



THE CATHOLIC UNIVERSITY OF AMERICA
National Catholic School of Social Service
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Welcome from the Dean

On behalf of the faculty, staff, and the University, I offer my sincere welcome to the National Catholic School of Social Service (NCSSS). As a social work major, you are about to begin a field of study that can enable you to address many serious social problems and challenges. Our primary objective within NCSSS is to provide opportunities and the resources for you to achieve your career goals within the field of social work.

Throughout our history, NCSSS has demonstrated a consistent commitment to address the complex needs of clients, families, and communities, with a specific emphasis on vulnerable and underserved populations. Our undergraduate social work major is fully accredited by the Council on Social Work Education, and NCSSS is consistently ranked among the top 20 schools of social work in the United States. Our goal is to strive to improve this rating over the next three years.

Our faculty, who are lead at the undergraduate level by Dr. Eileen Dombo, provide a curriculum that reflects improvement in content, sequence, and format. We believe that the curriculum is structured to address and meet the demands of the complex psychological and social problems evident in American society. Let me also take this opportunity to welcome back our faculty and Associates, who as a group, significantly contribute to the success of the undergraduate program.

The faculty and staff of NCSSS hope that your experience will be challenging and rewarding. I encourage you to discuss your progress with Dr. Dombo. Finally, it is my intent to interact directly with students to better understand your successes as well as your concerns.

Will Rainford, PhD, MSW, LMSW
Dean

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Welcome from the Bachelor's of Social Work Program Chair

Dear BSW Student:

Congratulations on your decision to enter the profession of social work. In the course of your studies, you will learn how to work effectively to solve problems, promote social justice, and provide social services to people in need. You will strengthen human relationships and help individuals acquire the skills needed to cope with personal difficulties. Where there is despair, you will bring hope.

Social work has always approached human problems with a combination of realism and compassionate optimism. We confront the distress of human beings in all the many forms known to modern life. We deal with poverty and with the many injustices that separate people from each other, believing that individuals and societies can change and that we can be instrumental in bringing about that change.

A career in social work is hard. We are committed to making a difference in public opinion and public policy as well as in the lives of people. It requires us to enhance our self-awareness and to support one another so that the tasks before us do not become overwhelming.

The goal of the CUA Social Work Program is to produce a Generalist practitioner capable of working with individuals, families, groups, organizations, and communities. The first step toward this goal is to acquire the knowledge, skill, and compassion necessary to practice social work.

On behalf of our social work faculty, I welcome you as you take this first step.

Eileen A. Dombo, PhD, MSW, LICSW
Assistant Professor
Chair, BSW Program

History and Educational Philosophy

The Mission Statement of The Catholic University of America

At its meeting on December 12, 2006, the Board of Trustees of The Catholic University of America approved the following revised Mission Statement for the university:

As the national university of the Catholic Church in the United States, founded and sponsored by the bishops of the country with the approval of the Holy See, The Catholic University of America is committed to being a comprehensive Catholic and American institution of higher learning, faithful to the teachings of Jesus Christ as handed on by the Church. Dedicated to advancing the dialogue between faith and reason, The Catholic University of America seeks to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation and the world (CUA Website).

This mission is further articulated through two documents that are important for understanding the historic mission of The Catholic University of America, as presented below.

Aims of the University

The Catholic University of America is a community of scholars, both faculty and students, set apart to discover, preserve, and impart the truth in all its forms, with particular reference to the needs and opportunities of the nation. As a university, it is essentially a free and autonomous center of study and an agency servicing the needs of human society. It welcomes the collaboration of all scholars of good will who, through the process of study and reflection, contribute to these aims in an atmosphere of academic competence where freedom is fostered and where the only constraint upon truth is truth itself.

As a Catholic university, it desires to cultivate and impart an understanding of the Christian faith within the context of all forms of human inquiry and values. It seeks to assure, in an institutional manner, the proper intellectual and academic witness to Christian inspiration in individuals and in the community, and to provide a place for continuing reflection in the light of Christian faith, upon the growing treasure of human knowledge.

As a member of the American academic community, it accepts the standards and procedures of American Institutions and seeks to achieve distinction within the academic world.

Faithful to the Christian message as it comes through the Church and faithful to its own national traditions, the Catholic University of America has unique responsibilities to be of service to Christian thought and education in the Catholic community as well as to serve the nation and the world.

Goals of the University

The Catholic University of America was founded in the name of the Catholic Church in the United States by Pope Leo XIII and the bishops of this country as a national institution of learning. Given its origins and the historic role of its ecclesiastical faculties, this university has a responsibility to the Church in the United States that is special to it: it is called to be an intellectual center of highest quality, where the relation between revealed truth and human truth can be examined in depth and with authority. It seeks, moreover, to do this in the light of the American experience. It is for this reason that from its inception the university has enjoyed a unique relationship with the Holy See and the entire Catholic community.

Established as a center for graduate study, the Catholic University of America has evolved into a modern American university, committed not only to graduate, but also to undergraduate and professional education and to the cultivation of the arts. At every level, the university is dedicated to the advancement of learning and particularly to the development of knowledge in the light of Christian revelation, convinced that faith is consistent with reason and that theology and other religious studies themselves profit from the broader context of critical inquiry, experimentation, and reflection.

The university aims at achieving and maintaining in higher education a leading place among Catholic and other privately endowed research-oriented institutions of comparable size, purpose, and tradition. In particular, it seeks to maintain a position of special excellence in the fields of theology, philosophy, and canon law.

The Catholic University of America gives primacy to scholarship and scientific research and to the training of future scholars through its graduate programs, not only in order to advance scientific work but because it recognizes that undergraduate and professional education of high quality also demands the presence of a faculty that combines teaching and professional activity with fundamental scholarship.

The university seeks the advancement of knowledge within a context of liberal studies, a context which reflects both its concern for the whole person and the distinctive wisdom to which it is heir as a Catholic institution. This dimension of learning is reflected particularly in its undergraduate programs where religious studies and philosophy are regarded as integral to curricula that include requirements in the arts and humanities, language and literature, and the natural and social sciences. Through its professional programs, the university seeks to educate men and women who can represent their respective professions with distinction and who are formed by the learning and values inherent in its academic and Catholic traditions.

In selecting disciplines or fields of specialization to be supported at an advanced level of study and research, the university accords priority to religious and philosophical studies and to those programs which advance the Catholic tradition of humanistic learning and which serve the contemporary and future needs of society and the Church. In supporting particular programs, the university takes into account the present and potential quality of programs, making an effort to maintain present academic strengths, especially when these are not represented elsewhere.

The university recognizes that its distinctive character ultimately depends on the intellectual and moral quality of its members. To create an environment that is intellectually stimulating and characterized by the generosity and mutual support required for collegial life and

personal growth, the university seeks men and women who are not only professionally competent but who can contribute to its Catholic, moral, and cultural milieu. The university seeks to preserve its tradition of collegial governance, fostering a climate within which all members of the university community have sufficient opportunities to influence deliberation and choice.

Though a research and teaching institution, the university recognizes that it is part of a larger community to which it has certain obligations consistent with its character. Its presence in the nation's capital and its unique relationship with the Catholic Church in America provide it with opportunities for influencing the resolution of the crucial issues of our time. In providing information and criteria by which public policy is shaped and measured, the university seeks to be of special service to the nation. Similarly, it seeks to be of service to the Church, not only through the preparation of clergy and other leaders for specific roles in the Church, but also through factual investigations and discussions of principles which influence policy. Thus, in dialogue and cooperation with contemporary society, The Catholic University of America sees itself as faithful to the challenge proposed by the Second Vatican Council for institutions of higher learning, namely, to put forth every effort so that "the Christian mind may achieve...a public, persistent, and universal presence in the whole enterprise of advancing higher culture" (*Gravissium educationis*, n.10)

History of the National Catholic School of Social Service

The National Catholic School of Social Service (NCSSS) traces its roots to November 25, 1918, when a National Catholic Service School for Women first opened its doors to relieve the tragedies of war. Founded shortly after the end of World War I, the original school trained women for social work with American military personnel and their families. The school's mission soon broadened when it became the National Catholic School of Social service, a two-year graduate school intended to staff growing diocesan social service programs under the auspices of the National Council of Catholic Women and under the direction of the National Catholic Welfare Council. In 1919, a two-year graduate school was formed and named the National Catholic School of Social Service. NCSSS functioned as an autonomous educational institution during its formative years, until 1923, when the school became affiliated with The Catholic University of America, and its graduates henceforth received the Master of Social Work Degree from the University. In 1934, CUA developed its own program for priests, religious, and lay persons. Immediately there began an exchange of faculty and students, and in 1947, the two schools merged and have continued as the National Catholic School of Social Service of The Catholic University of America. Education toward the master's degree was the primary mission of NCSSS at its inception, but additional degree programs have been subsequently established. The doctoral program, established in 1934, is the third oldest in the world. Through the University's School of Arts and Sciences, an undergraduate degree program in social work was established in 1969.

The BSW Program has been accredited by the Council of Social Work Education since 1974.

The Mission Statement of the National Catholic School of Social Service

The full Faculty of the School unanimously reaffirmed the mission of the School during the Fall Faculty Retreat in 2015. The Bachelor of Social Work and Master of Social Work programs arise from the School's mission. The School's mission reflects the mission of the University and purpose of the profession of social work:

Derived from the mission of The Catholic University of America and that of the social work profession, the mission of the National Catholic School of Social Service is to educate students from diverse faiths and cultures who in their professional endeavors will embody the values of social justice, service, and scholarship. This mission is grounded in the justice and charity foundation of Catholic social teachings and the tradition of a modern university that welcomes all forms of human inquiry (<http://ncsss.cua.edu/mission.cfm>)

To operationalize and actualize its mission, the School reaffirmed the following over-arching goals during the 2015 Fall Faculty Retreat:

1. To advance knowledge, values, skills, and competencies through the development, application, and dissemination of theory and research relevant to the social work profession.
2. To serve and empower vulnerable, oppressed, and impoverished people and communities.
3. To promote social and economic justice and individual and societal well-being in the context of The Catholic University of America, the social work profession, and the needs of the local, national, and global communities.

This mission statement is consistent with the articulated mission of The Catholic University of America and its Statement of Aims and Statement of Goals in several ways. The emphasis on preparing *generalist and advanced practitioners, scholars, and educators whose work is grounded in the social justice and charity foundation of Catholic intellectual tradition and Judeo-Christian values as well as in the tradition of a modern university which welcomes all forms of human inquiry and values* supports the University's mission to "discover and impart the truth through excellence in teaching and research." This focus is also further linked to the University's Statement of Aims, which identifies the university as "a free and autonomous center of study" that strives to create an "atmosphere of academic competence where freedom is fostered and where the only constraint upon truth is truth itself." This is also consistent with the University's Statement of Goals, which identifies the University's commitment "not only to graduate, but also to undergraduate and professional education" and "accords priority to...those programs which advance the Catholic tradition of humanistic learning and which serve the contemporary and future needs of society."

The NCSSS Mission Statement also makes clear that the School *embraces as its special responsibility the education of social workers who promote the dignity of all people as bio-psycho-social-spiritual beings, and who serve the Catholic community, the neighboring community, and beyond.* The prominence of this commitment is clearly consistent with the focus of the University's Mission Statement on "service to the Church, the nation and the world." This is further articulated through the University's Statement of Aims, which calls for attention to "the needs and opportunities of the nation" and the University's Statement of

Goals, which specifies its “concern for the whole person” and its “resolution [to address] the crucial issues of our time.”

NCSS's Mission Statement is also congruent with the purposes of professional social work and professional social work education as articulated by the Educational Policy (EP) of the Council on Social Work Education.

NCSSS Baccalaureate Program Goals

1. Challenge students to develop a deep commitment to the promotion of social and economic justice: the elimination of poverty, discrimination, and oppression in the context of the tradition of Catholic social teachings and the mission of The Catholic University of America.
2. Integrate a broad liberal arts perspective with social work education and field education.
3. Prepare beginning level social workers for generalist social work practice in a variety of settings and with diverse client populations.
4. Develop competent social work practitioners who are steeped in respect for human diversity and in the values and ethics of the social work profession.
5. Provide content that prepares students to become critical consumers of social work research and active participants in research efforts applicable to generalist social work practice.
6. Provide content that enables students to recognize the dynamics of oppression and discrimination on all populations, with a special emphasis on populations-at-risk.
7. Prepare generalist practitioners to use theories of human behavior and theories of human growth and development in order to enhance the well-being of individuals, families, groups, organizations, and communities.
8. Prepare social work practitioners to analyze current social policy, critique federal, state, and local agency social programs; and examine them in the context of American social welfare history and contemporary society.

NCSSS Baccalaureate Program Objectives

1. Understand the history of professional social work, including past traditions and current issues.
2. Apply critical thinking skills to social work practice.
3. Know the Code of Ethics of the National Association of Social Workers and apply social work values and ethics to social work practice within all work environments.
4. Engage in respectful, knowledgeable, skillful, and nondiscriminatory practice with particular attention to people who may have been discriminated against on the basis of age, class, color, culture, disability, national origin, ethnicity, race, religion, family structure, marital status, sex, and sexual orientation.
5. Develop knowledge and skills necessary for generalist practice with systems of all sizes, including individuals, families, groups, organizations, and communities.
6. Apply a theoretical approach supported by empirical evidence to the helping process including relationship building, assessment, planning, and intervention with client systems of all sizes, with special attention to populations-at-risk.
7. Develop the knowledge and skills necessary for professional practice with diverse religious and spiritual client populations.
8. Take personal responsibility for professional development through supervision and consultation.
9. Promote social and economic justice.
10. Prepare social work practitioners to critically analyze existing social policy, including global, federal, state, local, and agency policies and programs, in the context of American social welfare history and contemporary society.
11. Apply knowledge of bio-psycho-social-spiritual development and theoretical frameworks of human behavior to an understanding of individuals, families, groups and organizations across the life span using a person-in-environment approach.
12. Participate in scientific inquiry through the development of research knowledge and skills to evaluate research studies, apply research findings to practice, and evaluate personal practice.
13. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
14. Learn to use communication skills differentially across client populations, colleagues, and communities to affect change and to improve service delivery to agency clients.

Why should I
choose
social work
as a major?



Do you enjoy working with people? Do you want to do something about social problems facing the country? Are you looking for a career that will allow you to express your personal and spiritual values in a way that have real consequences in people's lives? If you are interested in social change, equality, and social justice; in enhancing the quality of life for individuals, families, groups and communities, then consider majoring in social work as a CUA undergraduate. CUA's social work program provides students with an overall understanding of people, politics, and society.

Social work explores the causes and effects of social problems, teaches methods of intervention, and develops the skills necessary to work with people in the resolution of their problems. The program examines social policies, programs and issues and applies major theories and concepts to the study of patterns of coping and adaptation among individuals and groups.

Social workers are needed to work with mentally ill, emotionally disturbed, delinquent, mentally disabled, physically ill, physically challenged, and economically and socially deprived children and adults. They also work in schools, courts, hospitals, clinics, occupational settings and in agencies that seek to detect and prevent delinquency and child neglect.

With a BSW from CUA, there are exciting career opportunities in government agencies, private counseling centers, community services, psychiatric and general hospitals, service centers for the aged, and child welfare services. Timely and challenging opportunities are available in both public and private agencies dealing with problems of housing, urban renewal and public health. Other settings include community mental health, social welfare planning, fundraising, and race relations. These challenges become even more pressing in our large, changing cities with depressed neighborhoods and in explosively changing rural areas.

Social work knowledge and skills are particularly beneficial in the emerging "service" society, providing an excellent foundation aimed at enriching the quality of life by helping individuals, groups, and communities reach a higher level of development and building a more just society.

Application for Consideration as a Social Work Major



Students may enter the undergraduate social work program during freshman and sophomore years. To be accepted as a social work major, students must:

1. Have at least a 2.0 cumulative grade point average (after admission into the social work program, students are required to maintain a 2.7 average in the major).
2. Have earned at least a C grade in each social work course previously taken.
3. Have taken the following required courses: (a) a course in public speaking (DR 102, 403 or 205), (b) an introductory level course in biology (BIOL 103), (c) a statistics course.
4. Submit a typewritten personal statement, two or three pages in length, addressing the following questions:
 - a. Why do you want to concentrate in social work?
 - b. What experiences have you had which relate to this interest (in your personal and family life, in classes and activities as a student, and in volunteer or paid jobs)? Give examples.
 - c. At the present time, what do you see as your strengths and limitations in working with people as a social worker? Give examples.
 - d. Describe one situation in which you either helped or were helped by another individual.
 - e. After graduating what are your professional goals as a social worker?
5. Submit a resume that includes paid and/or volunteer experiences related to social work.
6. Submit one written recommendation from a supervisor at a volunteer experience, a supervisor at a paid experience, a high school counselor, or a professor from a social work course.

Student Transfer Policy

All students transferring from other accredited social work programs must meet the distribution requirements as designated by the undergraduate curriculum of The Catholic University of America. After acceptance into the university and careful assessment by NCSSW, students majoring in social work may transfer up to 21 social work credits from a CSWE-accredited undergraduate social work program. These credits may include content from Introductory Social Work, Human Behavior, Social Work Policy, Diversity, Research Methods, and one three-credit elective. All course syllabi submitted for transfer consideration will be reviewed before a final decision is made by the BSW Program Chair. All theory and practice coursework, field practicum/ internships and comprehensive seminar course work must be completed at the National Catholic School of Social Service. Courses to be transferred into CUA toward the social work major must have been completed within the past seven years. Course credit will not be granted for volunteer work, previous work experience, or life experience.

Field Education

Undergraduate field education enables students to test theories and develop beginning skills in the practice of social work. Field education provides an opportunity for students to put into practice the knowledge, principles, values, and skills which are essential as the foundation for social work. This learning experience is planned to be a generalist one in order to prepare graduates either to work under supervision in a variety of social work settings or to continue on to graduate social work education.

Each student will have the opportunity for supervised field education in the second semester of the junior year and both semesters of the senior year. All field education is taken concurrently with social work practice courses (SSS 352 in the junior year; SSS 453 and SSS 454 in the senior year).

The junior year field practicum consists of an eight-hour-per-week observational experience in a supervised practicum in a social agency or social service system in the metropolitan Washington, D.C., area. Discussion about the experience occurs in the student's practice course. Successful completion of the junior year practicum and practice course (SSS 352) earns the student four credit hours. Students complete 96 hours in the field setting.

In the senior year, the student is assigned to a field placement in one of the designated field placement agencies in metropolitan Washington, D.C. Placement consists of 16 hours per week of supervised social work practice experience in the same agency throughout the academic year taken concurrently with SSS 465 and 466, Integrated Seminar. Students complete a total of 480 hours over the course of the year in the field setting. Students earn four credit hours each semester for the senior practicum and Integrative Seminar combined. In addition, they earn three credit hours each semester for the senior year practice courses SSS 453 and 454. Grades for field education are based on the recommendations of the field instructor with the final grade assigned by CUA faculty. Agencies and students are expected to arrange field-learning experiences so they are in harmony with the academic calendar. Students in junior and senior year field placements are required to pay an additional fee for malpractice insurance.

Volunteer Experiences and Field Observations

Students who are interested in pursuing a concentration in social work are encouraged to participate in volunteer experiences, service learning courses, and/or field observations. Many opportunities exist within the metropolitan area for students to examine and explore their potential for the social work profession. Social work course credit is not granted for these experiences.

Senior Comprehensive Assessment

University Policy (Effective Fall, 2002)

At the completion of the social work major, every student must pass a comprehensive assessment. For social work, the senior comprehensive assessment takes the form of a senior comprehensive paper, known as the Senior Thesis. By university regulations, students received either pass, fail, or honors on the comprehensive. The comprehensive is designed to allow students to integrate content from their social work courses as well as their liberal arts education. A student who fails to pass the senior comprehensive assessment must repeat the assessment, no earlier than 60 days following the most recent failure, until it is passed. No student may receive an undergraduate degree in the S and Sciences until the Senior Comprehensive Assessment is satisfactorily completed. Registration for comprehensive exam is required through Cardinal Station.

NCSSS Policy

The senior comprehensive assessment requirement is independent of but facilitated by course SSS 490 Coordinating Seminar. The seminar enables students to integrate knowledge acquired from the liberal arts perspective with knowledge and skills acquired in the social work program. The seminar is designed to facilitate transition from the academic world to the professional world of the generalist practitioner. Through discussion, writing and presentation, students study specific social issues relevant to the social work profession. Knowledge from CSWE's nine curriculum foundation areas is integrated in discussion and in the comprehensive paper. Successful completion of this paper is a requirement for graduation.

Requirements for Social Work Majors

Social Work Major Requirements

Students may major in social work from the National Catholic School of Social Service or from the Metropolitan School of Professional Studies (MSPS) at CUA. The social work major must take fifteen courses in social work, which include courses in human behavior and the social environment, social welfare policy, research methods, diversity, social work theory and practice, and an elective chosen from among such areas as child welfare, homelessness, chemical dependency, and gerontology. Seniors must successfully pass a Senior Comprehensive Assessment (Senior Thesis).

Majors are advised to complete most Arts & Sciences or Metropolitan distribution

requirements during the freshman and sophomore years. These include specific courses in public speaking, biology, statistics, and an advanced writing course.

Social work majors are encouraged to choose elective courses in sociology, psychology, anthropology, politics, history, and economics that serve as a foundation for human behavior courses required within the Baccalaureate social work curriculum.

Distribution Requirements

Distribution requirements for the Baccalaureate degree consist of courses in each of the following areas – philosophy, religion, humanities, social/behavioral sciences, foreign language, and mathematics/ natural sciences. Courses in the major fulfill requirements in at least one of these areas. (For example, courses taken for a major in social work also fulfill the requirement in social/behavioral sciences.) As these vary by school, students should refer to advising materials from Arts & Sciences or Metropolitan College.

Baccalaureate Social Work Curriculum

The Baccalaureate social work curriculum is organized as a clear, sequential whole, beginning with a rich liberal arts education and culminating in the Coordinating Seminar in senior year, in which all aspects of the student's education are integrated. The program is divided into the traditional social work sequences for Baccalaureate level programs. Major curricula sequences of the program are:

- Human Behavior and the Social Environment I & II (HBSE)
- Social Welfare Policy and Services I & II
- Research Methods in Social Work I & II
- Social Work Theory and Practice I, II, & III
- Field Education I & II

In addition to these sequences, students are required to take Introduction to Social Work, Diversity in a Multicultural Society, and Coordinating Seminar. All nine curriculum content areas are infused throughout the curriculum. Because it is a relatively small baccalaureate program, only one section of each course is generally offered. Thus, all students receive the same educational experience in their social work courses. All part-time students from Metropolitan College attend the same course sections as full-time students.

The purpose of the undergraduate social work program at The Catholic University of America is to prepare students for entry-level generalist social work practice. The social work curriculum is designed to carry out the program's objectives through the provision of sequential and integrated classroom and field experience. Each curriculum sequence acts to further specify the program objectives described previously. Each sequence builds on the content of what has been learned and is linked with other sequences of the program as well as the liberal arts base.

Horizontal and Vertical Integration

Curriculum coherence is accomplished both horizontally and vertically. Coherence is

accomplished vertically by increasing and building understanding from the earliest courses to the most sophisticated, culminating in the Coordinating Seminar in senior year. For example, in the curriculum area of ethics and values -- students are introduced to the NASW Code of Ethics and the importance of values and ethics in social work practice in the Introduction to Social Work course taken in freshman year. The infusion of ethical knowledge as related to more complex issues of oppression and discrimination is continued in Diversity in a Multicultural Society. Theories of social justice are explored in Human Behavior and the Social Environment. The Coordinating Seminar in senior year provides examples of ethical theories and dilemmas, which students must apply to a particular issue they have selected for study and research in their comprehensive paper. Readings and assignments provide the educational opportunity for students to develop an in-depth and broad understanding of ethics.

The BSW curriculum is also developed in a horizontal fashion through the infusion of nine areas across the curriculum—

1. Social work values and ethics
2. Diversity
3. Promotion of social justice
4. Populations at risk
5. Human behavior and the social environment
6. Social welfare policy and services
7. Social work practice
8. Research
9. Field Education

Again, using values and ethics as an example, HBSE, Theory & Practice, Research, and other courses all address social work values as related to their specific course content. In HBSE, the class readings, discussions, and assignments focus on the impact of values on theory development and the ethical implications of value-bias in theories. Ethical protocol in the use of Human Subjects is examined in the Research course, as is bias in method, sampling, and analysis. Readings and assignments also reflect this content.

Definition and Integration of Generalist Social Work Practice

The NCSSS Baccalaureate Social Work Program has developed a comprehensive, three-prong conceptualization of generalist social work practice that is congruent with its program goals and objectives and reflects the strong liberal arts tradition of The Catholic University of America. This conceptualization includes the full continuum of social work practice and forms the basis for implementation of the baccalaureate social work curriculum. Specifically, generalist practice at NCSSS is defined as *the application of a professional knowledge base grounded in: 1) a broad liberal arts education; 2) an understanding of*

professional social work values and ethics; and 3) a wide range of assessment and intervention skills to engage in multilevel interventions that emphasize identifying and mobilizing strengths and resources to promote growth, change, and social justice. Each component is described in more detail below.

As described previously, undergraduate social work education at The Catholic University of America is strongly grounded in the *liberal arts*, with a particular emphasis on theology and religious studies, philosophy, social/behavioral and natural sciences, mathematics, and the humanities. From their liberal arts classes, students are exposed to a wide range of theories necessary for developing a philosophical understanding of the world, as well as acquiring the capacity to understand empirical knowledge. This educational base serves as the foundation from which theories and methods for social work practice are applied across multiple levels and with multiple client-systems, including individuals, families, groups, organizations, and communities.

Generalist practice is also grounded in the *values and ethics* of the social work profession in accordance with the National Association of Social Workers Code of Ethics. Furthermore, Catholic Social Teachings, the core of the Catholic intellectual tradition, complement and further ground the values and ethical foundation for generalist practice. Students are expected to draw upon such content from their courses in philosophy, religious studies, the humanities, and social work when implementing generalist practice.

Another important facet of generalist practice is a commitment to understanding and working with individuals, families, groups, organizations, and communities in light of their *strengths and capacities*. Generalist practice uniquely emphasizes incorporating strengths rather than deficits and focusing on potential rather than pathology, while respecting the client's viewpoint of the world and exploring the client's needs in the context of their environmental contexts. As part of generalist practice, students are expected to become critical consumers of research, engage in research activities appropriate to their setting, and apply research findings to practice. Finally, generalist social work practice is geared toward promoting social and economic justice for client systems at all levels of society.

Social Work Sequence of Courses

Freshman Year	SSS 101 Introduction to Social Work SSS 326 Diversity in Multicultural Society BIO 103 General Biology I DRA 205 Introduction to Speech Communication or DRA 403 Public Speaking <i>Other liberal studies requirements</i>
Sophomore Year	SSS 223 Human Behavior & The Social Environment I ENG 326 Workshop: Writing Improvement SSS 225 Human Behavior & The Social Environment II MATH 114 Probability and Statistics or SOC 301 Statistical Analysis for Social Sciences <i>Other liberal studies requirements</i>
Junior Year	SSS 302 Social Welfare Policy I SSS 340 Research Methods I SSS 303 Social Welfare Policy II SSS 341 Research Methods and Statistics II SSS 352 Social Work Practice I Elective in the Major <i>Other liberal studies requirements</i>
Senior Year	SSS 453 Social Work Practice II SSS 465 Undergraduate Concurrent Field Education I SSS 454 Social Work Practice III SSS 466 Undergraduate Concurrent Field Education II SSS 490 Coordinating Seminar <i>Other liberal studies requirements</i>
Our electives include:	SSS 528 Human Sexuality SSS 545 Introduction to DSM-5 SSS 547 Issues & Strategies in Serving Persons with Disabilities SSS 554 Homelessness: Individual & Societal Considerations SSS 557 Catholic Social Thought & Contemporary Social Issues SSS 663 Treatment of Chemical Dependency

SSS 101 Introduction to Social Work (3) Lecture. An overview of the profession of social work within the institution of social welfare. Includes basic definitions, historical development, and trends in social welfare and social work. Content on values and ethics, including an introduction to the NASW Code of Ethics, is included to promote the values of the profession. May utilize guest lecturers. **Required: twenty-four (24) hours of volunteer experience during the semester.**

SSS 223 Human Behavior and the Social Environment I (3) Lecture. Uses a person in the environment perspective to examine bio-psycho-social-spiritual development across the life cycle. Normal and abnormal development within the context of the environment is examined using micro and mezzo empirically based theoretical frameworks, including micro theories that lie at the biological, psychological, cognitive, interpersonal, moral, cultural, and spiritual levels of human behavior. Students are encouraged to take electives in sociology, psychology, or anthropology to serve as a foundation for HBSE I. **Prerequisite: SSS 101. Taken concurrently with ENG 326-Special Section for Social Work Majors.**

SSS 225 Human Behavior and the Social Environment II (3) Lecture. Examines the development and operation of functional and dysfunctional systems that lie at the group, organizational, community and societal levels of behavior using macro, empirically based theoretical frameworks, including sociological, political, cultural, and economic theories. Specific emphasis is placed on understanding socio-economic-political problems from both the order and conflict perspectives. Focuses on how systems behave and impact the individual with a particular emphasis on the impact on populations-at-risk. Theories of social justice provide a value base for redressing societal problems to enhance positive development and functioning of all human systems. Students are encouraged to take electives in sociology, economics, or politics to serve as a foundation for HBSE II. **Prerequisite: SSS 101; Preferred: SSS 223**

SSS 302 Social Welfare Policy I (3) Lecture. An introduction to the understanding and appraisal of social welfare policies and programs in the United States and the historical and contemporary forces — primarily political, social, and economic — that have shaped their development. The social work profession's value commitments, its role in the formulation of social policy, and its tradition of social action/social reform are explicated. Social and economic justice for all needy Americans is a dominant theme of this survey course. **Prerequisites: SSS 101, SSS 223, SSS 225.**

SSS 303 Social Welfare Policy II (3) Lecture. Problem-focused analysis of current welfare policies and programs and the socio-political values, technology, and process that influence their development. Emphasis on policy analysis and development in poverty, health, mental health, and social service delivery. **Prerequisite: SSS 302** or permission of instructor and advisor.

SSS 326 Diversity in a Multicultural Society (3) Lecture. Examines the resilience of diverse groups and populations-at-risk from a strengths perspective. Specific focus is given to people of color, people with disabilities, older individuals. Includes a focus on cultural diversity and gender disparity in a global environment. Issues of discrimination, institutional racism, oppression, and economic deprivation are discussed from a social justice context. Promotes development of self-awareness and sensitivity as a basis for culturally competent social work practice; includes opportunities to become aware of personal values. **Prerequisite: SSS 101** or permission of advisor.

SSS 340 Research Methods in Social Work I (3) Lecture. Teaches the basic elements of research design and research methodology. Students learn how to formulate problems and hypotheses, draw samples, use standardized instruments, develop questionnaires and scales for data collection, and understand how statistics aid in data analysis. At the end of the course, students should be able to formulate questions about social work issues in a researchable way and propose ways to explore those questions. Students are expected to be critical consumers of research presented by others.

SSS 341 Research Methods and Statistics II (3) Lecture. This course is designed to give undergraduate students in social work a basic understanding of the research process used by social workers and other social scientists for understanding the development and execution of research studies. Covers research methodology and most commonly associated statistical strategies used for data analysis and the presentation of research findings. **Prerequisite: SSS 340** or permission of advisor.

SSS 352 Social Work Practice I (4) Lecture. Introduction to generalist social work practice; its purpose, theory, values, methods. Focuses on the generalist model of helping individuals, families, groups, and/or communities deal with problems or needs arising from their interactions with interpersonal and organizational environments. Includes content on values and ethics in practice. **Required: four (4) hours of supervised field practicum per week (total of 48 hours during the semester).**

SSS 453 Social Work Practice II (3) Lecture. Use of generalist social work processes and interviewing skills in working with individuals, families, and treatment groups. Emphasis on psychosocial assessment and evidence-based practice. Includes the following intervention models: crisis intervention, case management, advocacy, and counseling. Includes consideration of culturally relevant practice regarding how diversity may influence assessment, planning, and intervention. The following social work processes are taught: engagement, assessment, contracting, treatment planning and implementation, termination, and evaluation of practice. Taken concurrently with field education. **Prerequisite: SSS 352; Concurrent: SSS 465.**

SSS 454 Social Work Practice III (3) Lecture. Emphasis on the sociopolitical context of social work change efforts utilizing both task groups and large social action groups to bring about social change on the neighborhood, community, state and national levels through organizing, advocacy, planning and policy initiatives. Assessment of needs and resources is included as part of program/project planning and implementation. Creative interventions with community/political systems are discussed. Taken concurrently with field education. **Prerequisite: SSS 453; Concurrent: SSS 466.**

SSS 465 Undergraduate Concurrent Field Education I (4) Practicum. A classroom, integrative seminar covering theory and practice issues in depth is held weekly throughout the senior year. Students spend two days each week in a social welfare agency in supervised field education and use their practicum experience to participate in this integrative seminar. **Required: sixteen (16) hours of supervised field practicum per week. Taken concurrently with SSS 453.**

SSS 466 Undergraduate Concurrent Field Education II (4) Practicum. A classroom, integrative seminar covering theory and practice issues in depth is held weekly throughout the senior year. Students spend two days each week in a social welfare agency in supervised field education and use their practicum experience to participate in this integrative seminar. **Required: sixteen (16) hours of supervised field practicum per week. Taken concurrently with SSS 454.**

SSS 490 Coordinating Seminar (3) Seminar. A seminar to synthesize and integrate knowledge acquired in the social work curriculum and the liberal arts program. This course provides an opportunity for learning about ethical decision making and analyzing ethical dilemmas. The course is used to guide the Seniors in the writing of their comprehensive paper, which serves as their senior comprehensive assessment, and continued development of critical thinking skills. The class and the senior comprehensive assessment paper are graded independently of each other.

SSS 497 Reading and Research in Social Work (1) Research. A tutorial course in which content and format are suited to the needs of the individual student with approval by the department chair. Prerequisites: **Permission of instructor and adviser.**

SSS 498 Reading and Research in Social Work (2) Research. A tutorial course in which content and format are suited to the needs of the individual student with approval by the department chair. Prerequisites: **Permission of instructor and adviser.**

SSS 499 Reading and Research in Social Work (3) Research. A tutorial course in which content and format are suited to the needs of the individual student with approval by the department chair. Prerequisites: **Permission of instructor and adviser.**

Integration of Liberal Arts Foundation with the Social Work Curriculum

SOCIAL WORK CURRICULUM				
Freshman & Sophomore Years		Junior & Senior Years		
Human Behavior SSS 223, 225	Social Welfare Policy SSS 302, 303	Research SSS 340, 341	Theory & Practice SSS 352, 453, 454	Diversity SSS 326
*BIO 103 General Bio 104 General Psychology *ENG 326 Writing Improvement Workshop *PHIL 201 The Classical *Mind PHIL 202 The Modern Mind PHIL 311 Contemporary Moral Issues PHIL 317 Philosophy of Religion PSY 201 General Psychology PSY 418 Abnormal Child Psychology *REL 201 The Christian Difference SOC 101 Introduction to Sociology SOC 205 Marriage & Family	ECON 101 Principles of Macroeconomics *DRA 205 Introduction to Speech Communications POL 111 Introduction to American Politics *REL 418 Religion and Public Policy SOC 102 Social Problems	*MATH 114 Probability and Statistics	*DRA 205 Introduction to Speech Communication PSY 201 General Psychology PSY 429 Abnormal Psychology SOC 101 Introduction to Psychology SOC 206 Marriage & Family	ANTH 105 Human Evolutions ANTH 108 Introduction to Archeology HIST 101 The History of World Civilizations
Liberal Arts Foundation				

Denotes REQUIRED courses; all others are recommended

Academic advisors and students may access and print out current tracking sheets by going to the <http://home.cua.edu> and clicking on Cardinal Station.

Academic and Professional Requirements

NCSSS affirms its right to require its students to meet accepted academic requirements that consist of scholastic and behavioral components. Consistent with Catholic social teaching and social work values, NCSSS respects the worth and value of all persons regardless of age, race, religion, gender, sexual orientation, ethnic or national origin, disability, or diversity of opinion. Students' behavior should reflect the core values of the social work profession: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Standards for professional performance require that students adhere to ethical standards as outlined in the *National Association of Social Workers Code of Ethics*, and the requirements stated below.

Scholastic Requirements

As required by CUA policy, an NCSSS undergraduate student who is involved in unethical practices in connection with any work required for a course will receive a grade of F (Failure) for the course. Further penalties may be imposed in accordance with specific circumstances. For example, it is strictly prohibited, as an unethical practice, to submit as one's own work term papers, research, or professional papers or dissertations in which material provided by a professional research agency or by other persons is utilized. An undergraduate student who employs such assistance or other unethical practice in the research or writing of a thesis shall be liable to expulsion from the university upon proper hearing by the school and dean.

For students in the baccalaureate program, the receipt of two Cs or one D or below in courses within the major can be grounds for dismissal at the discretion of the Review Committee and the Baccalaureate Program Chair.

Behavioral Requirements

NCSSS undergraduate students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom, in the field placement, and in the university setting. Students should:

- Attend classes and field regularly and contribute positively to the classroom/field agency culture.
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor.
- Demonstrate competence in planning academic and field-related activities and in following through on those plans.
- Reasonably respond to and respect others' reactions to one's comments or actions in classroom and in field setting.
- Use an appropriate level of class time and instructor's time and attention in and out of class.
- Use an appropriate level of supervisory time and field instructor's time and attention.
- Behave in a manner that is consistent with the ethical principles of the social work profession.
- Students are expected to show an appropriate level of professional judgment, being careful not to jeopardize the best interests of people for whom they have a professional responsibility.

Students whose professional judgment and performance are hampered in any way are expected to immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating field internship, or taking any other steps necessary to protect clients and others. Students who are unable to meet any of the academic requirements may be subject to the review committee process.

Grading Policy

Approved by the Academic Senate, beginning September 1990 for all students except students in the School of Law, the following grading system will be in effect:

Grade	Rating	Numerical Equivalent
A	Excellent	4.00 (95-100)
A-		3.70 (90-94)
B+		3.30 (87-89)
B	Superior	3.00 (83-86)
B-		2.70 (80-82)
C+		2.30 (77-79)
C	Average	2.00 (73-76)
C-		1.70 (70-72)
D		1.00 (60-69)
F	Lowest passing	0.00 (<60)
F*	Failure	
	Administrative Failure	

Grades of Incomplete

The provisional grade of I (incomplete) may be given only to a student who has not completed the requirements of a course for legitimate reasons, provided the work thus far completed in the course is of passing quality. The grade of I may not be given to one who has simply failed to meet the academic requirements of the course on time. An instructor must have the permission of the dean to give a grade of I.

Incomplete grades must be removed before the mid-semester of the succeeding term whether or not the student continues in residence. If the incomplete is not removed by the mid-semester, the incomplete will be recorded as a grade of F (failure).

Under extraordinary circumstances, but before the date of the mid-semester following the reported incomplete, a student may petition the instructor of the course and the academic dean of the school in which the student is enrolled for an extension of the period normally allowed for removal of the incomplete.

Good Standing

1. A student is in good standing when he or she: (1) has not become subject to dismissal for academic reasons; (2) has a satisfactory record of deportment; and (3) has met all financial obligations to the university or made satisfactory arrangements for their discharge with the Office of Student Accounts.

2. In order to ascertain whether an undergraduate student's academic advancement in those qualities of scholarship considered necessary for a liberal education is satisfactory, the student's records may be reviewed periodically by appropriate university officials in accordance with the university's policy on student records. Serious shortcomings in academic progress may indicate the necessity for the student to withdraw from the university or be dismissed.

Review Committee

Students in the undergraduate program may encounter educational difficulties, have difficulty meeting academic requirements, have exceptional academic or personal problems, or require special attention. To assure that these needs are met without compromising the school's integrity or treating the student unfairly, an orderly procedure has been established. When the student or relevant Faculty feels that any of these problems may have arisen, a Review Committee may be called. This committee provides a formal procedure to deal constructively with the problems. Problems may range from poor academic performance, possible unsuitability for the profession or continued education in the profession, or a student's belief that she or he has been treated unfairly.

The review committee is convened and chaired by the Program Chair, although a request to have such a committee may be made by the student, the student's adviser, or by any one of the student's instructors. The chair notifies the student and other participants in writing of the date and time of the meeting and invites them to attend. Participants at the review committee shall be only the student, the student's academic adviser, instructors, representatives of the Office of Field Education (when appropriate), and, if the student desires, either one representative from the NCSSS student government, or another member of the NCSSS student body selected by the student. Students who have an identified disability may request the presence of a representative from the Office of Disability Support Services.

Typically the review committee is presented with the concerns and gives each participant, including the student, an opportunity to describe the problem and potential resolution. The student may submit written materials from any source for consideration. The chair may request the presence of the author of the materials.

Based on the exchange at the meeting, the committee makes a recommendation to help the student successfully complete the program. If a student believes he or she has a disability that has affected his or her ability to participate in the program, it is the responsibility of the student to contact the Office of Disability Support Services. No accommodations can be made for a disability without the involvement of this office. The review committee recommends to the Dean a plan to assist the student. If the committee reaches a finding that is not unanimous, a statement of majority and minority findings is written. In some situations, a review committee may recommend that a student be dismissed from the program. In any case, the student may appeal to the Dean the review committee's recommendation. In all cases, the final decision is made by the Dean.

Academic Probation

A student who has less than a 2.0 cumulative grade point average at the end of any

academic semester is on academic probation. A student placed on academic probation by the academic dean will be required to take a reduced course load during the time of probation.

After consultation with the academic dean and the dean of students, the student may be prohibited from extracurricular activities, and may be subject to any other restriction imposed by the individual school.

NCSSS Probation

Students who do not maintain a grade point average that meets the graduation requirements (2.0 overall and 2.7 average in their social work courses), who receive a D or F in Field Education, who receive two Cs or a D or below in social work courses, who have substantial difficulty in completing coursework (as indicated by "Incomplete" grades), or who, in the judgment of the Review Committee, have not otherwise fulfilled professional obligations, will be placed on probation. Students placed on probation will be reviewed by the Review Committee for its recommendation.

Dismissal

The receipt of two Cs, one D, or below in courses within the social work major can be grounds for dismissal from the major at the discretion of the Review Committee and the Program Chair.

Grievances

Our university grievance policies include procedures for EEOC Complaints, F Grade Grievances, Title IX violations, and the NCSSS Review Committee process. These procedures can address any allegation of unfair treatment experienced by the student or initiated by a faculty member in response to academic or behavioral concerns. Students have the right to have their concerns addressed, and those rights are protected at NCSSS.

Student Rights and Responsibilities

Students, faculty, administrators and staff share accountability for accomplishing the goals of our school and programs. We therefore, strive to build a community in which we have reciprocal responsibilities and expectations.

Quality Education

Students have the right to regular and professional instruction that should include effective teaching. Students have the responsibility to attend scheduled classes and commit time and effort to address the learning challenges provided in the classroom setting.

Assessment

Students have the right to faculty feedback and clarity in grading, which should be clearly outlined in course syllabi and identified standards of achievement. Students are responsible

for academic honesty, meeting course deadlines and assessing effectiveness of instructors.

Student Involvement in Hiring Social Work Faculty

When faculty positions become available, social work students participate in the hiring process. Candidates for full-time positions are often asked to meet with students from all programs (BSW, MSW and PhD), and then students provide feedback to the search committee about each candidate. Following the interview process, the search committee then makes a recommendation to the administrators for hiring. This same process has been utilized over the years when hiring a Dean for the school. During the search for Dean a student from each program is chosen to be a member of the search committee, and provides continuous feedback during the hiring process.

Student Membership in Curriculum Committees

Curriculum committees review and monitor the curriculum in each area of the program for compliance with accreditation standards and consistency with program mission and goals. Each curriculum area has student members selected by faculty based on student interest and competence. BSW student representatives are chosen for the Intercultural Committee, the NCSSS Faculty Committee, the BSW Program Committee, and the Field Advisory Committee that meet regularly to address curriculum and policy issues impacting the BSW program and NCSSS.

Research and Teaching Assistants

Students in the BSW program have opportunities to work as research assistants with the NCSSS faculty. Our BSW research assistants have the opportunity to be selected to work with the Consortium for Catholic Social Teaching that incorporates three distinct research centers:

- [Center for the Advancement of Children, Youth, and Families](#)
- [Center on Global Aging](#)
- [Center for the Promotion of Health and Mental Health Well-Being](#)



Academic and Professional Advisement

Advisement is viewed as crucial to the academic process. From a person-in-environment perspective, advisement includes direction with academic issues, career decision strategies, and often personal concerns. In order for this relationship to be effective, clear policies and procedures need to be in place. Social work majors are affected by advising policies for the NCSSS Baccalaureate Program, as well as other schools or departments depending on double majors, minors, etc. The advising policies and procedures differ slightly for students in the Metropolitan College, and the advisors from Metro and NCSSS work together to support student success. Academic and professional advising is provided to social work majors by the Chair of the BSW Program.

Academic advising provides students with the opportunity to consult and interact with faculty outside the classroom, and to discuss any matters of interest or concern. All students are assigned to the Program Chair, upon selecting social work as a major, and all students are expected to meet for advising at least once a semester. The advisor is responsible for:

- Advising students in planning a program of study, including approving course registration each semester.
- Addressing concerns students may have about their educational program, academic activities, or personal problems impacting their academic performance.
- Monitoring all aspects of the student's academic progress which includes informing the student when he or she is in violation of academic standing policies or in violation of ethical professional behavior.
- Referring students to appropriate campus resources to support their ability to succeed in the academic realm.

Professional advising also provides students with the opportunity to consult on matters related to professional development as a social worker. Professional advising includes, but is not limited to, discussions regarding advanced standing, national and international service opportunities, social service employment, and other employment opportunities. Professional advising occurs during regularly scheduled advising sessions each semester and increases in intensity as students approach graduation. Students also rely on the social work advisor for recommendations and references. The social work advisor takes the responsibility to orient advisees to the professional role of social workers seriously and, as such, addresses the fit between the advisee and the social work profession as an integral part of the advisement process.

Advanced Standing

Graduates of social work baccalaureate programs accredited by the Council of Social Work Education (CSWE) may apply for consideration for “advanced standing” status. Students may apply for advanced standing status at any program accredited by CSWE. Requirements may vary by school. Individualized education contracts are developed with the applicant, indicating the number of semester hours to be waived (not to exceed thirty semester hours). Additional courses beyond thirty semester hours may be required. Qualified social work majors may apply for Advanced Standing within NCSSS and should consult with the Director of Admissions to learn about admissions policies during their senior year.

The criteria for advanced standing eligibility include:

1. A bachelor's degree in social work from a CSWE accredited program (received within five years of enrollment in the M.S.W. Program);
2. A cumulative grade point average of at least 3.5 in all the social work courses in the undergraduate program;
3. A cumulative average of at least 3.2 in all courses applied toward the bachelor's degree;
4. A minimum of B in each social work course;
5. A recommendation from the chair of the undergraduate program explicitly supporting admission directly to the advanced year of the M.S.W. program, as one of the three reference letters; and
6. Satisfactory completion of an undergraduate **generalist** practicum that is comparable to that expected in the NCSSS foundation practicum, including 480 hours of field education, as evidenced in the final field evaluation submitted as part of the admissions packet.

Applicants must include with their application a copy of their senior field evaluation for both first and second semesters. Provisional offers of admission are made pending receipt of the final evaluation showing successful completion of the second semester field placement.

Honors and Student Recognition

Dean's List

A dean's list is published for each semester to recognize those students, whom in a normal program, have achieved at least a 3.5 grade point average in a full-time course load for that semester.

Latin Honors at Graduation

The bachelor's degree will be conferred with honors upon a student who has earned a cumulative grade point average at the university as follows: (EFFECTIVE SEPTEMBER 1, 1997)

Cum Laude – 3.5
Magna Cum Laude – 3.7
Summa Cum Laude – 3.9

Determination of honors is made by the dean's office of the school in which the student has matriculated. The cumulative grade point average of University Honors Program students shall be increased by .05-quality point for each sequence, up to a total of .15, for the purpose of Latin title honors. Program students must have fulfilled all requirements for each sequence in order to qualify. The additional quality points are not added to grade reports or to the permanent record.

Transfer students who have completed at least the junior and senior years at this university as defined in each school are eligible for honors if the cumulative grade point average in courses taken at this university meets the criteria listed above.

The criteria for honors will be periodically reviewed and adjusted so that honors will be awarded to approximately 20% of the graduating class.* (*APPROVED BY THE ACADEMIC SENATE, APRIL 14, 1977; REVISED, APRIL 10, 1991; REVISED, NOV. 14, 1996.)

Student Honor Societies

Phi Alpha Tau Pi National Social Work Honor Society

The purposes of the organization are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Students who are accepted as social work majors are eligible for membership in Alpha Delta Mu if they are:

1. enrolled in a social work program accredited by the Council on Social Work Education
2. achieved sophomore standing
3. earned a minimum of 9 semester hours in Social Work
4. achieved an overall grade point average of 3.0 and 3.25 in social work courses

Students accepted for membership are required to pay an initiation fee of \$25.00 and will be inducted into this honor society at a special ceremony held in the spring semester of the academic year.

Phi Gamma Mu

Students are elected to membership in Phi Gamma Mu - D. C. Alpha Chapter. Requirements include:

1. 20 credit hours (7 courses) completed in the major
2. a minimum GPA of 3.0 in the major courses
3. a minimum overall GPA of 3.0.

Student Awards Given at Honors Convocation

Honors Convocation is a ceremony that is held the day before graduation each year. Students who have excelled in their educational and practicum experiences are honored with the following awards:

Mary J. Flynn Memorial Award

Mary J. Flynn Memorial Award is presented to a graduating senior who has demonstrated outstanding scholarship and leadership and exemplified the highest ideals of social work throughout his/her field internships.

Social Work Academic Achievement Award

Social Work Academic Achievement Award is presented to the senior who has achieved the highest cumulative Grade Point Average upon completion for the degree of Bachelor of Social Work.

Excellence in the Senior Thesis Award

This award is presented to the senior who had demonstrated academic rigor and critical thinking in the research, writing, and completion of the Senior Thesis Project.

Baccalaureate Field Practicum Student of the Year Award

This award is presented to the senior who has demonstrated outstanding performance in the practice of social work in his or her practicum experiences.

Dean's Service Recognition Award

This award is presented to the senior who had demonstrated a strong commitment to the values of Catholic Social Teaching in social work practice.

APPENDIX

BACHELOR OF SOCIAL WORK STUDENT ORGANIZATION (BASSO)



Membership: Membership in the organization is open to **all** undergraduate social work majors and any members of the CUA community interested in contributing to the organization and furthering its purpose through the contribution of one's time and talent.

Officers: Officers of the Association shall consist of the President, Vice President, Secretary, Treasurer and Faculty Advisor.

The Purpose of the BASSO is:

1. Serve as an organization for the representation and communication of students' needs and interests within the Baccalaureate Program;
2. Provide visibility for the program within the university and the community;
3. Supplement the educational experience gained in classes through guest speakers, lectures, and workshops on subjects of interest; and
1. Promote community among social work students as well as increased communication with students, faculty, and administrators

Code of Ethics

of the National Association of Social Workers

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

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to

strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to

the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim

that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

Social workers should assist in making appropriate arrangements for continuation of services when necessary.

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take

reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately

seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for

living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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