



# GROVE CITY COLLEGE

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**Student Handbook  
Social Work  
2024-25**

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# Introduction

## Welcome to the Grove City College Social Work Program!

The faculty of the Social Work program at Grove City College warmly welcome you! Social Work is a demanding, yet highly rewarding profession for those interested in serving at-risk populations and working within a diverse range of practice settings. We have a strong desire and commitment to seeing each our students grow during their four years and graduate with the ability to practice competently, ethically, and compassionately as generalist Social Workers and committed persons of faith. We consider it a privilege to guide and assist you through this exciting process.

Social Work's origins in North America lie in the efforts of early 20<sup>th</sup> century persons of faith who creatively attempted to meet the needs of abandoned children, impoverished immigrants, and exploited workers. Today's Social Workers belong to a dynamic and growing profession which continues to struggle with social problems that have plagued our society for many years including poverty, homelessness, mental illness, and child abuse. While these problems have not gone away, the efforts of Social Workers to address them have become considerably more sophisticated over time. You will find contemporary Social Workers working to bring hope and healing within highly diverse settings such as government agencies, non-profit organizations, international non-governmental organizations, schools, faith-based organizations, medical facilities, and prisons.

Grove City College is committed to offering a Christian liberal arts education with the goal of educating students who are fully oriented toward a life of service to God and other people. The service-orientation of Social Work dovetails naturally with aims of a Grove City College education. Our Bachelor's in Social Work (BSW) curriculum works to integrate the teachings of the Christian faith with the finest, most up-to-date knowledge available in the field of Social Work. This is a high and holy calling and one into which we enthusiastically invite you.

This **Student Handbook** serves as an important guide that familiarizes you with our policies and curricular requirements as well as forms utilized by our Program. Please read this Handbook thoroughly and utilize the information within to make the most of your exciting years as a Grove City College Social Work student!

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## **The BSW Program**

### **Our Mission**

The mission of the BSW program is to effectively prepare students for competent and compassionate entry-level, generalist Social Work practice within the context of a Christian liberal arts education.

We believe this mission is highly consistent with the purpose and values of the Social Work profession. We also believe that the goals and characteristics of a Social Work program provide a natural extension of the tenets and aims of our longstanding institutional mission at Grove City College. Noting the profession's core values of service, social justice, dignity and worth of each person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry, the aims of our program specifically affirm each of these tenets. The orientation of our program is toward service and particularly service—as the core values suggest—to those in greatest need and at greatest risk for the detrimental effects of social injustice. Our adherence to providing “compassionate” service references our strong belief in human relationality, our belief that each individual possesses a unique and important vantage point and story, our belief that human dignity necessitates human rights, and finally insistence upon practice characterized by scientific knowledge and ethical integrity.

Since its founding in 1876, GCC has been committed to Judeo-Christian principles including promotion of the common good and service to all of humanity, especially those often considered the “least of these.” The discipline of Social Work's clear adherence to those marginalized by society and in need of assistance matches our institution's emphasis on learning *for the sake of service to all of humanity*. We affirm and share this emphasis in our mutual desire to see and work toward the flourishing and well-

being of all humanity. We affirm the need to pursue justice for those unable to advocate for themselves. We believe the foundation of human rights to be the dignity and worth of all individuals, regardless of ability or any other qualifying factors. Finally, to prepare our students for a lifetime of competent and compassionate service, we seek to provide a liberal and professional education of the highest quality—that appeals not only to our students’ intellects, but to their moral and spiritual character as well.

We note additionally the profession’s overarching purpose of promoting human and community well-being through the following mechanisms: a person and environment framework, global emphasis, respect for human diversity, and a scientifically-supported knowledge base. These purposes are actualized through activities that include the pursuit of economic and social justice, the prevention of conditions that restrict human rights, the elimination of poverty, and the widespread enhancement of the quality of life for all persons. Our mission statement and goals fully promote and advance the profession’s primary aims by focusing on service to marginalized populations, upholding universal human rights, studying interventions aimed at poverty alleviation, and discovering means of promoting human flourishing and advancing the common good for all persons.

In addition to having complementary institutional aims, we believe that a Social Work program has the reciprocal value of benefiting and assisting our overall institution by not only providing additional options for students within the major, but highlighting the core values of Social Work among the entire study body. We believe this focus is a healthy one for our institution and aligns well with our missional goals, whatever specific vocational direction a student may be pursuing. We further believe that our institutional focus on service will be enhanced by adding intentional opportunities for students to carefully study means of helping that are empirically-supported, compassionate in their aims, and effective in their implementation.

Our program seeks to integrate Christian scholarship within the discipline of Social Work. Upon completion of the required curriculum, students will demonstrate mastery of the theories, methods, techniques, and values of the profession as prescribed by the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW). Students will additionally be able to integrate their personal faith within the program’s curriculum and understand how this impacts them both personally and professionally. It is our goal that students graduate with the ability to differentiate personal belief systems from their client’s beliefs and conduct themselves ethically as generalist Social Workers, working with diverse and vulnerable populations in a variety of settings.

## **Our Goals**

The goals of our program are as follows:

- 1. To prepare Social Work students for ethical and professional competence through the mastery of a relevant knowledge base and micro and macro-level, generalist practice skills.*
- 2. To prepare Social Work students who are committed to serving marginalized populations and upholding human rights, social and economic justice, and the common good for all persons and groups.*
- 3. To prepare Social Work students for ethical and competent practice within the broader*

*context of a Christian, liberal arts perspective—particularly its emphasis on justice, the beauty of human diversity, and the inherent dignity of all persons.*

## **Our Competencies**

Our national accrediting body in Social Work, the Council on Social Work Education (CSWE), has adopted a competency-based framework to evaluating educational programs. The goal of an outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. Using an approach that begins with outcomes, programs develop content, pedagogy, and activities that provide opportunities for students to learn and develop competencies.

The nine competencies identified by the CSWE are as follows:

### **Competency 1: Demonstrate Ethical and Professional Behavior**

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication
- use technology ethically and appropriately to facilitate practice outcomes
- use supervision and consultation to guide professional judgment and behavior

### **Competency 2: Engage Diversity and Difference in Practice**

Social Workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. Social Workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social Workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social Workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- present themselves as learners and engage clients and constituencies as experts of their own experiences
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

Social Workers understand that every person has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social Workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social Workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- engage in practices that advance social, economic, and environmental justice

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social Workers understand quantitative and qualitative research methods and their roles in advancing a science of Social Work and evaluating practice. Social Workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social Workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social Workers:

- use practice experience and theory to inform scientific inquiry and research
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- use and translate research evidence to inform and improve practice, policy, and service delivery

### **Competency 5: Engage in Policy Practice**

Social Workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social Workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social Workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- assess how social welfare and economic policies impact the delivery of and access to social

services

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

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

Social Workers understand that engagement is an ongoing component of the dynamic and interactive process of Social Work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers value the importance of human relationships. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

- apply knowledge of human behavior to the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- use empathy, reflection, and interpersonal skills to effectively engage with diverse clients and constituencies

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

Social Workers understand that assessment is an ongoing component of the dynamic and interactive process of Social Work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social Workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social Workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

Social Workers understand that intervention is an ongoing component of the dynamic and interactive process of Social Work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and



constituencies. Social Workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- facilitate effective transitions and endings that advance mutually agreed-on goals

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

Social Workers understand that evaluation is an ongoing component of the dynamic and interactive process of Social Work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social Workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social Workers:

- select and use appropriate methods for evaluation of outcomes
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- critically analyze, monitor, and evaluate intervention and program processes and outcomes
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

### **Our Nondiscrimination Policy**

In keeping with a biblical world and life view, Grove City College's Social Work program is committed to providing an equal educational opportunity. Committed to the belief that all human beings are created equal in the image of God, we believe that all persons must be afforded worth, dignity, and respect. In regard to recruitment, admission, and retention policies and practices, the Social Work program does and will not discriminate against any person or group on the basis of class, color, culture, ethnic or national origin, gender, age, race, sex, veteran status, disability, sexual orientation, political orientation, or marital status.

### **Curriculum**

Grove City College offers a BSW degree consisting of 53 credit hours in Social Work coursework. Included in the 53-credit hour requirement are eight credit hours of Field Placement. Field Placement experience challenges the student to actively apply what has been learned in the classroom while clarifying their professional goals. Our program places students in a variety of reputable social service agencies which serve children, adolescents, families, the elderly, and many other populations.

### **General Education Requirements**

The BSW curriculum is grounded in the liberal arts, a core aspect of our institution since its founding.

All Grove City College graduates should possess, in addition to specialized knowledge in major fields, a high level of cultural literacy and communication skills. All students are required to complete 75 credit hours of general education and elective courses in the areas of humanities, writing, science and technology, social sciences, logical reasoning, natural sciences, and foreign language. The following are the General Education requirements for all Grove City College (including BSW) students:

<b><u>General Education Requirements</u></b>	(38 total credits)
<b>Humanities Core</b> (Civilization Series)	15 hours
Civilization and the Biblical Revelation	
Western Civilization: Historical and Intellectual Foundations	
Civilization and Literature	
Civilization and the Arts	
Civilization and the Speculative Mind	
<b>Writing Requirement</b>	3 hours
Foundations of Academic Discourse	
<b>Studies in Science, Faith, and Technology</b>	2 hours
Science, Faith, and Technology	
<b>Foundations of the Social Sciences</b>	3 hours
Foundations of Social Work	
<b>Quantitative/Logical Reasoning</b>	6 hours
Statistical Methods	
<u>One of the following courses:</u>	
Computer Programming I	
Basic Music	
Symbolic Logic	
General Logic	
<b>Natural Sciences</b> (with laboratories)	8 hours
<u>Two of the following courses:</u>	
Chemistry 101/102	
Physics 101/102	
Biology 101/102	
<b>Physical Education</b>	1 hour
<b>Foreign Language</b>	6 hours
<u>Two courses from the following:</u>	
Spanish 201/202	
French 201/202	

In addition to 38 general education credits, BSW students must complete an additional 90 credit hours (128 hours are required for graduation). Fifty-two of those hours are Social Work Cored Requirements and listed below. The following chart illustrates the way that general education requirements and BSW major requirements may be completed across four years of study.

## Suggested BSW Schedule

<u>Freshman</u>		<u>Spring</u>	
	<u>Fall</u>		
SOCW 101	<b>Foundations of Social Work (3)</b>	SOCW 264	<b>HBSE I (3)</b>
HUMA 102	Civilization and Biblical Revelation (3)	PSYC 201	<b>Statistical Methods (3)</b>
PHYE 101	Fitwell (1)	WRIT 101	Foundations of Academic Discourse (3)
	Foreign Language (3)		Foreign Language (3)
	General Electives (6)		General Elective (3)
<u>Sophomore</u>		<u>Spring</u>	
	<u>Fall</u>		
SOCW 205	<b>Social Service Programs and Grants (3)</b>	SOCW 382	<b>Human Diversity (3)</b>
SOCW 280	<b>International Social Problems (3)</b>	SOCW 305	<b>Child Welfare (3)</b>
HUMA 200	Western Civilization (3)	HUMA 202	Civilization and Literature (3)
	Natural Science with Lab (4)		Foreign Language (3)
	Foreign Language (3)		Natural Science (4)
<u>Junior</u>		<u>Spring</u>	
	<u>Fall</u>		
SOCW 302	<b>Generalist Practice I (3)</b>	SOCW 310	<b>Generalist Practice II (3)</b>
SOCW 342	<b>Social Welfare Policy Analysis (3)</b>	SOCW 364	<b>HBSE II (3)</b>
PSYC 204	<b>Research Methods (4)</b>	HUMA 303	Civilization and the Speculative Mind (3)
HUMA 301	Civilization and the Arts (3)		Science, Faith, and Technology (2)
	<b>Social Work Elective (3)</b>	SSFT	Quantitative Requirement (3)
			General Elective (2)
<u>Senior</u>		<u>Spring</u>	
	<u>Fall</u>		
SOCW 420	<b>Field Placement (4)</b>	SOCW 421	<b>Field Placement (4)</b>
SOCW 425	<b>Field Placement Seminar I (2)</b>	SOCW 426	<b>Field Placement Seminar II (2)</b>
	General Electives (10)	SOCW 410	<b>Social Work Capstone (3)</b>
			General Electives (7)

BSW Major Courses in RED

## Course Descriptions

The following are descriptions of the required courses for the BSW degree:

### **SOCW 101 Foundations of Social Work**

This foundational course introduces students to the rich and diverse discipline of Social Work and its widespread societal contributions. Students will learn the fundamentals of generalist Social Work, the ethics, tenets, and history of the profession, and gain an overview of the social delivery system in America. To facilitate the ability to discuss critical points of convergence and divergence, examination of predominant Social Work values, philosophical assumptions, and theories will occur throughout the course. Discussions of the diverse populations and settings served by Social Workers will be integrated into the course. Students will be encouraged to examine their own values and aspirations with respect to the profession. Careful examination of the ways that a Christian worldview intersects with the values of Social Work and means of integrating the two realms form integral aspects of the course. This course is **offered every fall**.

### **SOCW 205 Social Service Programs and Grants**

Administration skills—including needs assessment, program planning, grant writing, and an understanding of non-profit budgeting—have been undervalued in Social Work despite their strong relevance to practice competence. Many students will become leaders in social service organizations and will need to understand the way that effective social service programs are designed, implemented, and funded. This course introduces students to conceptualizing social problems through careful problem analysis and the development of effective programmatic responses. Because social service agencies are widely funded through public and private grants, students will also be introduced to the process of grant writing. Emphasis is placed throughout the course on responding to human need through service that demonstrates compassion, competence, and a commitment to promoting human dignity and flourishing. This is a **Fall course**.

### **SOCW 264 Human Behavior in the Social Environment I**

This course provides a solid understanding of human behavior and development as it is manifested and developed within families, groups, organizations, and communities. The relationships among biological, social, psychological, cultural, and spiritual realities are examined for the ways they impact and inform human behavior. Discussions of human behavior and development will be specifically targeted to forming a solid understanding and foundation for the practice of Social Work. This is a **Spring course**.

### **SOCW 364 Human Behavior in the Social Environment II**

This course explores the frameworks, values, and skills inherent to meeting micro-level—individual and family—needs through an examination of the “mediating layers of society” or our organizations and communities. The underlying assumption of the course is there is a reciprocal relationship between individuals and families and the larger contexts in which they are situated. Therefore, working for change on any level requires an understanding of the full range of social contexts that both positively and negatively affect groups of people. This course explores the middle context which lies between that of the individual and macro-level social welfare policies. Particular emphasis will be given to exploring ways of intervening in society’s middle layers that utilize best practices (including subsidiarity) and promote human flourishing. This is a **Spring course**.

### **SOCW 280 International Social Development**

The pursuit of social justice and human rights, particularly for those most disadvantaged, is a longstanding value deeply embedded in the discipline of Social Work. Responding to the realities of an increasingly globalized

society, Social Work has repositioned itself to respond to *global* issues of social justice including modern slavery, human trafficking, refugees, and inequities in health care delivery. This course examines the history and development of these problems from micro and macro perspectives, exploring the social, political, and economic dynamics that catalyze and perpetuate unjust practices as well as the everyday experiences of those directly impacted. A social development model will be introduced as well as case studies and readings from the Global South that encourage students to consider cross-cultural perspectives on the efficacy of social development practices. Not solely a theoretical examination, the course will encourage students to formulate and integrate ideas grounded in knowledge about cross-cultural Social Work practice and human development. This is a **Fall course**.

### **SOCW 302 Generalist Practice I**

This course introduces the generalist practice model of Social Work including epistemological foundations, theoretical frameworks, values and ethics, and practice approaches with individuals and families situated within a diverse range of environments. Comparative analysis of the Social Work knowledge base and core themes related to human flourishing is integral to the course. Additionally, the course aims to guide students in developing foundational skills of observation, assessment, interviewing, and clinical analysis. This is a **Fall course**.

### **SOCW 310 Generalist Practice II**

This course builds upon the preceding one, Generalist Practice I, by extending the study of Social Work theory and practice to task and treatment groups and to social service institutions. The course focuses on developing and evaluating the practice skills and interventions that are necessary for facilitating effective change within each of these levels. A section on case management theory and skills as well as an introduction to motivational interviewing are also included. Special attention will be given to interventions that are particularly geared toward individuals on the margins of society including the poor, disabled, elderly, and other at-risk populations. This is a **Spring course**.

### **SOCW 342 Social Welfare Policy Analysis**

This course carefully analyzes and evaluates social welfare policies and programs as responses to defined social problems within their historical, political, and economic contexts. Past and present social welfare policies will be evaluated from a generalist perspective and students will be encouraged to critically analyze policies for both their efficacy and intended and unintended consequences. Policies related to poverty, advocacy, mental health, homelessness, racism, and child welfare will be specifically examined for their relevance to the practice of Social Work. This is a **Fall course**.

### **SOCW 305 Child Welfare**

Children represent a group that is critically important to the future, yet also a group without the ability to advocate for themselves. This course will examine child welfare, society's response to providing services for children who lack adequate adult care and nurturing. The history, philosophies, programs, policies, and practices which comprise past and current child welfare services will be examined for both their efficacy and intended and unintended consequences upon some of the most vulnerable persons within our society. Case studies that illustrate the complexities of providing ethical and competent child welfare practice will also be integrated into the course. This is a **Spring course**.

### **SOCW 382 Human Diversity in Social Work Practice**

This course highlights the ways in which an understanding of human diversity informs all aspects of Social Work including practice and policy. Attention to ways humans are diverse including race and socioeconomic status will be carefully examined as they relate to the practice of Social Work. Case studies will also be utilized to explore

ways in which individuals and groups are negatively affected psychologically, economically, and spiritually by biased or unjust systems and structures. This is a **Spring course**.

### **PSYC 201 Statistical Methods**

This course examines the mathematical reasoning and methodology underlying decision-making in the sciences. Students will develop skills in the analysis and interpretation of data from scientific experiments, enabling them to be informed consumers of the professional literature. Topics will include descriptive statistics, probability theory, and inferential statistics. This course is offered in **both semesters**.

### **PSYC 204 Research Methods**

This course examines research methods in the major phases of social science investigation. It includes the logic of research, design and analysis, and methods of data collection. It further includes training in locating, assessing, importing, modifying and analyzing secondary data, knowledge of key information sources, SPSS statistical software training, and hands-on instruction in all stages of writing professional research reports. Three lectures and two lab hours per week. This is a **Spring course**.

### **SOCW 410 Social Work Capstone**

This course requires students to demonstrate integration of the courses in the Social Work major in a final research project. The project entails research into a specific Social Work practice or social welfare policy and involves study design, implementation, analysis, and presentation. The purpose of the Capstone project is to develop essential analytical, problem-solving, teamwork, and goal-setting skills that apply to professional practice. An additional goal is for students to apply and integrate a theological understanding to their analysis of the problem and proposed solutions, with the overarching goal of finding redemptive and restorative pathways. This is a **Spring course**.

### **SOCW 420/421 Field Placement**

The Field Placement is considered a “signature pedagogy” of all levels of Social Work education. In this course, students complete 400-hours in social service organizations under the supervision of Social Work practitioners who are “teachers” in the field (field instructors) and under the careful guidance of the on-campus faculty. Students do not simply “work” in the setting, but are guided by specific learning outcomes. The overarching goals of the Field Placement experience are to link the traditional curriculum with experiential learning through (1) the development of a professional self and (2) the development of foundational generalist practice skills with clients and client systems. **SOCW 420 is a Fall course and SOCW 421 is a Spring course. These are delineated as separate courses, but are the same Field Placement.**

### **SOCW 425/426 Field Placement Seminar I/II**

Field experience is a critical component of a Social Work program. While students are in their Field Placements, they will concurrently attend a weekly, on-campus Field Placement Seminar. The purpose of the Seminar is to collectively discuss case scenarios as well as interpersonal dynamics with relevance to the development of competent Social Work practice. Some of the course seminars will also be topical in nature, covering experiential components of Social Work practice such as confidentiality, boundaries, ethics, integration of faith and practice, and professional self-care. **SOCW 425 is a Fall course and SOCW 426 is a Spring course.**

## Course Sequence Described

### Freshman Year

In **Fall of the freshman year**, potential BSW students take *SOCW 101 Foundations of Social Work*. This course introduces students to the discipline's values and ethics, generalist practice skills, and fields of practice. The course additionally provides general information about the history of Social Work and the nature of social welfare policy. This course is a prerequisite for subsequent courses in the major and provides the foundation for ongoing study in the major.

In the second semester of the freshman year, students intending to apply for the BSW program take *Human Behavior in the Social Environment I*, a course which is also listed in our major, but counts as a general elective credit for any students who do not meet the criterion for admission to the BSW program. This course is intentionally situated early in the curriculum as it includes critical content about human development throughout the lifespan, risk and resiliency factors throughout the lifespan, and the interaction of environment with the growth and development of humans of all ages. We particularly focus on environmental scenarios and factors that facilitate flourishing among individuals, families, and groups at all stages of the human journey.

Second-semester freshmen will also take *PSYC 201 Statistical Methods*, another foundational course which assumes no previous statistical education and teaches students the basics of social science statistics in preparation for subsequent use in research. This course is a prerequisite for two later research courses in our major and provides a solid foundation for understanding the core statistical concepts needed in research analysis.

### Sophomore Year

During the **Fall of the sophomore year**, admitted BSW students take two courses within the major. The first is *SOCW 205 Administration in Social Work*. This course introduces students to the logistical side of Social Work, particularly as it relates to various areas of practice within non-profit organizations. Students are introduced to the process of program development, grant writing, and budgeting which create a solid foundation for understanding the broad context of Social Work.

Admitted BSW students also take *SOCW 280 International Social Development* during Fall of the sophomore year. This course specifically focuses on international social problems and responses, an area of great interest to our student body. Issues including police and government corruption, human and labor trafficking, and public health problems are discussed. Students also write four papers that build a holistic analysis of an international problem within a specific country, a project that allows them to study an area of interest in greater depth.

During the **Spring of the sophomore year**, BSW students take two courses, *SOCW 382 Human Diversity in Social Work Practice* and *SOCW 305 Child Welfare*. In the *Human Diversity* course, a history of the racial worldview in America is outlined as well as practice guidelines related to several racial and ethnic groups as well as LGBTQ individuals. Racial privilege is also discussed extensively in this course.

We require the course, *Child Welfare*, for several reasons. Many students will either work directly with

child welfare or interface with it indirectly during their careers. We additionally have a close relationship with a child welfare agency in our area and collaborate with them in this class on a service learning project.

### Junior Year

In **Fall of the junior year**, BSW students take *SOCW 302 Generalist Practice I*, *SOCW 342 Social Welfare Policy Analysis*, and *PSYC 204 Research Methods*. Generalist Practice I is designed to be highly practical and to not only cover micro-level, generalist practice skills, but to assist the student in the early development of the professional self. Role plays, recordings, and case examples are heavily relied upon in this course. Students are also encouraged to think about professional and ethical behaviors in preparation for the Field Placement experience.

Students also take *Research Methods* during the Fall of the junior year. This rigorous course introduces students to another critical aspect of the discipline as they learn how to design and evaluate quantitative and qualitative social science research. This is a four-credit course in which students first study methodology and then design and execute a group research project. The course is oriented toward applied social science in its liberal use of Social Work examples and its focus on the research that underlies evidence-based practices. This course forms the preparation for a more advanced research course where students are expected to apply methodological and statistical analysis to a study of their own design.

Finally, *Social Welfare Policy Analysis* is designed to introduce students to macro Social Work as it relates to vulnerable populations. The first part of the course identifies principles of just macro practice — i.e., social welfare policy that upholds the common good and the flourishing for all of humanity — and then these principles are applied to the analysis of key macro policy areas such as immigration, and education and large federal public programs such as Social Security, Medicare, Medicaid, immigration, and SNAP. The content and pace of this course are demanding, warranting the course’s positioning in the junior year.

During **Spring of the junior year**, students take *SOCW 310 Generalist Practice II* and *SOCW 364 Human Behavior in the Social Environment II*. The second generalist practice course focuses primarily on the mezzo level of intervention, studying Social Work practice with communities and organizations. This content builds upon the practice skills studied in the first generalist practice course (micro-level intervention), but focuses on the unique application of Social Work in communities and within non-profit organizations. Included in the course is an overview of the nature of non-profit organizations and discussion of their policies, administration, and missional areas of focus.

HBSE II explores the frameworks, values, and skills inherent to meeting micro-level—individual and family—needs through an examination of the “mediating layers of society” or its organizations and communities. Particular emphasis is given to the exploration of ways of intervening in society’s middle layers that utilize best practices and promote flourishing among communities, organizations, and institutions. Like Generalist Practice II, this course is designed to help students prepare for the Field Placement by more carefully considering the nature of the organizations and communities in which they will be serving.



## Senior Year

The *Field Placement* is completed through 200 hours of service in both the Fall and Spring semesters of the senior year. Concurrent with their Field Placement, students take a one-hour, on-campus *SOCW 425 Field Placement Seminar I* (in the first semester) and *SOCW 425 Field Placement Seminar II* (in the second semester) which is facilitated by the Field Placement Director.

Finally, during the Spring of the senior year, BSW students take *SOCW 410 Social Work Capstone* which is culmination of previous research-related courses. In this course, students (either individually or in pairs) design and implement a research study with direct relevance to the discipline of Social Work. This entails getting IRB approval, choosing assessment instruments, implementation, statistical analysis, and presenting findings in poster and verbal formats to the departmental faculty and the student's peers

## **Graduation Requirements**

To receive a BSW degree from Grove City College, students must meet the following requirements:

- Accumulate at least 128 semester hours with a minimum cumulative GPA of 2.00
- Complete the General Education requirements
- Complete Major courses with no individual course grade below a "C"
- Maintain a minimum 2.5 MGPA (average of all courses required for the Major)
- Pay all outstanding accounts

## **Study Abroad Programs and International Field Placements**

We believe that study abroad experiences and the opportunity to do Field Placements abroad are highly valuable experiences for Social Work students. There are two options regarding this possibility:

- 1) Traditional study abroad program
- 2) Program-approved international Field Placement

Students wishing to take courses in a study abroad experience are welcome to do so, but should consult with their Advisor as this option could require additional time at Grove City College. Students wishing to do their *Field Placement* abroad should consult the **Field Placement Manual** for Program-approved options.

## **Credit for Life or Work Experience Policy**

Under no circumstances will academic credit will be given for life experience or previous work experience. This policy is in accordance with the standards sets by the CSWE.

# Program Policies and Procedures

## Admission Procedures

All students interested in Social Work as their major must submit a formal application to the BSW program. The purpose of the application process is to help students and faculty to be assured of the suitability of a student's decision to choose Social Work as their major. The Social Work curriculum generally requires a minimum of four semesters. Students must consider this prior to changing majors or transferring from another institution.

Enrollment into the BSW program is open to all students who meet the admission criterion. Students who wish to make formal application must submit their application by **October 15** of the sophomore year. The following criterion must be met and actions completed in order for students to be formally accepted into the Grove City College Social Work program.

- (a) A cumulative GPA of at least 2.0
- (b) Achievement of a "C" or better in the following courses:
  - SOCW 101 Foundations of Social Work
  - SOCW 264 Human Behavior in the Social Environment I
  - WRIT 101 Foundations of Academic Discourse
  - HUMA 102 Civilization and Biblical Revelation
- (c) Submission of a signed **Policy Compliance Form** indicating that the student has read and agrees to comply with the expectations outlined in the following documents:
  - Student Handbook
  - Expectations for Continuation, Criterion for Dismissal, and Grievance Policy
  - NASW Code of Ethics
- (d) Submission of the online **Program Application** (including personal narrative)
- (e) Submission of two references (one personal and one non-Social Work professor, employer, or pastor)
- (f) Completion of an interview, upon request, with a member of the BSW faculty
- (g) Complete *Change of Major* form and submit to the Registrar's Office

## Admission Decisions

Within two weeks of the application deadline, the Social Work faculty will thoroughly review each application. Students fully meeting the admission criterion identified above will be admitted to the program. Students will additionally receive written notice of the admission decision within three working days of the faculty admission review meeting.

Students who do not meet the admission criterion (e.g., their cumulative GPA lies below 2.0 or they have not scored a "C" or above in the four courses required for admission) may be admitted to the BSW program conditionally, provided that the student agrees to fulfill the criteria by the time specified by the program faculty. Students who are accepted conditionally, however, should be aware that there are risks involved in pursuing the Social Work major on a conditional basis.

Students who are accepted conditionally may reapply for admission to the program if/when their academic situation changes (e.g., their GPA improves in the following semester or they retake one of the courses required at the “C” level of above for admission). In such cases, student applications will again be reviewed by the program faculty within two weeks and notification of the decision will be delivered in writing within three working days of the review meeting.

### **Application Deadlines**

Regular applicants	<b>October 15 of the sophomore year</b>
Transfer applicants	<b>October 15</b> (Fall transfer students) or <b>February 1</b> (Spring transfer students)

Applications received after these deadlines will be reviewed and considered on an individual basis.

### **Transfer Student Admission and Transfer Credit**

The Social Work program abides by the standards for transfer students that are practiced by the College including the minimal grade requirements laid out for transferred courses and the requirement that courses only be transferred from regionally accredited institutions of higher education. The transfer of Social Work credits is initially reviewed by the Registrar’s Office and Social Work courses are then forwarded to the Program Director for review. Students will be asked to supply course descriptions and/or syllabi from the previous institution’s catalog when necessary. Only Social Work courses which are similar in nature to those at Grove City College will be accepted.

The College policy is to grant transfer credit only when a student has achieved a “C” or higher in the course. In the case of transfer students who have taken *Social Work* courses elsewhere, the “C” grade requirement remains in place as well.

If a student meets the criterion for general admission as a transfer student at Grove City College, they are fully eligible to enroll in Social Work courses and to apply for the BSW major by the **October 15** deadline (for Fall transfer students) or by **February 1** (for Spring transfer students).

Transfer applicants must complete the following actions and submit the following documents to be considered for admission to the Program:

- A signed **Policy Compliance Form** indicating that the student has read and agrees to comply with the expectations outlined in the following:

- The Student Handbook
- The Expectations for Continuation, Criterion for Dismissal, and Grievance Policy
- The NASW Code of Ethics

- The **Program Application** (including personal narrative)
- Two references (one personal and one non-Social Work professor, employer, or pastor)
- Interview with a member of the BSW faculty

Within two weeks of the application deadline, the Social Work faculty will review each application. Students meeting the above admission criterion will be admitted to the program. Students will additionally receive written notice of the admission decision within three working days of the faculty review meeting.

In order to maintain the distinctiveness of our program, we have identified courses that are core to the BSW experience at Grove City College. Therefore, the following courses may not be transferred by incoming BSW students:

- Human Behavior in the Social Environment I
- Generalist Practice I and II
- International Social Development
- Social Service Programs and Grants
- Social Work Capstone
- Field Placement
- Field Placement Seminar

The following courses may be transferred:

- Introduction to Social Work
- Human Diversity
- Child Welfare
- Statistics
- Research Methods
- Human Behavior in the Social Environment II (course must have focused on organizations and communities)

Any of the following four courses may be transferred and fulfill the 3-credit Social Work elective requirement. If students transfer more than one of these courses, however, the additional credits will be counted as general elective credit.

- Abnormal Psychology
- Social Psychology
- Gerontology
- Macroeconomics

Note: The Field Placement and the Field Placement seminar must be completed at Grove City College.

### **Academic Performance Expectations**

Grove City College maintains high academic and ethical standards for both faculty and students. Students have the right to expect competence in faculty instruction and fairness in student assessment. Faculty members have the right to expect students to complete the assignments and expectations that are outlined in the syllabus (which is treated as a contract between the faculty member and each student).

These rights require an atmosphere of trust and mutual respect which grows out of our Christian

commitments. Faculty trust students to complete assignments and exams without cheating or plagiarizing. Students trust faculty to provide competent instruction and to make fair and reasoned judgements in assessing student performance. When trust is violated, we commit ourselves to seeking reconciliation through an honest and fair process of dialogue and exploration. To maintain an environment of utmost integrity, all Grove City College students are subject to the expectations of the **Honesty in Learning Policy** as detailed in **The Crimson** ([http://www.gcc.edu/Portals/0/Crimson\\_2017-18.pdf](http://www.gcc.edu/Portals/0/Crimson_2017-18.pdf)). Program faculty are additionally responsible to handle perceived **Honesty in Learning Policy** violations in the manner detailed in **The Crimson**.

To reiterate these important points, the rights and responsibilities of Grove City College faculty and students are as follows:

Faculty will:

1. Receive respect from all students.
2. Develop course syllabi according to the standards stated in the Faculty Handbook.
3. Establish reasonable course expectations and to state them clearly at the beginning of the course.
4. Identify and communicate the form and style of student evaluation to be utilized.
5. Expect students to complete all requirements outlined in the course syllabus.
6. Expect students to be responsible for what occurs in each class session, regardless of whether the student was in attendance.

Students will:

1. Receive respect from all faculty members.
2. Expect faculty to adhere to the syllabus with any minor changes announced in advance. Major or substantive additions to the syllabus *may not be made* after the beginning of the course.
3. Expect faculty to outline their assessment procedures in the syllabus.
4. Receive the results of papers and exams within a reasonable amount of time.
5. Receive fair and objective evaluations.
6. Expect regular class meetings unless alternative arrangements are made in advance.
7. Expect grades based on clearly-articulated expectations.
8. Expect freedom from any and all forms of discrimination.

Academic expectations of students in the BSW major include:

- Maintenance of a major GPA of 2.5
- Fulfillment of the policies and expectations of the Field Placement Manual
- A mid-year (at the end of the first semester) evaluation from the Field Instructor indicating that satisfactory progress is being made toward competent, ethical practice
- A final evaluation in the Field Placement which affirms the student is adequately prepared to graduate as a beginning generalist Social Work practitioner. Specific expectations are detailed in the Field Placement Manual.

BSW students who do not maintain a major GPA of 2.5 will be placed on academic probation. They will be notified by the Program Director of their probationary status and given one semester to raise their major GPA to the required level. Students who do not raise their MGPA to 2.5 within one semester will be dismissed from the BSW program (see Dismissal Policy below). All students should note, however, that many graduate institutions require an MGPA of 3.0 in order for Social Work courses to qualify for advanced standing.

## **Professional Performance Expectations**

Due to the nature of Social Work practice and the expectations of professionalism, continuance in the program is not solely academic, but also includes professional behaviors and practices. All BSW students agree to comply with the standards outlined in the Student Handbook, the NASW Code of Ethics, and Field Placement Manual. Faculty members regularly evaluate students' professional performance in several ways including, but not limited to the following criterion:

### **1. Basic professional practice competencies**

Communication: Effective oral and written skills, appropriate interpersonal skills including the ability to take responsibility for one's actions and decisions and the ability to identify and acknowledge limitations, adherence to confidentiality

Critical thinking: The ability to plan, monitor, and evaluate practice interventions and practice, the ability to articulate the planned change process

Effective self-care and coping skills: The ability to handle stress appropriately using self-care techniques, demonstration of emotional regulation

Emotional maturity: Appropriate self-disclosure, respectful and non-discriminatory relationships with clients, peers, colleagues, Field Instructor, and faculty, use of compassion and empathy, use of assertive problem-solving strategies

### **2. Professional judgement**

Ethical behavior: Demonstration of ethical decisions and behaviors in the classroom and the Field Placement settings

Committed to professional learning: Responsible for learning and seeking feedback whenever possible, engagement in learning, teachable and humble posture, and a desire to grow professionally

Self-awareness: Awareness of one's own attitudes and beliefs and their impact on practice, acknowledgement of and healthy response to instances when personal values interfere with professional practice

All faculty are involved in the formation of a student's professionalism and are responsible for reporting concerns to the Program Director and other faculty as appropriate to assure ethical practice and academic achievement. The process employed for reporting and reviewing a concern relative to a

student's performance will be based on the severity of the issue. If the concern is Field Placement-related or is affecting performance in the Field Placement, relevant information may be disclosed to the Field Instructor per the Release of Information form which all students sign when they are accepted into the program.

In most instances, a faculty member will address concerns directly with a student and establish a plan of action with the student to resolve the concern. Faculty will inform the Program Director of the concerns so that any pattern of behavior is identified and addressed in a timely manner. Documentation of individual meetings, concerns addressed, and plans of action will be completed and maintained by the concerned faculty member. If the concern is Field Placement-related, the Field Placement Director may additionally offer to meet with the Field Instructor and the student.

In the event that concerns are unresolved or of a more serious nature, the following procedures will be followed.

1. A meeting will be conducted **within five class days** with the student, the involved faculty member, the Advisor, and the Program Director. If the problem is related to the Field Placement, the Field Instructor will be included.
2. The Program Director will discuss the outcome of this meeting with the Chair of the Department of Psychology and Social Work and the Dean. The impacted student will be invited to be present in this meeting. Possible outcomes of this meeting include:
  - Continuation in the program with no restrictions
  - Probationary status
  - Termination from the program

Following this meeting, a letter will be written by the Program Director **within three working days** documenting the outcome and any actions taken. This letter will be sent to the student, concerned faculty member, Advisor, Field Placement Director, Department Chair, and the Dean. If the matter is related to the Field Placement, a copy will be mailed to the Field Instructor. The Program Director will also write a summary of the meeting and maintain this documentation.

In the event of probationary status, the student will be advised in writing **within three working days** of the actions and time frame necessary to address the concerns. Examples of actions include, but are not limited to, future meetings with the student's Advisor, seeking outside assistance, re-evaluating academic load and readiness for the major, and increasing the level of a specific professional competency in the Field Placement.

### **Expectations for Continuation**

Upon admission into the Social Work program, a cumulative GPA (of all courses) of 2.0 must be maintained in order for the student to continue in the program. Probation will be automatic if the student's cumulative GPA Falls below the minimum 2.0. Students on probation will have one semester to raise their GPA to the required level. After one semester of probation, students with a continued GPA below 2.0 will be automatically dismissed from the program. If dismissal from the major occurs,

students may reapply to the major after the completion of another semester, recognizing that readmission is not automatic and that the GPA minimum requirement of 2.0 remains in place.

Upon admission into the program, students must demonstrate ethical behavior, academic integrity, and appropriate interpersonal skills in order to continue in the Social Work program. Accordingly, students are expected to:

- Adhere to the professional values and ethics articulated in the NASW Code of Ethics
- Demonstrate respect for the value and dignity of all persons
- Demonstrate respect for persons of differing values, religious beliefs, races, ethnicities, and socioeconomic backgrounds
- Demonstrate qualities of compassion, responsibility, integrity, creativity, patience, and perseverance
- Demonstrate competence and professionalism in written and oral communication

### **Dismissal from the Social Work Program**

- A. All BSW students are entirely subject to the broader institutional policies and expectations of Grove City College. Standards related to student conduct are clearly delineated in the *Crimson*. While conduct violations are formally addressed through the *Student Life and Learning* department, BSW students will be dismissed from the program if they commit serious conduct or legal violations during their time as a student. Examples of such violations include, *but are not limited to*, underage drinking, theft, and the possession of illegal drugs.
- B. A student will be dismissed from the program if his/her major GPA Falls below the minimum 2.5 requirement for two consecutive semesters. Students will be notified of their status through a letter written by the Program Director.
- C. A student may also be dismissed from the program if he/she fails to demonstrate ethical behavior, academic integrity, or the baseline interpersonal skills required of Social Work majors. As indicated in the above section, we favor a developmental approach by which students are given opportunities to grow and learn whenever possible. There may be rare documented cases, however, where intentional and serious patterns of unethical behavior or a pervasive lack of professionalism make the student incompatible with the expectations of the program. Examples of behaviors potentially leading to program dismissal include, *but are not limited to*, engagement in dual relationships that violate professional boundaries, unwillingness to abide by the program policies, agency rules, and college standards of conduct, or dishonesty in academic work.

In such cases, students will be notified of their dismissal through a letter issued by the Program Director which carefully outlines the concern(s), a detailed description of the means of resolving the issue(s), and the rationale for the decision.



- D. Dismissal may additionally result from the failure on the part of the student to complete Field Placement tasks and to secure a placement by the date specified by the Program Director. In such cases, students will be notified of their dismissal through a letter issued by the Program Director.
- E. Dismissal may also result from the failure to perform competently and professionally in the Field Placement or the failure to complete 400-hours in the setting. If it becomes clear that the Field Placement cannot be reasonably completed because the student lacks acceptable levels of professional practice competence, the student may be removed from the Field Placement and dismissed as a BSW major. Students will be notified of their dismissal through a letter issued by the Program Director which carefully outlines the concern(s), previous means of resolving the issue(s), and the rationale for the decision.

### **Grievance Procedures Related to Academic Issues**

The BSW program is committed to the same procedures for responding to academically-related grievances by either students or faculty members as practiced by our institution. A student accused of violating the **Honesty in Learning Policy** or who claims that a grade was unfairly determined may appeal. If a student feels that a Social Work faculty member has violated their academic rights and responsibilities, the following steps should be followed:

- a. The student should discuss the matter privately with the Social Work professor
- b. If no satisfactory resolution is reached, the student should appeal in writing to the Department Chair
- c. If the appeal is denied by the Department Chair, the student should appeal in writing to the Calderwood Dean
- d. If satisfactory resolution still has not occurred, the student should appeal in writing to the Provost. If the Provost determines that the appeal is not frivolous, the Provost will call a meeting of the Grade Appeals Committee. This Committee is chaired by the Provost and consists of two students, the Dean and Assistant Dean of the Calderwood School, the Dean and Assistant Dean of the Hopeman School, the Registrar, two appointed faculty representatives, and six elected faculty representatives.
- e. The Grade Appeals Committee will recommend, by majority decision, either to uphold or to deny the student's appeal. The student and professor may each present evidence in writing supporting their positions.
- f. If the appeal is upheld, the Provost, with advice from the Committee, will appoint a review committee of department personnel who will review the student's work and determine a grade. No further appeals will be permitted.

### **Grievance Procedures Related to Professional Performance Issues**

Students may appeal any decisions reached by the Program Director, the Department Chair, or the Dean in relationship to professional performance issues. To do so, the following procedures should be followed:

1. Within **one month** of the alleged unfair treatment, students should submit a written statement of the grievance and the desired resolution to the Dean who will attempt to resolve the grievance through conferences with the involved parties. This resolution should be reached **within ten working days** of the Dean's receipt of the student's written statement.

2. If the student remains dissatisfied with the outcome, the Dean will assemble the Student Faculty Review Committee **within ten working days** of the written grievance to review the concern. The Student Faculty Review Committee will interview all involved parties and reach a decision by a simple majority vote. The Committee will then indicate their decision in writing to all of the involved parties **within 48 hours**.

All applicants to the BSW program are required to read and sign the Student Handbook, the Field Placement Manual, and the *Expectations for Program Continuation, Criterion for Dismissal, and Grievance Policy* which each outline the above criterion for the evaluation of academic and professional performance as well as a detailed explanation of the Program's grievance policies and procedures.

### **Field Placement Procedure**

The Social Work program determines eligibility for the Field Placement based on a specific set of criteria. Below are the requirements that must be met to be eligible for consideration for Field Placement.

- 1) Senior status in the Social Work program
- 2) A 2.5 Major GPA
- 3) A meeting with the Field Placement Director
- 4) Completion of the Field Placement Application

After meeting with the Field Placement Director to discuss placement options, students will contact the selected agency or agencies and send a resume and cover letter to the appropriate person. The student will then call the agency to arrange an interview. At least two interviews should be completed by the end of March. The student's Field Placement for the Fall must be solidified by the end of the Spring semester.

A minimum of 400 hours of Field Placement is required of all Social Work majors. These hours are completed in the senior year. Each student will complete 200 hours in the Fall of their senior year and the remaining 200 hours in the Spring semester of their senior year. This experience requires two (2) full days on Tuesdays and Thursdays with any incomplete hours to be made up a third day of the week.

The only exception would be if a student completed an international Field Placement and met their 400-requirement goal in one semester, with the international agency determining the schedule. \*International Field Placement students must also contact the Office of Study Abroad at GCC.

Students should review the **Field Placement Manual** for more detailed information about the Field Placement.

### **Advising**

When a student identifies interest in the BSW major (including incoming Freshman or those who have not yet been admitted officially into the major), he/she will be assigned to a Social Work faculty

Advisor. The Advisor is not only for assistance with academic questions or registering for classes, but provides an ongoing student-faculty relationship throughout a student's academic career. Students are encouraged, at a minimum, to meet with their Advisor once per semester to evaluate progress and address any points of concern. As a part of the Advising role, faculty also frequently assist students in preparation for graduate education by researching programs and writing recommendation letters.

## **Student Educational Records**

All educational records of Grove City College students are maintained in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Student files maintained by the Social Work Program are kept under locked access. Access to individual student files will be limited to the Social Work faculty. Individual Social Work students may access all information in their own files excluding any personal recommendations that have been noted for non-release.

## **BSW Student of the Year**

Established in 2022, the BSW program honors 1 senior each year as "BSW Student of the Year". Criterion for this award are as follows:

1. GPA of 3.5 or higher
2. Field Evaluation of 4 or higher
3. Demonstrates maturity emotional and spiritually through class discussion, campus involvement, and interaction with peers, professors, field instructors and clients.
4. Demonstrates a strong ability to promote Christian values in social work practice.
5. Active member of Grove City College Community and home community through connection to local church and service organizations

## **Benefits of Professional Accreditation**

In most cases, Social Work licensure exams can only be taken by students who have graduated from a CSWE-accredited program. Although it varies by state, most students seeking licensure after graduation will be eligible to take a license exam after completing their BSW degree at Grove City College.

A Master's degree in Social Work (MSW) is considered the "terminal" degree in Social Work. This means that once a student has completed the MSW, they can typically hold most positions in the field (with the exception of teaching) without further academic training. Many graduate schools will grant "advanced standing" to students who have completed a CSWE-accredited BSW degree. "Advanced standing" means that the graduate program will waive a certain number of credit hours from the graduate program. In some graduate programs, this may save the student one to two semesters of course work. **Students should be aware that in order for undergraduate courses to transfer to a graduate school of Social Work for "advanced standing", a "B" or above course grade is generally required.**

## **Social Work Organizations**

Students are encouraged to join professional and on-campus organizations as ways of networking with peers and the broader discipline.

### **National Association of Social Workers (NASW)**

NASW is the largest professional organization for Social Workers in the United States. It provides leadership on social issues at the national level, supports a wide variety of social legislation beneficial to Social Workers, publishes a monthly journal, and is dedicated to encouraging high standards of Social Work practice.

### **North American Association of Christians in Social Work (NACSW)**

NACSW focuses on assisting members in integrating aspects of the Christian faith and Social Work practice. The organization provides members with various resources that facilitate the integration of the Christian faith and Social Work practice.

### **Social Work and Psychology Association (SWAPA)**

SWAPA is a long-standing student-run organization at Grove City College that serves two purposes to its members—providing networking opportunities with students, alumni, and employers in the disciplines of psychology and Social Work, and hosting educational events related to contemporary topical interests in the discipline, information about graduate education, and future employment.

### **Bachelor of Social Work (BSW) Club**

The BSW Club is a new (2022) student-run organization at Grove City College that serves BSW students.

## **Program Documents**

The BSW Program Application is also available online at:  
[https://my.gcc.edu/ICS/Academics/Social\\_Work\\_Major.jnz](https://my.gcc.edu/ICS/Academics/Social_Work_Major.jnz)

The NASW Code of Ethics is also available online at:  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>



## BSW Program Application

Name \_\_\_\_\_ Campus Box # \_\_\_\_\_

Cell Phone # \_\_\_\_\_

E-mail address: \_\_\_\_\_

Permanent mailing address: \_\_\_\_\_

Street

City

State

Zip Code

Date of Birth (month/day/year): \_\_\_/\_\_\_/\_\_\_

### Racial/Ethnic Background

\_\_\_ African American

\_\_\_ American Indian/Native American

\_\_\_ Asian American

\_\_\_ Pacific Islander

\_\_\_ Other Latino/Hispanic

\_\_\_ White (non-Hispanic)

\_\_\_ Other (please specify)

### Academic Qualifications

Cumulative GPA: \_\_\_\_\_

Number of credit hours completed to date: \_\_\_\_\_

**Other college(s) attended**

College/University: \_\_\_\_\_

Major: \_\_\_\_\_ Dates of Attendance: \_\_\_\_\_

Have you ever been dismissed from a Social Work program at another institution?

\_\_\_\_ Yes \_\_\_\_ No If yes, please explain:

**Work History**

Please list the last three paid positions you have held beginning with the most recent.

<b>Employer</b>	<b>Job Description</b>	<b>Dates of Service</b>
Name:          Location:	Responsibilities:	Dates:       Reason for leaving:
Name:          Location:	Responsibilities:	Dates:       Reason for leaving:
Name:          Location:	Responsibilities:	Dates:       Reason for leaving:

## Personal Narrative

Respond to the below areas in a 2-3 page (typed, double-spaced) personal narrative that will assist us in understanding your motivation for pursuing a BSW degree. Please attach your response to this application.

1. What is your personal motivation for wanting to study Social Work?
2. What are your career goals?
3. What are your personal strengths and limitations related to a Social Work career?
4. What have been your experiences in helping others, including others with backgrounds and characteristics different from your own? Provide brief examples.

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Signature

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Date



**Letter of Recommendation  
BSW Program**

Name of Applicant \_\_\_\_\_

The above individual is applying for admission to Grove City College's Bachelor of Social Work (BSW) program. Please provide an honest assessment of this applicant in order to assist us in determining this applicant's suitability for the program. Upon completion, please email or mail this form to:

Jennifer Hollenberger  
Field Placement Director  
Grove City College  
100 Campus Drive  
Grove City PA 16127  
hollenbergerjc@gcc.edu

How long have you known the applicant?

Nature of Relationship:

Please rate the applicant relative to other students or employees you have known:

	Superior	Good	Average	Below Average	Unsatisfactory	Unknown
Service to others						
Academic potential						
Intellectual ability						
Maturity and emotional stability						
Verbal communication skills						
Written communication skills						
Critical thinking ability						
Leadership potential						
Ability to work with others						
Self-awareness						
Constructive use of feedback						

\_\_\_\_\_  
Signature





## **Expectations for Program Continuation, Criterion for Dismissal, and Grievance Policies**

### **Academic Expectations**

Grove City College maintains high academic and ethical standards for both faculty and students. Students have the right to expect competence in faculty instruction and fairness in student assessment. Faculty members have the right to expect students to complete the assignments and expectations that are outlined in the syllabus (which is treated as a contract between the faculty member and each student).

These rights require an atmosphere of trust and mutual respect which grows out of our Christian commitments. To maintain an environment of utmost integrity, all Grove City College students are subject to the expectations of the **Honesty in Learning Policy** as detailed in **The Crimson** ([http://www.gcc.edu/Portals/0/Crimson\\_2017-18.pdf](http://www.gcc.edu/Portals/0/Crimson_2017-18.pdf)). Program faculty are additionally responsible to handle perceived **Honesty in Learning Policy** violations in the manner detailed in **The Crimson**.

Academic expectations of students in the BSW major include:

- Maintenance of a **major** GPA of 2.5
- Fulfillment of the policies and expectations of the Field Placement Manual
- A mid-year (at the end of the first semester) evaluation from the Field Instructor indicating that satisfactory progress is being made toward competent, ethical practice
- A final evaluation in the Field Placement which affirms the student is adequately prepared to graduate as a beginning generalist Social Work practitioner. Specific expectations are detailed in the Field Placement Manual.

BSW students who do not maintain a **major** GPA of 2.5 will be placed on academic probation. They will be notified by the Program Director of their probationary status and given one semester to raise their major GPA to the required level. Students who do not raise their MGPA (major GPA) to 2.5 within one semester will be dismissed from the BSW program (see below). All students should note, however, that many graduate institutions require an MGPA of 3.0 in order for Social Work courses to qualify for advanced standing.

As detailed in the Bulletin, any Grove City College students with a **cumulative** GPA below 2.0 will be placed on academic probation and given one semester to increase their cumulative GPA. Failure to do so will result in dismissal from the College.

### **Professional Performance Expectations**

Due to the nature of Social Work practice and the expectations of professionalism, continuance in the program is not solely academic, but also includes professional behaviors and practices. All BSW

students agree to comply with the standards outlined in the Student Handbook, the NASW Code of Ethics, and Field Placement Manual. Faculty members regularly evaluate students' professional performance in several ways including, but not limited to the following criterion:

### 3. **Basic professional practice competencies**

Communication: Effective oral and written skills, appropriate interpersonal skills including the ability to take responsibility for one's actions and decisions and the ability to identify and acknowledge limitations, adherence to confidentiality

Critical thinking: The ability to plan, monitor, and evaluate practice interventions and practice, the ability to articulate the planned change process

Effective self-care and coping skills: The ability to handle stress appropriately using self-care techniques, demonstration of emotional regulation

Emotional maturity: Appropriate self-disclosure, respectful and non-discriminatory relationships with clients, peers, colleagues, Field Instructor, and faculty, use of compassion and empathy, use of assertive problem-solving strategies

### 4. **Professional judgement**

Ethical behavior: Demonstration of ethical decisions and behaviors in the classroom and the Field Placement settings

Committed to professional learning: Responsible for learning and seeking feedback whenever possible, engagement in learning, teachable and humble posture, and a desire to grow professionally

Self-awareness: Awareness of one's own attitudes and beliefs and their impact on practice, acknowledgement of and healthy response to instances when personal values interfere with professional practice

## **Grievance Procedures Related to Academic Issues**

The BSW program is committed to the same procedures for responding to academically-related grievances as practiced by our institution. A student accused of violating the **Honesty in Learning Policy** or who claims that a grade was unfairly determined may appeal. If a student feels that a Social Work faculty member has violated their academic rights and responsibilities, the following steps should be followed:

- a. The student should discuss the matter privately with the Social Work professor
- b. If no satisfactory resolution is reached, the student should appeal in writing to the Department Chair
- c. If the appeal is denied by the Department Chair, the student should appeal in writing to the Calderwood Dean
- d. If satisfactory resolution still has not occurred, the student should appeal in writing to the Provost. If the Provost determines that the appeal is not frivolous, the Provost will

call a meeting of the Grade Appeals Committee. This Committee is chaired by the Provost and consists of two students, the Dean and Assistant Dean of the Calderwood School, the Dean and Assistant Dean of the Hopeman School, the Registrar, two appointed faculty representatives, and six elected faculty representatives.

- e. The Grade Appeals Committee will recommend, by majority decision, either to uphold or to deny the student's appeal. The student and professor may each present evidence in writing supporting their positions.
- f. If the appeal is upheld, the Provost, with advice from the Committee, will appoint a review committee of department personnel who will review the student's work and determine a grade. No further appeals will be permitted.

### **Grievance Procedures Related to Professional Performance Issues**

Students may appeal any decisions reached by the Program Director, the Department Chair, or the Dean in relationship to professional performance issues. To do so, the following procedures should be followed:

1. Within **one month** of the alleged unfair treatment, students should submit a written statement of the grievance and the desired resolution to the Dean who will attempt to resolve the grievance through conferences with the involved parties. The Dean will review the appeal and issue a final decision in writing **within five working days** of the Dean's receipt of the student's written statement.
2. If the student remains dissatisfied with the outcome, students should submit a written statement of the grievance and the desired resolution to the Provost who will attempt to resolve the grievance through conferences with the involved parties. The Provost will review the appeal and issue a final decision in writing **within five working days** of the Provost's receipt of the student's written statement.

### **Dismissal from the BSW Program**

- A. All BSW students are entirely subject to the broader institutional policies and expectations of Grove City College. Standards related to student conduct are clearly delineated in the *Crimson*. While conduct violations are formally addressed through the *Student Life and Learning* department, BSW students will be dismissed from the program if they commit serious conduct or legal violations during their time as a student. Examples of such violations include, *but are not limited to*, underage drinking, theft, and the possession of illegal drugs.
- B. A student will be dismissed from the program if his/her MGPA (major GPA) Falls below the minimum 2.5 requirement for two consecutive semesters. Students will be notified of their status through a letter written by the Program Director.
- C. A student may also be dismissed from the program if he/she fails to demonstrate ethical behavior, academic integrity, or the baseline interpersonal skills required of Social Work majors. As indicated in the above section, we favor a developmental approach by which students are

given opportunities to grow and learn whenever possible. There may be rare documented cases, however, where intentional and serious patterns of unethical behavior or a pervasive lack of professionalism make the student incompatible with the expectations of the program. Examples of behaviors potentially leading to program dismissal include, *but are not limited to*, engagement in dual relationships that violate professional boundaries, unwillingness to abide by the program policies, agency rules, and college standards of conduct, or dishonesty in academic work.

In such cases, students will be notified of their dismissal through a letter issued by the Program Director which carefully outlines the concern(s), a detailed description of the means of resolving the issue(s), and the rationale for the decision.

- D. Dismissal may additionally result from the failure on the part of the student to complete Field Placement tasks and to secure a placement by the date specified by the Program Director. In such cases, students will be notified of their dismissal through a letter issued by the Program Director.
- E. Dismissal may also result from the failure to perform competently and professionally in the Field Placement or the failure to complete 400-hours in the setting. If it becomes clear that the Field Placement cannot be reasonably completed because the student lacks acceptable levels of professional practice competence, the student may be removed from the Field Placement and dismissed as a BSW major. Students will be notified of their dismissal through a letter issued by the Program Director which carefully outlines the concern(s), previous means of resolving the issue(s), and the rationale for the decision.

# NASW Code of Ethics

## Preamble

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

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

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

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

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

## Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

The Code identifies core values on which Social Work's mission is based.

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.

The *Code* is designed to help Social Workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

The *Code* provides ethical standards to which the general public can hold the Social Work profession accountable.

The *Code* socializes practitioners new to the field to Social Work's mission, values, ethical principles, and ethical standards.

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

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

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

Ethical decision making is a process. There are many instances in Social Work where simple answers are not available to resolve complex ethical issues. Social Workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social Workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

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

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

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

## **Ethical Principles**

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

**Value:** *Service*

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

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

**Value:** *Social Justice*

**Ethical Principle:** *Social Workers challenge social injustice.*

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

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

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

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

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

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

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

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

## **Ethical Standards**

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

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

### **1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

#### **1.1 Commitment to Clients**

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

#### **1.2 Self-Determination**

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

#### **1.3 Informed Consent**

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

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

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

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

(e) Social Workers 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.



## **1.4 Competence**

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

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

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

## **1.5 Cultural Competence and Social Diversity**

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

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

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

## **1.6 Conflicts of Interest**

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

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

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

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

## **1.7 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.

### **1.8 Access to Records**

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

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

### **1.9 Sexual Relationships**

(a) Social Workers should under no circumstances engage in sexual activities 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**

### **2.1 Respect**

- (a) Social Workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social Workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
- (c) Social Workers should cooperate with Social Work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

### **2.2 Confidentiality**

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

### **2.3 Interdisciplinary Collaboration**

- (a) Social Workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing of clients by drawing on the perspectives, values, and experiences of the Social Work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social Workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, Social Workers should pursue other avenues to address their concerns consistent with client wellbeing.

### **2.4 Disputes Involving Colleagues**

- (a) Social Workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the Social Workers' own interests.
- (b) Social Workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between Social Workers and their colleagues.

### **2.5 Consultation**

- (a) Social Workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social Workers should keep themselves informed about colleagues' areas of expertise and competencies. Social Workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, Social Workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

### **2.6 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.

## **2.7 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.

## **2.8 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.

## **2.9 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**

#### **3.1 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.

#### **3.2 Education and Training**

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

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

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

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

#### **3.3 Performance Evaluation**

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

#### **3.4 Client Records**

(a) Social Workers should take reasonable steps to ensure that documentation in 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.

### **3.5 Billing**

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

### **3.6 Client Transfer**

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

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

### **3.7 Administration**

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

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

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

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

### **3.8 Continuing Education and Staff Development**

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

### **3.9 Commitments to Employers**

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

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

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

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



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

(f) Social Workers should accept employment or student Field Placements only in organizations with fair personnel practices.

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

### **3.10 Labor Management Disputes**

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

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

## **4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

### **4.1 Competence**

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

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

(c) Social Workers should base practice on recognized knowledge, including empirically based knowledge, relevant to Social Work and Social Work ethics.

### **4.2 Discrimination**

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

### **4.3 Private Conduct**

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

### **4.4 Dishonesty, Fraud, and Deception**

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

### **4.5 Impairment**

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

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

#### **4.6 Misrepresentation**

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

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

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

#### **4.7 Solicitations**

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

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

#### **4.8 Acknowledging Credit**

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

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

### **5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION**

#### **5.1 Integrity of the Profession**

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

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

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

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

(e) Social Workers should act to prevent the unauthorized and unqualified practice of Social Work.

## 5.2 Evaluation and Research

- (a) Social Workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social Workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social Workers should critically examine and keep current with emerging knowledge relevant to Social Work and fully use evaluation and research evidence in their professional practice.
- (d) Social Workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social Workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, Social Workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social Workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social Workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social Workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social Workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social Workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social Workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social Workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social Workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social Workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social Workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

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

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

### **6.1 Social Welfare**

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

### **6.2 Public Participation**

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

### **6.3 Public Emergencies**

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

### **6.4 Social and Political Action**

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

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

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

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