological Statistics (4)		
SOC 282	Sociological Statistics (4)		
JUNIOR			
Fall Semester		Spring Semester	
SW 340	Social Work Methods I (3)	SW 341	Social Work Methods II (3)
SW 340L	Social Work Methods I Lab (1)	SW 341M	Social Work Methods II Lab (1)
SW 350	Human Behavior & the Social Environment I (4)	SW 351	Human Behavior & the Social Environment II (4)
SW 355	Social Agency Experience (<i>may be taken in fall or spring</i>) (2)		
SW 382	Social Work Research (4)	SW 330	Social Policy (4)
		SW 356	Field Preparation (1)
SENIOR			
Fall Semester		Spring Semester	
SW 455	Field Experience (5)	SW 455	Field Experience (5)
SW 456	Field Experience Seminar (2)	SW 456	Field Experience Seminar (2)
SW 442 or SW 480	Social Work Breadth Course (3)	SW 442 or SW 480	Social Work Breadth Course (3)
*Not included in the 54 unit total			

Course Descriptions

SW 104 – Introduction to Social Work and Social Work Institutions (3 units)

This course introduces the student to the central ideas, values, and methods of social work from the perspective of historical background and contemporary fields of service. The general methods of social work will be introduced. Human diversity is emphasized.

SW 255 – Beginning Social Work Experience (2 units)

This course offers students a beginning experience volunteering in a social service setting. Acquisition and development of values, skills, and beliefs for building ethical helping relationships consistent with social work in a diverse society are emphasized. The focus of seminar meetings is exploration of one's self in relation to the helping process. Two units: four hours/week (60 hours total) of volunteer work and one hour/week in seminar. Graded Credit/No Credit.

SW 330 – Social Work Policy (4 units)

This course examines the characteristics of social policy, its development, formation, and implementation. Students engage in analysis of major social policies and identify how international, federal, state, local, and tribal legislation influences social work practice and service delivery. Strategies for changing policies with a focus on social, environmental, and economic justice is emphasized.

SW 340 – Social Work Methods I (3 units) and Lab (1 unit)

This first course in the social work methods sequence introduces the student to the application of generalist social work practice. Processes and strategies for relationship building, assuming a collaborative partnership, describing problems, assessing resources, developing plans, and evaluating progress with people are emphasized. A strengths perspective is stressed with a focus on work with individuals and families. There is considerable opportunity for self-reflection in relation to the development of one's practice.

SW 341 – Social Work Methods II (3 units) and Lab (1 unit)

This second course in the social work methods sequence continues to develop the students' application of generalist social work practice. Processes and strategies for relationship building, assuming a collaborative partnership, describing problems, assessing resources, developing plans, and evaluating progress with people continue to be emphasized. A strengths perspective continues to be stressed with a focus on work with groups, organizations, communities, and society. There is considerable opportunity for self-reflection in relation to the development of one's practice.

SW 350 – Human Behavior and the Social Environment I (4 units)

This first course in the human behavior and social environments sequence focuses on the student's beginning professional preparation in generalist social work practice using a contextual and strength-based model for understanding human experiences, with a particular emphasis on individuals, families and small groups. Diversity within human experience and the influences that shape human experience are highlighted. The marginalizing role of dominant power structures is explored. People are understood in relation to multiple systems that generate identity and behavior. The social construction of values, attitudes, beliefs, and behavior through language is described. Traditional theories of individual, family, and group development are covered, as well as more recent theoretical developments.

SW 351 – Human Behavior and the Social Environment II (4 units)

This second course in the human behavior and social environments sequence focuses on the student's developing professional preparation in generalist social work practice using a contextual and strength-based model for understanding human experiences, with a particular emphasis on large groups, organizations, communities, and society. Diversity within human experience and the influences that shape human

experience continue to be highlighted. The marginalizing role of dominant power structures continues to be explored. People are understood in relation to multiple systems that generate identity and behavior. The social construction of values, attitudes, beliefs, and behavior through language is described. Traditional theories of large group, organizational, community, and societal development are covered, as well as more recent theoretical developments.

SW 355 – Social Agency Experience (2 units)

This course provides an exposure to human service agency settings and processes. The seminar focuses on the organizational context for social work in relation to service delivery, working with colleagues, collaboration with other agencies, and the influence of policy. Two units: four hours/week (60 hours total) of volunteer work and 90 minutes/week in seminar. Graded Credit/No Credit.

SW 356 – Field Preparation (1 unit)

This field preparation course is designed to prepare students to participate in the selection process for senior year internship, to understand the purpose of the senior year field placement, and to increase the likelihood of a beneficial and meaningful field experience.

SW 382 – Social Work Research (4 units)

This course is designed to help students understand and appreciate research as an analytic and interpretive approach to developing a knowledge base for social work practice; for evaluating service delivery to individuals, groups, families, organizations and communities; and for discovering aspects of living that might otherwise go unrecognized. Students develop skills to review professional research articles for their strengths, limitations, and informative value for practice. The course teaches students to evaluate quantitative and qualitative social work research on the basis of clarity of concepts; sampling strategies; internal and external validity of the research design; reliability and validity of measurement instruments; consideration of ethical and human diversity issues; analysis of data; and developing conclusions relevant to social work. Practice and program evaluation methods are covered.

SW 455 – Field Experience (5 units/semester; Fall and Spring)

Two- semester sequence providing the opportunity to apply and develop generalist work skills through a program of guided field experience in a social service agency setting. Students’ practice supervised by an experienced agency field instructor. (15 hours/week of structured agency practice required.)

SW 456 – Field Experience Seminar (2 units/semester; Fall and Spring)

Designed to integrate theory and practice, gain information about community resources, monitor student’s progress in the agency and process students’ experiences in the field on a practical, conceptual and ethical level.

Choosing an Agency for Senior Field Experience – What’s Important?

“Your supervisor! The person you work with needs to be willing to learn as well. Willing to answer your questions and willing to accept your mistakes.”

“Choose an agency that you feel inspired about, a place where you know you can do work that is fulfilling for you. Think more about that then about what will be best for your career. If you don’t like the work you’re doing, you’ll burn out.”

Transfer of Credit

Academic credit for life experience or previous work experience shall not be given, in whole or in part, in lieu of any required social work courses.

It is important that students are not repeating courses when they transfer from other institutions. It is possible to transfer SW 104 and SW 255 from an accredited community college or university. It is also possible to transfer junior level courses from accredited BA Social Work Programs at four year universities; to do so courses are evaluated on a course-by-course basis to insure that their content and objectives are comparable to those of the HSU BA Social Work Program. These evaluations are made by the student's academic advisor and in situations that are unclear, the issue may be brought to the department for review. No course work can be applied towards the Social Work Major from an unaccredited college.

In the case of exchange or transfer students from other accredited baccalaureate social work programs, every effort is made to honor course work completed at the previous program. In most cases the student's HSU advisor will contact the student's former program advisor to assess comparability and to develop a plan that is fair and advantageous for the student.

The Social Work Department at Humboldt State University does not, and has never allowed, a social work major course to be met by proficiency exam.

Transfer students from California public community colleges who have completed their AA Degree have automatically met their lower division general education through a CSU/California Community College articulation agreement. Those general education courses that are required for our social work major are, therefore, certified as meeting the content areas sought by our program.

SOC 34 Introduction to Social Work (equivalent to HSU SW 104) and *SOC 38 Field Experience* (equivalent to HSU SW 255 Beginning Social Work Experience), offered at College of the Redwoods, our major feeder community college, are approved according to Humboldt State University's master syllabi system and are pre-accepted through a special articulation agreement with their Human Services Program. The instructor of these courses holds an MSW and sits on our Community Advisory Committee.

Advising Social Work Majors

During your freshman and sophomore years, advising is focused on the general education program and course requirements in preparation for a social work major. Available from the department office and each faculty advisor is a “Social Work Major” course outline. During your third and fourth semester, a faculty advisor will assist you with your application to the major. An advisor can help you examine your experiences in SW 104 and SW 255, and identify the ways in which these courses may have provided information to assist you with greater self-awareness and knowledge about social work as a profession.

Usually, the department secretary will assign you an advisor. At that time, you may also request a particular faculty member with whom you feel comfortable.

During your junior year, you will collaborate with your advisor to file a university-mandated form, “Baccalaureate Major Requirements Form” (see pages 28-29), that is used by the Registrar’s Office to assess whether you are on track to graduate. One copy of this form is given to you, and another is kept in your academic folder in the department office. Your advisor is responsible for making any formal changes in this form after it has been submitted to the Registrar’s Office.

Your relationship with your advisor is more than academic, as she/he is concerned with your general professional interests and development. Advisors’ meet often with students to talk about career and academic plans, assess their overall progress and experiences with coursework, and support them in their course studies and volunteer and senior practicum. Feel free to drop by your advisor’s office on a frequent basis.

Why Social Work?

“I chose social work as my major because I want to help people empower themselves – to learn how to access all information that will give people a chance to live life at their fullest capability. I see social work as a process of interacting with others, teaching, helping, and learning and this is what I love about life – the most important mission in my view of social work is to enable others to live life to its fullest capacity.”

Curriculum Policies

Beginning Social Work Experience (SW 255) Waiver Policy

Students with relevant, documented, client-based social service volunteer experience may request that their advisor waive the requirement of SW 255. The procedure for waiver is:

1. Students must submit written verification of the 60 hours (minimum) of client-based social service experience. The experience may be volunteer or paid. The verification must be on agency letterhead and signed by someone in the agency who can attest to the completion of the minimum number of hours and adequate performance.
2. The student must submit a brief essay that describes their experience and relate their volunteer experience to relevant course objectives in SW 255.
3. The student's academic advisor will review the verification letter and essay to determine if the request for a waiver is approved. This decision is based on the extent that the experience and learning are congruent with the learning objectives of SW 255. The advisor can reject the request based on lack of verification, the hours not being relevant, the experience not providing suitable learning, or the student being unable to articulate the learning or relevance of the experience.
4. The advisor either grants or denies the request for a waiver.
5. The decision and supporting documentation is included in the student's academic folder and on the Major Requirement Form submitted for graduation.

Incompletes

Students receiving an "I" or "RP" in a major course are expected to complete coursework prior to the beginning of the next semester in order to progress through the social work program. Because there are appropriate exceptions to every policy, the department allows for waiver of this policy. The waiver process requires the student to seek approval from her/his advisor and the instructor assigning the "I" or "RP." When a student has an outstanding "I" or "RP" before the beginning of their Senior Field Experience, they must additionally have the support of the Field Director. This is rarely approved.

Minimum Grades

While undergraduate credit can be awarded for a grade of "D" or better, the BA Social Work program requires major students to get a grade of "C" or better in required social work courses. A student receiving a grade below "C" in a required course will need to retake that course. Because courses are not offered every semester this may result in a student not being able to move forward in her/his academic plan. This may result in a delay of up to a year in moving forward.

Sequenced Courses

Students are expected to remain in the same course sections and labs for sequenced courses. In the social work Methods I course (SW340) students build relationships with one another that strengthen throughout the semester, and must already be developed for Methods II (SW341). This is also true for successful integration of the field seminar (SW456). In addition, the social work field experience (SW455) requires the course instructor to make visits with students and their supervisors in field settings. It is disruptive for supervisors to change who they meet with midway through the academic year. Students may only switch sections or labs of sequenced courses for serious and compelling reasons and with the approval of their adviser and the BA Program Director.

Academic/Professional Support and Review

The Department of Social Work at Humboldt State University is committed to our students' professional education and development in a supportive learning environment. In accordance with requirements of The Council on Social Work Education (CSWE), the department has designed the Academic/Professional Support and Review process to facilitate student success, both academically and with regard to professional behavior. Any student or faculty member may initiate this process. If faculty have concerns about your performance in a course, they may consult with other faculty and/or your advisor. Academic/Professional Support and Review is not a substitution for University policies and procedures (<http://www.humboldt.edu/~hsupres/uml/uml00-01.html>; <http://studentaffairs.humboldt.edu/judicial/index.php>) but is the preferred departmental procedure.

Support Process

Level 1 – Face to Face Meeting between Faculty Member or Advisor and Student.

Through discussions in the classroom, field, and advising, faculty offer support to students experiencing challenges in meeting expectations of a course, the program, or the university. Typically, this level of support is sufficient to resolve concerns. Students are encouraged to access faculty and/or advisor support whenever they have a concern related to their own performance or the educational environment. At this level, faculty and/or advisor may recommend behavioral changes to the student, accommodations, modifications to assignments, and/or the provision of additional support services. Support at this level may be documented in the student's file, but is not required.

Level 2 – Face to Face Meeting between Faculty and Advisor and Student.

If the issue is not resolved in consultation with faculty and/or advisor, any party may initiate a meeting including student, faculty, and advisor to explore additional support and steps that might be required (if the faculty member is also the advisor a second faculty member will be chosen by the student or faculty member). At this level, faculty and/or advisor may recommend additional behavioral changes to the student, accommodations or modifications to assignments, and/or the provision of additional support services. Support at this level will be documented in the student's file.

Level 3 – Face to Face Meeting between Faculty and Advisor and BA IN SOCIAL WORK or MSW Director and/or Field Director and Student

If the issue is not resolved in the meeting with the student, faculty, and advisor, any party may involve the Program Director (BA IN SOCIAL WORK, MSW, and/or Field Director). In this meeting, student, faculty, advisor, and program director may develop a formal plan and timeline for behavioral change, further accommodations, modifications to the student's course of study, referral to university disciplinary procedures, or reevaluation of a student's suitability for the social work program. Results of this meeting will be documented in the student file and forwarded to the Department of Social Work Administrative Team.

Review Process

If the issue is not resolved, any party may submit a signed letter to the Department of Social Work Administrative Team requesting a review of the issue. The letter should indicate the concern with the prior recommendations/actions, and suggest further steps toward resolution of the concern. The student may bring an advocate to this meeting. Results of this meeting will be documented in the student's file and will include a formal letter detailing the Department's requirements for resolution of the concern. If any party believes that further action is warranted, he/she may utilize university grievance policy and procedure.

Admission to the Major

While becoming a social work major requires only that you declare such an intention on official university forms, in order to take the core social work courses (which typically begin in the Fall of your Junior year) you must submit an application to the BA SOCIAL WORK Program. When you apply to the program, you must have completed or be in the process of completing all pre-requisites. This includes SW 104 and SW 255 (or sought waiver of SW 255 according to the process on page 18). Most of your lower division GE courses need to have been completed, and you need to have earned a *cumulative* grade point average of 2.0 or better. Provisional acceptance may be given to students who do not meet all these requirements.

Applications to the program are made during your sophomore year by submitting a “BA SOCIAL WORK Program Application” (see pages 26-27). **Applications are reviewed beginning the last Monday in February for Continuing Students and the last Friday in August for Transfer Students.** After an application has been received, it is reviewed by faculty members to insure that each applicant meets the general course requirements, and that the quality and nature of the applicant’s Personal Statement evidences an understanding of social work values and purposes.

Taking into consideration the faculty review of each application, the BA SOCIAL WORK Program Director makes a recommendation as to whether a student be fully or provisionally accepted into the major. Students are informed of the admission decision via a letter from the BA SOCIAL WORK Program Director.

Full acceptance into the major requires that all of the admission standards be met, including a well-written and thoughtful Personal Statement. **Provisional major status may be granted to any student who does not meet the requirements** at any time in his/her education, including:

- Outstanding pre-requisites
- A marginal GPA (overall or in required coursework for the major)
- Academic difficulty in coursework within the social work major
- A poorly written Personal Statement (structural or content)
- Lack of grasp on social justice, generalist social work practice, and/or social work ethics and values
- Particular concerns observed by faculty that may inhibit successful completion of course and fieldwork.
- A significant event or consistent pattern that is in violation of the NASW Code of Ethics or the University Student Conduct Code (HSU catalog, “The Fine Print”).

Students who are given a “provisional” major status must work out a plan with their faculty advisor that identifies those areas requiring improvement and details how each will be addressed in order for the student to be accepted as a social work major. This plan is time limited and monitored by the faculty advisor.

Why Social Work?

“I’m interested in seeing the person within the larger context – not as an “individual.” Being in social work means having knowledge and skills to deal with emotional issues while holding the larger problems and context in mind.”

Title IV-E BASW Child Welfare Educational Stipend Program

Humboldt State University, in partnership with the California Social Work Education Center (CalSWEC) Title IV-E BASW Program offers stipends for child welfare and Indian Child Welfare internships. The stipend is \$15,000 for the last year in a student's undergraduate social work program. The student's senior field placement is in public child welfare services or in a tribal Indian Child Welfare setting.

The responsibility of the student upon completion of the BASW program is to work in child welfare for a minimum of two years. Ideally, students receiving the Title IV-E stipend are committed to child welfare services in California's rural or tribal communities as their professional career area of interest.

The Title IV-E BASW Program application can be picked up in the department office. If you are interested in learning more about this program, please contact the Title IV-E BASW Project Office at TitleIV-E@humboldt.edu or (707) 826-4459.

Student Rights

Student Rights and Responsibilities on the University Campus

You are responsible for reviewing and complying with all HSU policies, with particular attention to the following:

Nondiscrimination Policy

http://studentaffairs.humboldt.edu/judicial/complaint_discrimination.php

Rights and Responsibilities for a Campus Community

<http://www.humboldt.edu/~studaff/judicial/index.php>

Your rights and responsibilities as a student are outlined in the University Catalog, “The Fine Print.” Included in this section are the University’s Nondiscrimination Policy, Sexual Assault Policy, Student Grievance Procedures, Students Rights and Responsibilities for a Campus Community (e.g., academic honesty, diversity, attendance), Privacy Rights, Student Discipline, and Keeping the Campus Safe and Secure.

There is a difference between blame and responsibility. We may not be to blame for sexist, racist, or homophobic attitudes or actions, but we carry the responsibility for contributing to relationships and environments that are accepting and respectful of diversity. We expect students to challenge, not perpetuate unjust conditions or practices.

The Social Work Program is an academic community dedicated to the ideas of social justice. Its faculty, staff and students aim to not simply espouse social justice, but also to practice it in our daily interactions. As part of that commitment, we are working to ensure that the program is an environment in which discriminatory and harassing behavior, including inappropriate use of authority, does not occur to any person or property based upon race, ethnicity, religion, gender, sexual orientation, or disability. We must work together to create a safe environment for all member of our diverse community.

Please become familiar with both your rights and responsibilities as a student and member of the campus community.

Student Rights in Relation to Harassment

Harassment: What is it?

Harassment is behavior that intimidates or demeans others. It can be verbal, written, or physical. If you experience harassment at the University or in an agency during your field experience, talk with someone you trust. Your Faculty Field Liaison, The Field Coordinator, the BA SOCIAL WORK Program Director and the University Affirmative Action Officer are people who can help you. Talking about Harassment is one way to stop it and prevent its recurrence!

Information and Support Services for Harassment

If you experience harassment because of your race, gender, religion, ethnic background, disability or sexuality, you may discuss the issue with any of the individuals or agencies listed below. They are here for your support and protection. The “Humboldt State University Policy Against Sexual Harassment and Sexual Assault” is detailed in Executive Memorandum, pgs. 96-93, dated February 13, 1996.

<p style="text-align: center;">Diversity & Compliance Services</p> <p>This office has information on sexual, racial and other forms of harassment. The Director Diversity and Compliance Services will listen to students’ concerns and explain their options. Harassment, assault or discrimination by faculty, staff, or students needs to be filed with this office. 220 Siemens Hall 826-4501</p>	<p style="text-align: center;">Sexual Harassment Prevention Consultation</p> <p>The Office of the Vice President of Student Affairs has a list of consultants on campus who have been trained to provide support and guidance for students. 826-3361</p>	<p style="text-align: center;">Counseling & Psychological Services</p> <p>This campus service is designed to provide brief therapeutic support and referral for continued counseling in the community. Ask about support groups offered each semester. Student Health Bldg. 826-3236</p>	<p style="text-align: center;">Region IX, Regional Civil Rights Director</p> <p>US Dept. of Health and Human Services, Office of Civil Rights, Region IX: File court complaints of discrimination, and advises people of their legal and civil rights. 50 United Nations Plaza, Room 322 San Francisco, CA 94105 (415)437-8329</p>
<p style="text-align: center;">Office of the Vice President for Student Affairs</p> <p>The Vice President for Student Affairs is available to listen to student concerns and explain their options for dealing with any violation or misbehavior by another student. If necessary, he/she will take formal steps to respond to the concern, the procedure for which is outlined below. 214 NHE 826-3361</p>	<p style="text-align: center;">University Police</p> <p>The University Police will take formal reports on any harassment, abuse, or assault on campus. They can enforce a Restraining Order (TRO) to protect you from further harm. 101 SBS 829-5555 Emergency 911</p>	<p style="text-align: center;">Field Experience Supervisor or a Social Work Faculty Member</p> <p>The Social Work Faculty can access information on your civil and legal rights, such as filing for a TRO.</p>	<p style="text-align: center;">Victim Witness Assistance</p> <p>This service can help you file a TRO and support you through a court procedure. 712 4th Street Eureka, CA 445-7417</p>

Informal and Formal Procedures

If you experience harassment from faculty or staff at HSU and decide to consult with an official about your rights and options, you should begin by speaking with a Diversity and Compliance Officer. A friend or advocate can accompany you to any official meeting.

Alternatively, if you experience harassment from another student and would like to consult with an official, you should arrange to meet with the Vice President for Student Affairs.

Based on our experience, we strongly suggest that students who feel that they are being harassed:

1. Find a faculty or staff member who you trust, and who can be your advocate. This person should be taken to any meetings in which your complaint will be discussed. All social work faculty have additional information on this topic, so be sure to talk with them.
2. Realize that the informal and formal process is grounded in legal philosophy and procedure. The system is adversarial, and feelings and rights often get lost. Remember that although this is not good or humane, it is how the system functions. Make some close, supportive friendships and talk with people who validate your feelings and experiences.

The Library

Students who major in social work are often people and action oriented. To “act” in a professional way requires a solid knowledge base. Social work students might feel excited to begin working in a social service program, but apprehensive about locating journals and resource material in the library. That doesn’t have to be you!

The staff in the library are just as committed to your learning as the faculty in your department are. They want to help you feel comfortable and enthusiastic about using library resources. A general orientation to the library is provided in SW 104, and part of the course work requires students to use professional journals. In later courses (SW 340 and SW 350), it is expected that students be able to develop and write more extensive research papers, while in SW 382 students will need to review literature on a topic they are interested in using for a research project.

Social Work Journals

There are many relevant journals in the HSU library from different academic (e.g. women’s studies, political science) and professional (e.g. psychology, education) fields. There is also a broad selection of social work journals that enable students to develop a solid general knowledge base, as well as to pursue their own particular areas of interest. There are hundreds of journals in the library, of which those most central to social work include:

Adolescence

Affilia: Journal of Women & Social Work

American Journal of Community Psychology

American Journal of Family Therapy

Child & Adolescent Social Work Journal

Child & Family

Child Abuse & Neglect

Child Welfare

Child Welfare: Journal of the Child Welfare

League of America

Community Mental Health Journal

Crime & Delinquency

Ethnic & Racial Studies

Exceptional Children

Families in Society: Journal of Contemporary

Human Services

Family Therapy

Family Therapy Networker

Gerontologists

Health & Social Work

Human Services in the Rural Environment

Journal of Black Studies

Journal of Community Psychology

Journal of Family Violence

Journal of Multicultural Counseling &
Development

Journal of Multicultural Social Work

Journal of Progressive Human Services

Journal of Social Issues

Journal of Social Work Education

Journal of Youth & Adolescence

Multicultural Review

Public Health Reports

Public Welfare

Rural Sociology

School Counselor

Smith College Studies in Social Work

Social Casework: the Journal of Contemporary

Social Work

Social Forces

Social Policy

Social Service Review

Social Work

Social Work Education Reporter

Social Work in Education

Social Work Research & Abstracts

Social Work with Groups

Violence & Victims

Youth & Society: A Quarterly Journal

APPENDIX

Baccalaureate Social Work Program Application

The Faculty and Staff of the Department of Social Work are pleased that you are considering an undergraduate major in Social Work and we welcome you to the admissions process. The BA in Social Work program at HSU is designed to prepare students for professional practice in social work. As such we are obligated to consider prospective majors in relation to the standards of the profession. By this time you should have completed or be in the process of completing the prerequisite courses for the major, most of your lower division GE courses, and earned a *cumulative* grade point average of 2.0 or better.

Applications are reviewed beginning the last Friday in February for current HSU Students and the last Friday in August for Fall transfer students.

Name: _____ Date: _____

Email: _____ Phone: _____ ID#: _____

Local Address: _____

Permanent Address: _____

Verify completion of the following Social Work Major prerequisites. If the course is currently in progress note this with an "IP." Please include a transcript (official or unofficial) with your application.

Prerequisite HSU Course or Transfer Equivalent	College	Semester/ Year	Grade
SOC 104 – Introduction to Sociology			
PSYC 104 – Introduction to Psychology			
ES 105 – Introduction to Ethnic Studies <i>or</i> NAS 104 – Introduction to Native American Studies			
HIST 110 – U.S. History to 1877 <i>or</i> HIST 111 – U.S. History since 1877 <i>or</i> NAS 200 – Indians in American History			
PSCI 110 – American Government			
STAT 106 – Health Statistics <i>or</i> STAT 108 – Elementary Statistics <i>or</i> PSYC 241 – Psychological Statistics <i>or</i> SOC 282 – Sociological Statistics			
SW 104 – Introduction to Social Work			
SW 255 – Beginning Social Work Experience			
Cumulative Grade Point Average:			

Office Use Only: Full Admission Provisional Do not admit

Provisions: _____

Director, BA Social Work Program

Date

If you have not completed prerequisite courses for the major, and are not currently enrolled in them, what is your plan for addressing outstanding prerequisites?

How did you find out about the Social Work major at HSU?

Personal Statement Requirement

Please attach an essay (about 5 pages) that offers an opportunity for Faculty to learn more about how the directions your life has taken have brought you to where you are now and how you have come to pursue a professional degree in social work. You may want to focus on experiences that have been significant to you in life, your knowledge of issues around diversity and oppression, your perceptions of social work, and your goals as a professional social worker. Please also share your experiences in previous coursework (especially Introduction to Social Work and Beginning Social Work Experience, if applicable).

Department of Social Work Faculty review applications to determine acceptance into the major. You may be asked to meet with the Director of the BA Social Work Program in this process. You have the right to appeal any adverse decision to the BA Program Director.

Your signature below indicates that the information you have provided is accurate *and that you have reviewed the Bachelor of Social Work Program Student Handbook* (available at [http://www.humboldt.edu/~swp/docs/BA in Social Work-studenthandbook.pdf](http://www.humboldt.edu/~swp/docs/BA%20in%20Social%20Work-studenthandbook.pdf)).

Signature

Date

Please turn this in to the Department of Social Work Office, BSS 514.

Reviewer Comments (e.g., personal essay, class attendance, assignment completion, writing) and Recommendation (Full, Provisional, Do Not Admit):

F P N

1. _____

2. _____

3. _____

Humboldt State University
Department of Social Work
BA Program Major Requirements

NAME _____ HSU ID _____ CATALOG YEAR _____

Passing credit will be or has been presented in the courses listed below to satisfy all major requirements. Included are all courses completed, courses in progress, incomplete courses to be made up, and courses to be taken either at Humboldt State University or at other accredited institutions to apply to this major.

Student's Signature _____ Date _____

Any changes to courses listed below after submission of this form to the Office of the Registrar must be made by the established petition process.

Major: Social Work

Institution	Dept	Course Number	Prerequisites To Major	Units	Grade	REGISTRAR USE ONLY	
						MET	DEFICIENT
	HIST <i>or</i> HIST <i>or</i> NAS	110 111 200	U.S. History to 1877 <i>or</i> U.S. History since 1877 <i>or</i> Indians in American History	3			
	PSCI	110	American Government	3			
	SOC	104	Introduction to Sociology	3			
	NAS <i>or</i> ES	104 105	Intro. to Native American Studies <i>or</i> Intro. to U.S. Ethnic Studies	3			
	PSYC	104	Introduction to Psychology	3			
	STAT <i>or</i> * SOC <i>or</i> * PSYC	106/108 282 241	Statistics	2/3			
	SW	104	Introduction to Social Work	3			
	* SW	255	Beginning Social Work Experience	2			
			Prerequisites to Major Total Units	23/24			

*This course does not fulfill a GE or DCG institutional requirement.

The Office of Admission and Records will verify the following requirements:

1. Completion of all courses listed above
2. BA-Minimum 24 units in major (12 upper div.)
3. Minimum 2.0 GPA in major
4. Exclusion of optional CR grades
5. Completion of all college requirements for the Bachelor's Degree (see catalog)

I certify that the course work listed above, when successfully completed, will meet all requirements for a major In Social Work.

Advisor: _____ Date: _____

Dept. Chair: _____ Date: _____

Humboldt State University
Department of Social Work
BA Program Major Requirements

NAME _____ HSU ID _____ CATALOG YEAR _____

Institution	Dept	Course Number	Social Work Major Courses	Units	Grade	AIR CENTER USE ONLY	
						MET	DEFICIENT
			JUNIOR YEAR - Fall Semester:				
	SW	340	Social Work Methods I	3			
	SW	340L	Social Work Methods I Lab	1			
	SW	350	Human Behavior & the Social Environment I	4			
	SW	382	Social Work Research	4			
			JUNIOR YEAR - Spring Semester:				
	SW	330	Social Policy	4			
	SW	341	Social Work Methods II	3			
	SW	341M	Social Work Methods II Lab	1			
	SW	351	Human Behavior & the Social Environment II	4			
	SW	355	Social Agency Exp. (May be offered in Fall)	2			
	SW	356	Social Work Field Preparation	1			
			SENIOR YEAR - Fall Semester:				
	SW	455	Field Experience	5			
	SW	456	Field Experience Seminar	2			
			Social Work Breadth Course	3			
			SENIOR YEAR- Spring Semester:				
	SW	455	Field Experience	5			
	SW	456	Field Experience Seminar	2			
			Social Work Breadth Course	3			
			Total Required Social Work Units	47			

Student Initials: _____ Advisor Initials: _____ Dept. Chair Initials: _____



COUNCIL ON SOCIAL WORK EDUCATION

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

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The full text of the 2008 EPAS can be viewed on the HSU Social Work Website at http://www.humboldt.edu/~swp/degrees/BA_Social_Work.html

Code of Ethics *of the National Association of Social Workers*

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual 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 audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, 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.